UNIVERSITY OF MONTANA

DEMONSTRATION PROJECT YEAR SEVEN REPORT

Submitted to
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I.   INSTITUTIONAL OVERVIEW

The University of Montana is a state university with a rich 124 year history, dedicated to providing quality undergraduate and graduate educational programs and experiences that emphasize the acquisition and creation of knowledge, critical thinking, personal and social responsibility and integrative problem solving. As a doctoral research university, the University of Montana (UM) is recognized for basic and applied research, creative scholarship and outreach activities serving Montana, the nation and the world.

Nestled in the heart of western Montana's stunning natural landscape, the University of Montana attracts students, educators and researchers from across the country and around the globe. UM is located in Missoula, Montana's second-largest city with a population of 80,000 residents. The university draws a diverse population to Missoula and helps cultivate an educated, engaged and vibrant community.

Under the Constitution of Montana, the Montana University System (MUS) is governed by an autonomous board of regents, appointed by the governor, and administered by a commissioner of higher education. The University of Montana is an affiliation of independently accredited institutions: the flagship campus (UM), including Missoula College; Montana Tech of the University of Montana, in Butte; The University of Montana Western, in Dillon; and Helena College, University of Montana, in Helena. The scope of this report is limited to the activities of the University of Montana flagship institution in Missoula, including Missoula College.

Approximately 12,500 students attend UM and Missoula College, where they receive a dynamic education in subjects that include the trades, liberal arts, graduate and postdoctoral study and professional training. The university has a broad range of programs designed to meet its mission and the diverse needs of students. It is composed of the following academic units:

- School of Business Administration
- Phyllis J. Washington College of Education and Human Sciences
- School of Extended and Lifelong Learning
- W.A. Franke College of Forestry and Conservation
- Graduate School
- College of Health Professions and Biomedical Sciences
- Davidson Honors College
- College of Humanities and Sciences
- School of Journalism
- Alexander Blewett III School of Law
- Maureen and Mike Mansfield Library
- Missoula College UM
- College of Visual and Performing Arts

At the university, breadth of programming and a solid interdisciplinary foundation foster the critical thinking and integrative problem solving skills required by today's citizens. Capitalizing on its proximity to the northern Rocky Mountains, the university has developed world-class programs related to the environment. Human health and development provide primary emphases in biomedical sciences and related programs. As a major center for the arts and culture in Montana, UM nurtures artists, performers and writers. Students study a rich array of cultures through academic programs, special institutes and 92 student/faculty international exchange agreements. The University of Montana is further committed to meeting societal needs through strong programs in business, forestry, education, journalism, the arts, health professions and law. UM takes pride in the engagement of its students beyond its campuses. Indeed, the articulation of new programs responsive to the challenges and demands of local, national and global communities continues to set UM apart. UM maintains an Office for Civic Engagement and is home to the Montana Campus Compact, part of a national coalition dedicated to promoting community service, civic engagement and service learning in higher education. UM's emphasis on student engagement has earned it the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching as well as a listing on the national President's Higher Education Community Service Honor Roll.

UM has significantly enhanced its research and creative profile over the last 25 years, with substantial investment coming from sources other than state appropriations. The UM Foundation works with the university to develop private resources for the campus, employees and students. The university's many outreach activities provide a great resource to the state and community and include athletic events, art events and tours, partnerships with state, regional, and tribal agencies and involvement with K-12 education.

UM provides an array of student services, including residence life programming, dining, student clubs and organizations, advising, counseling, recreation and intramural sports, Grizzly Athletics, lectures, cultural events, tutoring, financial aid and work-study opportunities. With the vast array of curricular and co-curricular opportunities available to them, students are truly provided with an educational environment in which they can thrive.

Several leadership transitions have occurred at UM in the last two years. Beverly Edmond began as Interim Provost and Vice President for Academic Affairs on July 1, 2016, to replace Provost Perry Brown upon his retirement. On December 12, 2016, upon the resignation of President Royce Engstrom, Sheila Stearns was appointed Interim President. The search for a new president is underway, with the goal of hiring a new president to begin January 1, 2018. The search for a permanent provost will begin once the new president has been named so that the new president can be involved in the process. The university has experienced budget challenges over the past five years, but continues to make appropriate adjustments to ensure a balanced budget that meets the educational mission of the institution. Over the past several years, the institution has maintained relative stability in total revenue but has shifted more resources from discretionary sources to personnel. This brought UM's student to faculty ratio down from nearly 21:1 to a now enviable 16.3:1 ratio. The university continues to execute its recruitment and retention strategies, to increase the ratio back to the strategic goal of 18:1.

Enrollment at the university in fall 2016 was 12,419 students. The undergraduate headcount was 7,987 on the 4-year campus, 2,110 at the graduate level, and 2,090 in two-year and/or certificate programs. Of incoming UM students, more than 64% are Montana residents, a slim majority are women and the average ACT score is 22.35. The number of entering freshmen that require developmental math, English or both is decreasing as the university works with the Montana K-12 system to improve preparation of future applicants. In 2016, 1,597 baccalaureate, 424 master's, 66 research doctoral, and 304 professional doctoral degrees were conferred. The Lumina Foundation's Delta Cost Project repeatedly shows UM to be among the most cost-efficient public research universities nationally. UM's level of expenditure per student is among the lowest in the nation for flagship universities and is lower than the average for WICHE states. In response, UM plans and allocates resources in a proactive and participative process, allowing for resource management critical to the university's ongoing success. Over 330,000 square feet of space have been added to campus facilities for academic and research use, an increase of approximately 14% since 2000. UM continues to evaluate its physical facilities and learning environments in order to create the most dynamic educational experiences for students.

II. DEFINITION OF INSTITUTIONAL MISSION FULFILLMENT
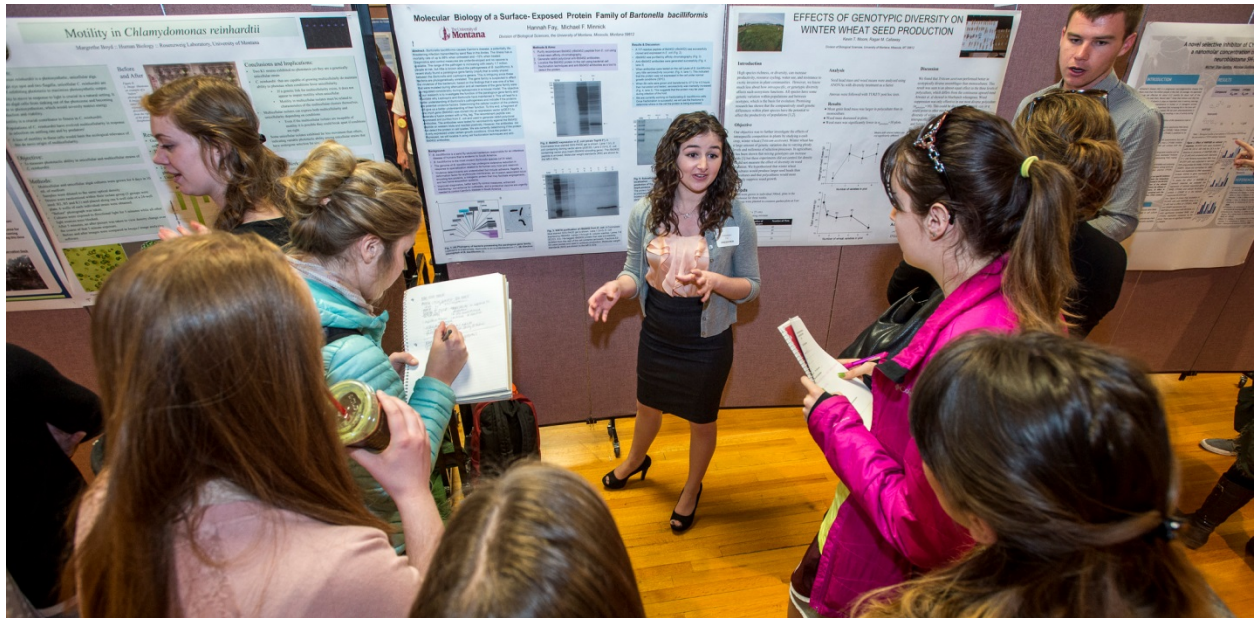
As a result of the Year Three Evaluation in 2014, the University of Montana received one recommendation to address: "The evaluation committee recommends that the University continue to refine the conceptual framework for implementing its assessment of learning outcomes within the context of its core themes and provide data to support that model (Standard 1.B.2)." As outlined in this and the following chapter, we have enhanced and added to the framework and methods for assessing critical learning outcomes related to the core themes.

The University of Montana's model for mission fulfillment is depicted in a holistic diagram outlined below. The model depicts that UM's mission, state board, and student expectations and background characteristics are the inputs that influence the university setting. The university setting includes social and managerial items, as well as infrastructure, personnel, community, and activities. This environment fosters student experiences that are enhanced by knowledge gained, capacities and skills that are developed, and friends that are made.

Over the course of acquiring an undergraduate and/or graduate degree, students have a broad range of these experiences that lead to university outcomes and other broader benefits, such as becoming engaged citizens, critical thinkers, effective communicators, global leaders, and part of society's productive workforce. As described throughout this report, these outcomes and benefits are assessed through general education measurements, academic program assessments, and other indirect institutional assessments.

MISSION FULFILLMENT at UM

STUDENT EXPECTATIONS & BACKGROUND CHARACTERISTICS

STATE BOARD

MISSION

UNIVERSITY
· SOCIAL
· MANAGERIAL
· INFRASTRUCTURE
· PERSONNEL
· COMMUNITY
· ACTIVITIES

MULTIPLE SMALL EXPERIENCES THAT ACCUMULATE TO THE UM EXPERIENCE

Students participate in activities in an environment (setting) that leads to an experience, leading to benefits to individuals and society

BENEFITS
· ENGAGED CITIZENS
· GLOBAL LEADERS
· PRODUCTIVE WORKFORCE
(OUTCOME 2)

STUDENT EXPERIENCES
· KNOWLEDGE
· CAPACITIES
· FRIENDS
(OUTCOME 1)

The mission statement and strategic issues of the university form the foundation of assessment and evaluation processes. As depicted below, the University of Montana operates under a set of guiding statements, including mission statements for the Montana University System, the affiliated campuses of the University of Montana, and the University of Montana—Missoula and a Vision Statement incorporating essential values. In January 2010, the Montana Board of Regents endorsed the Mission Statement and core themes. Since that time, UM has modified the titles for several of these themes, which were approved by the Board of Regents at the March 2014 meeting.

THE UNIVERSITY OF MONTANA VISION STATEMENT

*The University of Montana will lead as a globally focused public research university that serves the state, nation, and world. Intrinsic to mission are the underlying values of **leadership**, **diversity**, **sustainability**, and **engagement**. These essential values underpin our preparation of graduates and contributions to society in the 21st century through high-impact teaching, research, creative scholarship, and service. The University of Montana will be recognized as a place of opportunity for those who study and work in our dynamic learning environment. It will be a place of vitality through its academic, cultural, and athletic performance. We will realize our mission and vision through continuous, intentional integration of planning, budgeting, implementation, and assessment. The University of Montana will drive economic, cultural, and social development of Montana and the Northern Rockies.*

Partnering for Student Success — Education for the Global Century — Discovery and Creativity — Dynamic Learning Environment — Planning-Assessment Continuum

THE UNIVERSITY OF MONTANA MISSION STATEMENT

The University of Montana pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, the University provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation, and world.

Identification of Core Themes

Foundational to the university's mission are its five core themes, through which institutional priorities and objectives are achieved. These core themes are referred to as strategic issues in the University's Strategic Plan.

University of Montana's Core Themes
1. Partnering for Student Success
2. Education for the Global Century
3. Discovery & Creativity to Serve Montana & the World
4. Dynamic Learning Environment
5. Planning-Assessment Continuum

Core Theme 1: Partnering for Student Success reflects the Mission and Vision Statements in their emphasis on ensuring student performance "by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training" and "the preparation of graduates through high-impact teaching, research, creative scholarship, and service."

Core Theme 2: Education for the Global Century aligns with the university's Mission and Vision Statements. It focuses on academic excellence fostered by the quality of curriculum and instruction, student performance, the provision of "unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases" to ensure the preparation of engaged citizens to advance economic, cultural, and social change.

Core Theme 3: Discovery and Creativity to Serve Montana and the World aligns with both the Mission and Vision Statements for UM. Discovery and creativity are essential elements of a unique educational experience that integrates liberal arts, graduate study, and professional training. In this way, the university prepares graduates that contribute to economic and cultural development.

Core Theme 4: Dynamic Learning Environment reflects both the Mission and Vision Statements. UM accomplishes its mission by "providing unique educational experiences through integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases." UM will be "recognized as a place of opportunity for those who study and work in a dynamic learning environment. It will be a place of vitality through its academic, cultural, and athletic performance."

Core Theme 5: Planning-Assessment Continuum aligns with the Vision Statement and supports fulfillment of the UM Mission: "We will realize our mission and vision through continuous, intentional integration of planning, budgeting, implementation, and assessment. The University of Montana will drive economic, cultural, and social development of Montana and the Northern Rockies."

Objectives

The objectives drawn from the core themes inform and direct the activities that the university performs to fulfill its mission and vision. For example, the core theme of Partnering for Student Success has led the university to work more closely with the K-12 educational system to ensure that students pursue and achieve learning outcomes essential for post-secondary success. Further, UM has created new programs that support students' transition to college, integrate the early college curriculum, enhance students' academic and social endeavors and provide faculty and staff the tools to support students. Objectives have been delineated for each core theme.

Indicators

Indicators include direct and indirect assessments of how well the institution is meeting its objectives. Indicators monitored at UM range from participation rates in various activities, to the achievement of program-level learning outcomes, to survey results that address employer satisfaction with graduates' contributions in the workplace. The university has narrowed the number of indicators to two or three for each objective and identified a key indicator for each core theme.

Spearheading the accomplishment of these strategic issues, objectives, and indicators are the four standing committees that comprise the [Planning-Assessment Continuum](#):
- University Planning Committee
- University Budget Committee
- Implementation Committee
- University Assessment and Accreditation Committee.

The Planning-Assessment Continuum characterizes a cultural orientation of the University of Montana that is designed to facilitate desired outcomes, clarify UM"s vision and mission and to communicate and demonstrate to internal and external stakeholders that we are making the best use of resources. Executive

leadership provides communication of mission and vision, clear and consistent processes, overarching mission-driven goals, equitably applied parameters, and rules enforcement, while faculty, staff, and students provide ideas, procedural improvements, work, action and other vital contributions to the direction of the university. The structure uses a variety of mechanisms to ensure transparency and meaningful, broad-based input and participation, including that of advisory committees, implementation teams, task forces, focus groups, town hall discussions and responsibility-centered budgeting. The process is integrated, transparent and highly visible.

The scope of these activities includes, but is not limited to:
- Institutional goals and priorities
- Programs
- Enrollment
- Fiscal resources
- Human resources
- Capital resources, including debt financing and gift funds
- Buildings (classrooms, labs, office, special use, event and support space)

The University Planning Committee has led the university in further developing the designations of an acceptable level of performance for the indicators within each core theme. The current University Strategic Plan incorporates the core themes as its Strategic Issues and has updated objectives and indicators.

Structured to mirror the Strategic Plan, an annual Institutional Assessment Report, along with more detailed assessment data, form the basis of the President's annual State of the University message at the beginning of each new academic year. The University publishes and posts the annual Institutional Assessment Report and Report Card each year.

Although meaningful research, outreach, and other forms of service and community engagement are critical at the University of Montana, teaching and learning is the core of what we do. Within the teaching and learning domain, innovative general education initiatives are a central feature of mission fulfillment at the University of Montana. By addressing the core themes in the Strategic Plan that are related to student learning, including "Partnering for Student Success," "Education for the Global Century," creating a "Dynamic Learning Environment," and using the "Planning-Assessment Continuum," UM affirms mission fulfillment. Data have been collected annually for these strategic issues, and each is connected to general education. In the sections that follow, UM's general education framework is outlined, including required courses, offerings within the majors, and emphases on writing.

University of Montana's General Education Framework

The University of Montana's General Education Preamble describes UM's goal to "develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities." The academic undergraduate program at the University of Montana is structured as a three-part curriculum, including general education coursework, coursework for a major specialization, and enrichment coursework and activities.

To earn a baccalaureate degree, all students must successfully complete, in addition to any other requirements, 28-49 credits of general education requirements. The variability in credits reflects the number of credits required to reach proficiency in a modern or classical language. A grade of C- or better is required for every course that is used to satisfy a general education requirement. The AA and AAS degree programs also include a core of general education as required by the MUS, which includes 30

credits across six areas. Students earning two year transfer degrees in the general AA program are also required to complete the general education requirements, preparing them for continued study at the upper division level. AAS degree programs require a more modest core of general education to complement students' workforce preparation, which includes 15 credits across five areas.

The foundation established through the UM General Education requirement is reinforced, expanded and refined as students continue through their course of study. Although general education requirements offer students considerable flexibility in selecting courses, they establish a set of common educational objectives for all students.

UM's general education assessment initiatives are grounded in the learning outcomes developed for each of the 11 "Groups" or domains of general education. UM's General Education Framework (Faculty Senate procedure 202.10) includes coursework in the following areas. These 11 Groups are delineated on UM's general education website, which is user-friendly for students, advisors, and faculty.
- English Writing Skills (0-9 credits),
- Mathematics (3 credits),
- Modern and Classical Languages (up to 10 credits, some majors have exceptions for symbolic systems),
- Expressive Arts (3 credits),
- Literary and Artistic Studies (3 credits),
- Historical Studies (3 credits),
- Social Sciences (3 credits),
- Ethics and Human Values (3 credits),
- Democracy and Citizenship (3 credits),
- Cultural and International Diversity (3 credits), and
- Natural Sciences (6 credits, including lab experience).

The framework specifies that all general education courses must be at least three credits, be introductory and foundational, and typically not have more than one pre-requisite. General education coursework is reviewed on a continuous schedule, thereby ensuring that the framework and courses do not become static. Courses granted general education designation must "emphasize breadth, context, and connectedness; and relate course content to students' future lives."

In order for a proposed course to be accepted for general education credit by the faculty senate, the faculty member proposing the course must document its objectives and content, as well as modes of instruction and assessment. Course proposals must identify applicable learning outcomes and demonstrate that the course is designed for students to attain those outcomes. Each general education area has specific and measurable outcomes. For example, upon completion of an Ethical and Human Values course, students will be able to:
1. Correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices;
2. Analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.

In addition, UM's general education outcomes are conceptually tied to the Essential Learning Outcomes (ELOs) drafted by the Association of American Colleges and Universities (AAC&U). The figure below illustrates how elements in the course catalog's description of the general education program are aligned with the ELOs. The ELOs are assessed using the AAC&U VALUE rubrics as appropriate, including Inquiry and Analysis, Problem Solving, and Civic Engagement. Interdisciplinary teams of faculty and

academic professionals from institutions across the nation developed the VALUE rubrics to clarify expectations for student achievement across the set of outcomes.

Excerpt from UM General Education Preamble

In accordance with the mission of the University of Montana, Missoula, these [common educational] objectives are to develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities. Students should become acquainted with issues facing contemporary society, participate in the creative arts, develop an understanding of science and technology, cultivate an appreciation of the humanities, and examine the history of different American and global cultures. Upon completion of the general education requirements, students should be able to articulate ideas verbally and in writing, understand and critically evaluate tangible and abstract concepts, and employ mathematical and other related skills appropriate to a technologically focused society.

In summary, The General Education Program is designed to provide a high quality intellectual foundation that accommodates all UM students whether in the liberal arts or professional programs. This foundation will be reinforced, expanded, and refined as students continue through their course of study….

AAC&U Essential Learning Outcomes

Personal and Social Responsibility
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Knowledge of Human Cultures and the Physical and Natural World
- Study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts
- Engagement with big questions, both contemporary and enduring.

Intellectual and Practical Skills
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Integrative and Applied Learning
- Synthesis and advanced accomplishment across general and specialized studies

Montana University System Core
Similarly, the MUS-level General Education Council adopted the AAC&U Essential Learning Outcomes statement for the MUS Transfer Core. Thus, UM both applies internal processes (Faculty Senate review and approval) and is subject to external policies (MUS core) that ensure learning outcomes are identifiable and assessable.

Student Learning Outcomes
At UM, we strive to extend general education beyond required courses to include learning that occurs in the academic disciplines. All programs have specified intended outcomes and assessment plans. Every academic program is described in the course catalog, on departmental websites, and in written material provided by the programs. Faculty members are asked to identify student learning outcomes on course syllabi.

Departments and schools/colleges establish learning outcomes for all degree programs. The outcomes, along with a report of assessment efforts, are submitted biennially to the Assessment Advisory Committee (AAC) through the Office of the Provost. Each department or program's assessment plan is posted on the Office of the Provost's Department Reports website.

For example, the School of Journalism has adopted the "Montana Dozen," learning outcomes for all UM School of Journalism graduates:

1. Demonstrate an understanding of truth, accuracy and fairness.
2. Understand and apply principles of freedom of speech.
3. Demonstrate an understanding of the history and the role of the media.
4. Demonstrate an understanding of ethnic and racial diversity.
5. Show visual literacy understanding and skills.
6. Understand ethics and act ethically.
7. Think critically and creatively.
8. Research and evaluate information.
9. Critically evaluate work and tailor that work for the appropriate audience.
10. Write correctly and clearly.
11. Apply basic numerical concepts.
12. Use appropriate tools and technology.

Courses offered for general education credit or a writing designation must meet the learning outcomes established by the General Education Committee or Writing Committee (subcommittees of our Faculty Senate Academic Standards and Curriculum Review Committee). These learning outcomes are stated in Faculty Senate procedures 202.2 and 202.5 and in the course catalog.

Content, Rigor, Mission
The curricular approval process ensures appropriate content and rigor and verifies that learning outcomes are tailored to the demands of each program and that degree designators are consistent with program content. Department faculty and school/college deans evaluate whether a new, revised or expanded degree program adds value to the overall curricular mission. The sufficiency of faculty and resources to create or continue programs is assessed prior to the proposal of any program or curriculum modifications. All proposals must be accompanied by the signature of the department chair, the dean, the provost, and the chairs of any other departments the proposal will affect. Proposals are then reviewed by the Academic Standards and Curriculum Review Committee (ASCRC) and/or Graduate Council before being reviewed and approved by the Faculty Senate. Proposals with more significant implications (new degrees, retitling, terminations) are submitted subsequently to the Board of Regents (BOR) for final approval. All programs undergo program review every seven years (BOR policy 303.3) in order to demonstrate the quality of each unit, and to ensure rigor, centrality to mission, and alignment with the University Strategic Plan.

Writing Courses
UM faculty members have devoted particular attention to English writing skills. Guidelines for approved writing courses reflect the belief that the ability to write effectively is fundamental to a liberal arts education, essential to academic inquiry, and important for student success in academic, professional, and civic endeavors. The Writing Committee devised a set of learning outcomes for intermediate and advanced writing courses.

Upon completing the Intermediate College Writing course, the student should be able to demonstrate the following learning outcomes:
*   Use writing to learn and synthesize new concepts
*   Formulate and express written opinions and ideas that are developed, logical, and organized
*   Compose written documents that are appropriate for a given audience or purpose
*   Revise written work based on constructive feedback
*   Find, evaluate, and use information effectively and ethically
*   Begin to use discipline-specific writing conventions
*   Demonstrate appropriate English language usage

The learning outcomes for advanced writing courses derive from the expectation that students should be more active, confident and effective contributors to a body of knowledge, and should understand the ethical dimensions of inquiry. Upon fulfilling the Advanced College Writing requirement, the student should be able to demonstrate the following learning outcomes:

- Identify and pursue sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation that are appropriate to the discipline
- Develop competence in information technology and digital literacy

Until fall semester 2013, students' writing was evaluated using an upper division writing assessment exam. That exam was discontinued and now student writing proficiency is assessed by a campus-wide initiative focused on course outcomes, syllabus analysis and the scoring of student writing assignments from both 200-level writing courses and department capstone courses.

Additional Scaffolding for General Education & Undergraduate Learning

Franke Global Leadership Initiative
Although not part of the formal general education program, the Franke Global Leadership Initiative (GLI) is a foundational and signature educational program at the University of Montana that prepares interdisciplinary problem solvers and leaders to work collaboratively with diverse groups in an interconnected world. In addition to interdisciplinary studies, the GLI program offers specialized courses, problem-solving experience and leadership training.

Undergraduate Research
The University of Montana values undergraduate research and scholarship activity as a part of students' undergraduate learning, and works diligently to provide opportunities for students across majors to engage in research across campus and in the community. UM strives to support undergraduate research through capstone courses, research projects, internships, and the UM Conference for Undergraduate Research, as well as provide scholarships and awards to support students and their mentors in their research. The opportunity to earn academic credit is an important part of the university's efforts to promote undergraduate research across the entire campus and can be arranged through Academic Enrichment.

Undergraduate research and scholarly activity is conducted in many areas at UM, but is most highly visible through the annual UM Conference for Undergraduate Research (UMCUR), and Davidson Honors College's "Senior Honors Research Project." This spring, UM will host the 16th Conference for Undergraduate Research (UMCUR). It is a day-long conference held toward the end of spring semester designed to give undergraduate students a venue to present their research and scholarly activity. UMCUR is structured as an academic conference with a call for proposals/abstracts, a peer-review committee, and sessions for panel presentations, posters, and creative exhibits. Each year, the conference draws over 150 student presenters, as well as many audience members from the campus and Missoula communities. The conference includes presentation judging and a series of awards across five categories: humanities, social sciences, life sciences, physical sciences, and visual and performing arts. Last year, nearly 100 presentations were uploaded to UM ScholarWorks where they became part of a growing archive of undergraduate research at UM.

The Davidson Honors College's "Senior Honors Research Project" requires honors students to complete original research or scholarly activity during their senior year. The research and scholarly activity is supported and evaluated by faculty and may take a variety of forms but must culminate in a thesis, performance or exhibit, or independent scientific experiment. Each project will result in a written analysis and culminate in a public presentation.

Student demonstrations of leadership, teamwork, research and scholarly activity are brought together during the capstone component of the Franke Global Leadership Initiative (GLI). In their senior year, GLI students are encouraged to take advantage of the opportunity to present their undergraduate interdisciplinary research capstone projects at UMCUR. The capstone projects provide students a more comprehensive understanding of broad global concerns, such as economic viability, population and environmental changes, effects of technological advances, ethical dilemmas, and the creation of wealth and resources.

Mansfield Library
The Mansfield Library provides critical academic support for all of our general education offerings. The central mission of library instruction is to create information literate students. Information literacy provides a foundation for life-long learning, the ultimate goal of education, and is common to all disciplines, learning environments, and levels of education. As information professionals, librarians are uniquely positioned to guide the process of integrating information literacy within the university curriculum and to ensure that students are prepared to address local and global issues and to make a difference in the cultural and economic fabric of Montana and the world.

Information literacy outcomes are part of both the Mansfield Library's instructional mission and undergraduate general education Writing Requirements. The Writing Course Guidelines indicate that "effective writing both strengthens and is strengthened by an understanding of critical thinking and information literacy". Introductory College Writing Courses "incorporate information literacy into learning outcomes, instruction, and assignments". Students will learn to "find, evaluate, and use information effectively" in Intermediate College Writing Courses. Students will learn to "find, evaluate, analyze, and synthesize information effectively from diverse sources" in the Advanced Writing requirement. The Mansfield Library Information Literacy Curriculum is designed to support these outcomes, primarily through instruction integration into required writing courses, in collaboration with the writing composition program, and with faculty in all departments. Additionally, information literacy outcomes are taught in the elective course LSCI 200 Research Strategies, and Special Topics courses such as LSCI 391 "Who Owns Culture? An Introduction to Copyright." Information literacy is an expected outcome of writing courses, and the critical evaluation of information sources and ideas is central to the mission of general education.

Academic Enrichment
The mission of Academic Enrichment (AE) is to promote, increase, and enhance academic enrichment opportunities for students and to track, report, and assess these activities for campus as a whole. AE offers students a diverse variety of academic enrichment opportunities, including civic engagement, internships, education abroad, National Student Exchange, and undergraduate research & scholarly activity. Academic Enrichment fosters communication and collaboration among academic departments, student services, and academic enrichment programs to ensure all students have opportunity to engage in out-of-classroom learning activities closely aligned to academic interests. Academic Enrichment programs positively impact student recruitment, retention, progression, success (graduation), and career opportunities to help students realize their potential in the global century.

Global Engagement
The Global Engagement Office (GEO) provides resources for international experiences for domestic students, immigration advising and campus integration for international students, as well as opportunities for faculty and staff to working abroad. GEO includes the English Language Institute (ELI), International Students & Scholars (ISS,) and Education Abroad (which is addressed under Academic Enrichment where it is currently housed).

The ELI is an accredited program offering basic English language skills to students unable to meet the campus language admissions threshold. Through partnership with the UM campus, ELI provides a valuable resource to streamline international students into regular academics after honing their English abilities. The office is also instrumental in bringing short-term English programs to campus during the summer months, exposing prospective students to UM and the larger community.

International Students and Scholars (ISS) serves as a pivotal office in the continued presence and retention of international students and scholars on the campus. ISS is the link between mandatory government reporting and UM's ability to bring international students and scholars to campus and support them. ISS responsively addresses immigration concerns and issues affecting UM's international population. The richness provided by an international perspective furthers acceptance and awareness of global issues and trends.

Office for Student Success
Oversight for most academic support services is provided by the [Office for Student Success](#) (OSS). OSS programs inform and mentor students about the curriculum and areas of study, tutoring services, experiential learning, and other opportunities. This includes the Undergraduate Advising Center, Writing Center, Financial Education Program, and TRiO-SSS. The university works to create an inclusive campus environment that fosters an appreciation of individual differences, and UM's active TRIO-SSS program for first-generation, minority, and disabled students provides services essential to their success. The Financial Education Program provides workshops, classroom visits, and individual student appointments to give students critical guidance in their financial decisions. More information about the Undergraduate Advising Center and Writing Center is outlined below.

Undergraduate Advising Center
The [Undergraduate Advising Center](#) (UAC) is the academic advising home for all undeclared, freshman media arts, pre-nursing, undergraduate non-degree, and freshman pre-medical Sciences and pre-physical therapy students in the above primary majors. The UAC works with faculty and staff advisors to improve the overall quality and consistency of advising services.

At least one meeting with an advisor per semester is mandatory for undergraduate students at UM. At these meetings, the advisor and student review the student's academic progress, educational goals, and career options and determine the student's course schedules for the upcoming semester. Upon review and approval of the planned course schedule, the advisor issues a personal identification number that allows the student to access online registration.

Monthly "Advising Conversations" are held to review and discuss advising practices. Training sessions are offered for faculty and staff advisors on topics such as assessment of advising, using technology effectively, and FERPA concerns. Information about advising is made available to students in at least three ways: the advising section of the course catalog, via an online pre-orientation session with embedded advising videos, and via an advising blog where information is continually updated. [Academic Planner](#), an online interactive application developed at UM, allows students to plan the upcoming semester and well as project multi-year plans. All of these resources are in place to help students participate in the advising process and make decisions about their academic careers.

In their advising interactions with students, UAC staff strives to:
1. Instill in students, regardless of academic major or program of pursuit, a sense of understanding and appreciation for the value a liberal arts education, and a general sense of curiosity of learning in academic disciplines outside of their major and participate in the interdisciplinary learning process.
2. Garner student interest in general education and the transformative nature of earning a degree at a liberal arts institution where general education is a requirement of degree completion. A requirement, which we at the UAC try to make them aware, fosters greater student capability to apply their education to address contemporary challenges and expand their career options portfolio.
3. Promote general education and the purposeful navigation of fulfilling one's general education requirements (GER) in a timely manner.
4. Promote general education and the exploratory process of fulfilling GERs as a pivotal component of the major discovery process for students whose major is undeclared, including students transitioning from one academic major to another.
5. Utilize GER fulfillment and the clustering of academic majors into tracks whereby students can explore multiple majors in a particular track while fulfilling their general education requirements and making progress towards degree completion (see exploratory studies program).

The UAC employs a distance learner specialist to advise the university's increasing population of students enrolled in online courses. The UAC also partners with Enrollment Services to provide advising and registration-related information to new students through online orientation modules and to serve as a key point of contact to new students participating in summer orientation sessions, whether on campus or online.

<u>Writing Center</u>
As a university hub for campus conversations about writing and other forms of communication, the University of Montana Writing Center administers programs to help undergraduate and graduate students in all disciplines become more versatile and effective thinkers, writers, and readers. In one-to-one and small-group tutoring sessions and whole-class workshops, tutors help students recognize their strengths and weaknesses as communicators and to practice strategies appropriate to various communication contexts. In addition, the Writing Center collaborates with faculty to provide instruction that positively impacts student performance, and supports faculty to promote their own development as writers. Tutors challenge students to think more critically, to consider the rhetorical variables of a writing task—e.g., purpose and audience—and to rehearse strategies to generate ideas, perform research, organize content, synthesize ideas, and polish prose.

Academic Advising Center and Learning Center at Missoula College
The Learning Center on the Missoula College campus provides tutoring in math, writing, and other academic areas, as well as skills assessment and accommodated test services. Students may work with a retention professional and other staff members to develop study skills, participate in academic coaching, and access additional student support services. The Academic Advising Center currently employs a director and two professional advisors, with student workers providing administrative assistance. The advisors work formally with students enrolled in the Department of Applied Arts and Sciences, although they also provide advising support for all Missoula College programs. Students pursuing degrees and certificates in areas such as nursing and applied computing and electronics technology are advised by faculty in those departments.

Division of Enrollment & Student Affairs
Student learning and general education at UM is also supported by the Division of Enrollment and Student Affairs. The following departments in this division offer co-curricular learning experiences to

students: American Indian Student Services (AISS), Campus Recreation, Career Services, Curry Health Center, Disability Services, Residence Life, Student Affairs Information Technology (SAIT), University of Montana Dining (UM Dining), University Center (UC), and Veterans Education & Transition Services (VETS). Additionally, the Division partners with other units on campus to more comprehensively assess and improve student learning both in the co-curriculum and the curriculum e.g., the UM Student Diversity & Inclusivity Study (UM Climate Study) and the Co-Curricular Experience Outcomes (CEO) Survey.

The overarching student learning outcomes for the division align well with those established for general education:
- communication skills
- leadership
- critical thinking
- multicultural competence/humility/diversity & inclusion
- civic/community engagement
- effectiveness and service delivery
- innovation and collaboration

III. DESCRIPTION OF METHODOLOGIES IMPLEMENTED FOR EVIDENCE-BASED ASSESSMENT

In order to address the recommendation from the 2014 NWCCU review, the University of Montana has employed a multifaceted approach for evaluating general education through formative and summative assessments, as well as direct and indirect methods. The rigor of UM's general education assessment efforts is strengthened by using standardized measures and nationally adopted rubrics. For example, as a standardized test, the Collegiate Learning Assessment (CLA) has been rigorously tested for validity and reliability. Similarly, the AAC&U VALUE rubrics used in general education embedded assessments serve as a national best practice.

The University of Montana's approach for general education assessment might be aptly described by the analogy of weaving a tapestry. By itself, any one thread in the tapestry does not create a full picture that is significant. However, when integrated in intentional and skillful ways, the combined threads cumulatively produce a work of art that is coherent and meaningful.
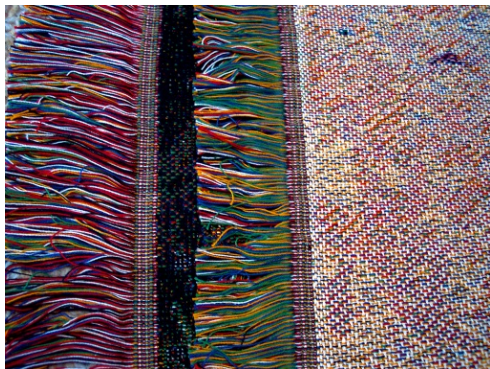
Similarly, when examined in isolation, any one of the assessments highlighted in this report does not definitively conclude that UM is fulfilling its mission regarding student learning. In contrast, when

classroom based general education assessments are combined with assessments in the disciplines, when direct assessments are juxtaposed with indirect assessments, and when curricular assessments are intertwined with co-curricular assessments, a pattern of student learning emerges that confirms the quality of student learning at UM.

UM's general education assessment initiatives are described in detail below. They include classroom based general education assessments, programmatic assessments, direct assessments, indirect assessments, other curricular assessments, and co-curricular assessments. The data from these methods are directly related to the core themes of Partnering for Student Success, Education for the Global Century, Dynamic Learning Environment, and the Planning-Assessment Continuum.

Classroom-based General Education Assessments

For the last several years, a number of pilot assessments have been conducted by faculty members in the natural sciences, mathematics, and ethics. The process for pilot studies began by reaching out to faculty members in these general education groups in order to identify those who were willing to participate in this study. We had an initial meeting with each group to outline what the assessment pilot would entail. We explained that the assessment should benefit both students and professors. We noted that this is not an evaluation or judgment of the instructors, but rather the learning outcomes of the students.

This assessment process provided us with an opportunity to look at the goals of general education classes. The pilot project also allowed us to explore ways to obtain feedback from classes without overburdening instructors, as well as have more discussion of how assessment will benefit professors and students.

Faculty in these areas developed reports highlighting these five areas:
1. <u>Course description:</u> Briefly explain how this course meets the criteria for the group.
2. <u>Course student learning goals and how they are connected to the general education learning goals:</u> Briefly explain how this course will meet the applicable learning goals.
3. <u>Method(s) of assessment, and an achievement target for the assessment(s):</u> Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the general education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used. For the achievement target, describe the desirable level of performance for your students, and the percentage of students you expected to achieve this.
4. <u>What were the results/findings, and what is your interpretation/analysis of the data?</u> Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.
5. <u>Action steps based on the findings:</u> Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

Programmatic Assessments

Departments are required to report on their assessment efforts biennially. The reports include the department's assessment plan and communicate the assessment results from the previous year. Faculty continue to examine and clarify how departmental practices and initiatives contribute to each of the core themes, especially Partnering for Student Success, Education for the Global Century, a Dynamic Learning

Environment and (particularly for those with graduate programs) Discovery and Creativity to Serve Montana and the World.

After the reports have been submitted, the Assessment Advisory Committee reviews each report and provides timely feedback to help departments improve their assessment efforts in the future. The reports are then published to the Department Reports website. These reports have provided useful information about efforts to assess many broader student learning outcomes related to general education, including critical thinking, information literacy, and oral and written communication.

Direct Assessments

Collegiate Learning Assessment
UM has participated in several cycles of the Collegiate Learning Assessment (CLA), a product of the Council for Aid to Education that measures students' writing, critical thinking, and quantitative reasoning skills. This instrument has been adopted by the Voluntary System of Accountability initiative. UM first conducted the CLA in 2006-2007 to assess whether students were attaining analytical, quantitative, information and communication skills. UM has also participated in the CLA in 2007-2008, 2011-2012 and 2015-2016. In fall 2015, 102 first-year students participated; 69 seniors participated in spring 2016.

University-wide Program-level Writing Assessment
The University-wide Program-level Writing Assessment (UPWA) was approved by the Faculty Senate in Fall 2013 and replaced the Upper-division Writing Proficiency Assessment. The new assessment provides valuable information about student writing proficiency by assessing and scoring student-revised papers from intermediate writing courses (formerly "approved writing courses") using a holistic scoring rubric. The assessment process also offers professional development opportunities for faculty and staff that are committed to improving student writing proficiency at UM-Missoula. The Fall 2014 and Spring 2015 student paper collection and the Spring 2015 retreat were the first completed post-pilot, with steadily improving results shown in all aspects of the program. The spring 2016 review was the second of this iteration, and the first to utilize two semesters' worth of student samples. The results identify areas of strength and weakness in students' writing that can be relayed to faculty teaching writing courses as well as department chairs.

Indirect Assessments

National Survey of Student Engagement
In spring 2016, the University of Montana participated in the National Survey of Student Engagement (including modules for first-year experiences and information literacy assessments). This respected national survey has been administered at the University of Montana five times since 2001. The 2016 cycle included 358 freshman and 526 seniors, which represented a 17% and 19% response rate, respectively.

Project Innovation Cultivation
The University of Montana also participated in Project Innovation Cultivation, a national survey exploring the influence of collegiate experiences on students' innovation capacity. 4,093 students from nine institutions across the country responded to the survey, including 781 students at UM. Pre-and post-test analyses were conducted on the scores from first-year and senior students who took the survey.

Other Curricular Assessments

Franke Global Leadership Initiative
As noted earlier, UM's distinctive Franke Global Leadership Initiative (GLI) prepares interdisciplinary problem solvers and leaders to work collaboratively with diverse groups in an interconnected world. Faculty and staff from the GLI have used rubrics, surveys, and focus groups to assess learning outcomes such as leadership skills, critical thinking skills, and communication skills.

Assessing Civic Engagement Courses
In addition, VALUE rubrics and focus groups are being used to assess civic engagement courses. It should be noted that community engagement is embedded in the University of Montana's (UM) mandate, as articulated in UM's mission statement, to produce "informed, ethical, and engaged citizens of local and global communities." Community engagement is how we partner with community-based organizations to address challenges and create mutually beneficial outcomes. UM continues to expand outreach and partnership with local, state and global communities each year. In 2008, UM applied for and received the Carnegie Foundation's elective Community Engagement Classification, and successfully renewed this classification in 2015. UM has been on the Corporation for National and Community Service President's Higher Education Community Service Honor Roll since its inception in 2006.

After an initial pilot period, this year UM implemented an online assessment tool to measure the impact of service learning classes on students' levels of civic competencies. The tool is adapted from AAC&U's Civic Engagement VALUE Rubric. Ninety-one UM students from 12 different service learning designated courses on campus completed a pre-test during the first three weeks of the spring semester, and a post-test during the last three weeks of the spring semester. The data were analyzed to assess changes in levels of five different civic competencies.

Assessing Information Literacy
The Mansfield Library conducts extensive assessment to assess the information literacy of UM students: Information literacy learning outcomes have been mapped for 100, 200, 300, and 400 level courses. As will be outlined in the next chapter, assessment methods have included an analysis of NSSE findings related to information literacy, as well as *LibQUAL* findings, course evaluations, student evaluations, and a study on eResource use and student attainment.

Co-Curricular Assessments

Sector-level Assessment
All sectors (Administration and Finance, Academic Affairs, Student Affairs, Information Technology, Research and Creative Scholarship) completed reports that described how they are assessing or supporting student learning outcomes related to general education. The methods for assessing student learning in the co-curriculum vary by unit, but most prevalent are surveys (self-report), rubrics, and focus groups. Program participants are most commonly surveyed and asked to report on their perceptions of the learning they've experienced by participating in the program. Rubrics are an effective mechanism for capturing learning that student employees experience through on-going job trainings and regular performance reviews. Most units employ students, but not all assess using rubrics. Some use evaluation forms with pre-established job success factors to judge the students' performance. No matter the mechanism to capture the learning data, all use established and clearly communicated learning outcomes whose results are used to inform strategies necessary to improve job performance and development as an engaged global citizen.

Writing Center
UM's Writing Center provides co-curricular and curricular student learning experiences in the context of general education courses—across all disciplines—and as students *transfer* the skills they learn across their academic tenures and beyond the curriculum. UM's general education student learning outcomes form a framework for all student-tutor interactions in the Writing Center. In short, the Writing Center's one-to-one and group instruction programs (e.g., Tutoring, Sidecar Project, Jump Start, Workshops, and Faculty Development) demonstrate UM's student learning mission at its best.

The Writing Center takes a reflective stance by engaging in meaningful assessment practices whose results are reported regularly. The Writing Center assesses its impact on student behaviors, attitudes, and performances as well as its influence on faculty teaching practices. In effect, the Wring Center assesses the extent to which its programs transform writers and educators, not just the artifacts they produce. This is accomplished through a multi-year, iterative Writing Center Assessment Master Plan.

The Writing Center's objectives and associated student learning outcomes align not only with UM's mission and strategic issues but also with nationally set standards for supplemental instruction and writing instruction (e.g., CAS Learning Assistance Program Standards and the Council of Writing Program Administrator Standards).

Writing Center Objectives and Outcomes
Objective 1: Improve students' writing behaviors
- Students approach writing as a process of revision over time
- Students apply tutor feedback in revising global and local aspects of their writing
- Students more accurately interpret and respond to the expectations for a given writing task/genre
- Students flexibly transfer strategies for different parts of their research and writing processes
- Students use writing as a tool for critical thinking

Objective 2: Improve students' writing performance/quality of written work
- Students who use the WC are more successful in their general education courses
- Students who use the WC more effectively integrate source material (intertextuality)
- Students who use the WC more effectively respond to expectations for a given writing task/genre
- Provisionally admitted students who use the WC are more successful in developmental writing courses

Objective 3: Positively influence faculty teaching practices across the curriculum
- Faculty across disciplines implement teaching practices to better teach (with) writing

Objective 4: Foster writing across the curriculum
- Faculty from across the disciplines collaborate with the WC to help students use writing as a tool for critical thinking and communication
- Students from across the disciplines regularly insert WC sessions into their research and writing processes

Objective 5: Contribute to improved student retention rates and overall GPA
- Students who use the WC earn a higher average institutional GPA than students who do not use the WC
- Students who use the WC persist from freshman to sophomore year at higher rate that students who do not use the WC

The Writing Center engages in a mixed methods approach to assessment, collecting quantitative and qualitative data on student learning as indicated by students' behaviors and performance.

Assessment Instrument	Target Population or Artifact
Focus Groups	Undergraduate Students; Graduate Students
Surveys	Writing Center Student Users; Jump Start Graduate Students; Sidecar Students; Sidecar Faculty; All Faculty
Student Data Tracking	Writing Center Student Users; Performance Indicators
Observation and Reflection	Writing Center Tutors
Pre- and Post-draft Assessment	Sidecar Student Papers; Tutoring Student papers

Office for Student Success
The following Office for Student Success programs and services offer curricular and/or co-curricular learning experiences to students: Writing Center, Undergraduate Advising Center, TRiO Student Support Services, TRiO Upward Bound, UM Financial Education Program, Study Jam Group Tutoring Program, and the KPCN Video Production Group. Each OSS program and service assesses student learning by administering surveys and focus groups and by tracking relevant student data in the institution's student information system, among various other instruments and data sources. More detailed information, including full assessment plans of all OSS units, is available in the OSS 2015/2016 Academic Year Annual Report (see http://umt.edu/oss).

Student Affairs Assessment
Student Affairs Assessment is spearheaded by the [Student Affairs Assessment Council](#), which has been evaluating civic engagement, communication, and diversity learning outcomes. As described below, a special area of focus has been documenting learning in student employment, including the educational outcomes that are achieved through internships. The Division of Enrollment Management and Student Affairs began the process of standardizing learning outcomes for student employees. A group of professionals from various units worked to create the outcomes and develop rubrics in CampusLabs-Baseline; a pilot was carried out in University of Montana Dining (UMD). Although the UMD example that follows is the only area outlined in detail, each of the other areas has similar outcomes.

The UM Dining Student Leadership program uses established learning outcomes to guide and measure student learning throughout the program; results of ongoing assessment of these outcomes informs the content of the program, and in-unit trainings supplied by the unit management staff. Student feedback has informed UMD's decision to reduce the course time and increase in-unit training. Below is an example learning outcome within one domain of the UMD Student Leadership program and a more detailed description of what success in this domain would look like:

Domain: Practical Competence (Job Performance)
- Demonstrating professionalism
- Being balanced and well rounded (initiative/self-management)
- Customer (Guest) service
- Productivity/Quality of work
- Understanding of organizational environment (climate)

The Student Affairs student employee demonstrates professionalism as defined by their position including but not limited to guest service, clear communication, proper attire, and social integrity. They demonstrate balancing time and attention to complete goals and objectives in a timely manner. They make purposeful decisions regarding balance among education, work and leisure time and manage time effectively.

The Student Affairs student employee demonstrates excellent guest service and meets or exceeds established benchmarks, goals and objectives in each position. They accept supervision and direction

when appropriate and hold themselves self-accountable. They self-assess, are aware of their role as a representative of the University of Montana and they dress and speak appropriately for the setting.

A Student Affairs student employee exhibits the ability to clearly articulate how the department's mission is supported by its current activities. They can demonstrate and define the selected department's culture by their ability to work effectively with others in the organization independently or as part of a team.

Although students who complete the program must still apply for and be hired in advanced positions e.g., student supervisor, assistant manager, or manager, approximately 87% of those who complete the program are successful in obtaining advanced positions.

UM Dining also offers multiple paid internships: Sustainability/Food Systems, UMD Gardens, and Marketing. These learning experiences are intended to provide students first-hand experiences in Marketing (promotions, communications, and research), urban institutional food production within this system, and to allow them to build their skills in agricultural, institutional sustainability and agricultural and culinary skills which enhance understanding of local food systems. Interns complete a final project to demonstrate their learning in addition to an end of semester evaluation. All interns reported achieving their learning goals. One student completed a report on improving the UMD Garden vermiculture system, something she knew nothing about at the start of the internship. Another student worked closely with the culinary staff to develop an herbal tea recipe using garden produce. The recipe was featured at the annual UMD *Feast*ival Event. Through independent research and collaboration with UMD's executive chef, the student also developed a Hazard Analysis and Critical Control Points (HACCP) plan for canning garden tomatoes.

Residence Life hires and trains student staff as Resident Assistants (RAs). As an RA, student staff will learn how to: provide programs for students to build a dynamic learning community; report and advise students on reporting to Title IX; fulfill the responsibilities of a mandatory reporter in the context of the RA position; refer students to appropriate campus and community resources (SARC, Counseling, UMPD, Office of Student Success).

Student Affairs Information Technology (SAIT) establishes learning outcomes for their student Technical Educator & Consultants (TECs). Supervisors assess performance at two points each semester with each student employee using rubrics to document the results, and results drive changes to employee trainings.

As student employees, TECs learn:
- Time Management through balancing student employment, extracurricular activities and academic work as well as maintaining a busy work schedule with multiple tasks
- Work Documentation by clearly documenting work done on trouble tickets and for Service Desk clients; this includes professional communication to other technicians as well as to clients, tailoring communication to the audience.
- Familiarity and comfort with a multi-faceted support organization requiring standard office technologies including phones and email to interact with various audiences ranging from students to university executives.
- Providing quality customer service through clear communication, technical competence and timeliness.

The University Center (UC) also adapted the Division's student employee outcomes and uses rubrics to assess learning at two separate points during the academic year.

The Veteran's Education & Transition Services (VETS) office's V.A. work study program is intended to help veteran students learn the skills to transition to the civilian workforce through student employment. The average GPA of V.A. work study students exceeds 3.5 on a 4-point scale. One-hundred percent of VA work study students who persist through graduation are employed in their field of study.

IV. ANALYSIS OF THE ASSESSMENT DATA

Classroom Based General Education Assessment

General education assessments were conducted in the Natural Sciences in 2014-2015 and Mathematics and Ethics in 2015-2016. For the Natural Sciences, Professor Mark Cracolice assessed Chemistry 121, Professor Anna Sala assessed Biology 105, Professor Lilian Calderon evaluated Pharmacy 110, and Lecturer Alexander Bulmahn assessed Physics 217. In Mathematics, Lecturer Lauren Fern assessed the M 105 and M 115 courses, Lecturer Regina Souza assessed M 121 and M 151, and Professor Leonid Kalachev assessed M 162. In the area of Ethics, Professor Armond Duwell assessed Philosophy 110 and Professor Mary-Ann Bowman assessed Social Work 410.

Each of the faculty members noted above wrote strong reports showing that students were meeting the course learning outcomes related to the general education outcomes. As requested, these reports outlined the course learning outcomes, the relationship of the course learning outcomes to general education learning outcomes, the associated measurements, assessment findings, and follow-up action steps. For example, the Natural Sciences reports from the Chemistry, Physics, Botany, and Pharmacy courses all showed improvements in student learning in areas such as critical thinking, interpreting results, writing, and content knowledge.

Below is a sample assessment report that was completed for PHL110.01—Introduction to Ethics:

<u>Course description</u>
This course is an introduction to the major approaches to the study of ethics in the Western tradition. Classical texts from the history of philosophy as well as some of the most influential texts from the last 30 years will be examined. Our objectives are to get a sense of the major approaches to ethics, but most importantly learn how to critically evaluate the quality of moral arguments, even those whose conclusions we might agree with.

<u>Course learning goals</u>
Upon completion of an Ethical and Human Values course, students will be able to:

1. correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices;
2. analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.

These course goals are identical to the general education goals for ethics.

<u>Method of assessment</u>
The Association of American Colleges and Universities has developed a VALUE rubric for assessing ethical reasoning abilities. The rubric has two different areas of assessment that correspond to the two learning goals associated with Ethical and Human Values courses at the University of Montana.

Application of ethical concepts (learning goal 1):

- Capstone 4: Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.
- Milestone 3: Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.
- Milestone 2: Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.
- Benchmark 1: Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).

Evaluation of ethical concepts (learning goal 2):

- Capstone 4: Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.
- Milestone 3: Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.
- Milestone 2: Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)
- Benchmark 1: Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Over the course of two exams, each of the different areas of assessment was probed twice. Only data from students that completed all exams were included in the findings.

Findings and assessment of findings
First Assessment of learning goal 1:
5/46 scored below the benchmark, 4/46 scored at milestone 1, 4/46 scored at milestone 2, 20/46 scored at milestone 3, and 13/46 scored at the capstone level.

Second Assessment of learning goal 1:
5/46 scored below the benchmark, 6/46 scored at milestone 1, 6/46 scored at milestone 2, 18/46 scored at milestone 3, and 11/46 scored at the capstone level.

First Assessment of learning goal 2:
3/46 scored below the benchmark, 2/46 scored at milestone 1, 4/46 scored at milestone 2, 16/46 scored at milestone 3, and 21/46 scored at the capstone level.

Second Assessment of learning goal 2:
1/46 scored below the benchmark, 6/46 scored at milestone 1, 7/46 scored at milestone 2, 16/46 scored at milestone 3, and 16/46 scored at the capstone level.

Action steps
Increasing the number of students performing at the milestone 3 and capstone levels is a priority. The number of students performing at the capstone level was slightly lower for learning goal 1 that focuses on "correctly applying the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices." In future courses, the specific benchmarks will be communicated to students, and they will be told that their grades will reflect how well they meet those benchmarks. Additionally, this initial assessment will provide examples that illustrate what it takes to achieve certain benchmarks. In future courses, an example of performance at each benchmark will be provided to students.

Department and Program Assessment

Academic departments and programs submit assessment reports biennially; most recently in 2012, 2014, and 2016. The Office of the Provost maintains and displays Department Reports for each academic department, including the most recent assessment report. The Assessment Advisory Committee reviews these reports and assesses them using a four-point rubric in the areas of mission, goals, indicators, and modifications and planning. In the last cycles, a majority of departments received a score of three or four on a four-point scale. Departments that received less than a score of three most typically did so because of they did not report plans for future assessment.

Workshops on assessment have been held each year to encourage all departments and programs to complete curriculum maps that chart which courses address and assess program level learning outcomes and changes in the curriculum. Examples from previous report submissions have been shared to help departments verify the alignment of curriculum with intended learning outcomes.

Collegiate Learning Assessment

The CLA+ assesses students' critical-thinking and written communication skills, measuring growth on these skills, and determining how an institution compares to other colleges and universities using CLA+.

The University of Montana had a freshman Total CLA+ score of 1115; this score is greater than or equal to the average freshman score at 82% of CLA+ schools. A score of 1115 demonstrates proficient mastery of the critical thinking and written-communication skills measured by CLA+. The University of Montana's senior Total CLA+ score is 1156, which is better than or equal to the average senior score at 65% of CLA+ schools. A score of 1156 signifies proficient mastery of the skills measured by CLA+.

Based on University of Montana freshman and senior mean CLA+ performance, UM's "value added" as measured by the CLA+ is near what would be expected relative to schools testing comparable student populations.

Upper Division Writing Assessment

During the spring 2016 Writing Retreat, 43 volunteer faculty, staff, graduate students and interns read and scored a sample of student submissions of the Upper Division Writing Assessment. Participants learned how to apply the Holistic Scoring Rubric accurately and consistently to student papers. The results are outlined below.

Score	2014 Results (160 total papers)	2015 Results (159 total papers)	2016 Results (146 total papers)
4	5%	5%	5%
3.5	11%	3%	4%
3	27%	31%	25%
2.5	19%	15%	15%
2	31%	35%	35%
1.5	5%	5%	7%
1	2%	6%	9%

The threshold for quality was a 3 (i.e., "proficiency"); 34% of students met this standard. Including the group of students assessed at "nearing proficiency," the percentage rises to 84%. The scoring data reveals that over half of the papers were scored a 2 or a 3, and most students with those scores revised their papers at least once. Basic revision was part of the writing process for the vast majority of students—even students who scored a 1. Students who revised more than twice were more likely to have a score of 2-3.

According to the survey that students responded to before they submitted their papers for the spring 2016 retreat, 35% of respondents revised their paper in response to instructor feedback at least once, 30% did so twice, 17% did so more than two times, and 18% of them did not revise their paper in response to instructor feedback. There were a total of 415 survey responses.

In addition to the holistic rubric score, the papers were evaluated for strengths and weaknesses. Scorers were instructed to give a paper an overall code as to what stood out in the paper, noting its strengths and weaknesses as part of a holistic scoring method. Not every paper received a code, and some received more than one. Scorers used the following codes to score papers:
    ID = ideas
    OR = organization
    INF = information literacy
    WS = writing style
    GUM = grammar, usage and mechanics

The following table shows how many and which codes were used to describe an attribute of a student paper as either a strength or a weakness. As the data indicate, the highest numbers of strengths were in the "ideas" and "organization" areas, but these areas were weaknesses for a large number of students as well, in addition to "grammar, usage, and mechanics."

Code	ID	OR	INF	WS	GUM
Strength	12	10	7	9	1
Weakness	14	13	9	11	14

National Survey of Student Engagement

The results from the 2016 NSSE provided many insights into students' perceptions of their learning. One question that was particularly relevant was the following:

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing numerical and statistical information
- Acquiring job- or work-related knowledge and skills
- Working effectively with others
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- Being an informed and active citizen

The survey response options were**:** 1 (very little), 2 (some), 3 (quite a bit), 4 (very much). As shown in the graph, seniors reported the highest gains in thinking critically and analytically, writing clearly and effectively, and working effectively with others. The lowest score was in understanding people of other backgrounds.
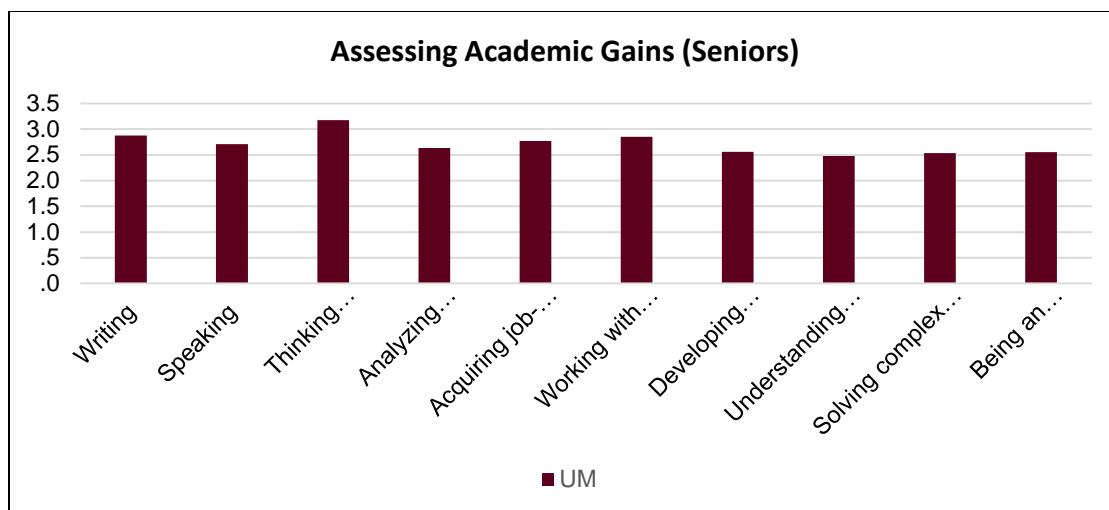
Given the focus on students' writing for this demonstration project report, UM also carefully analyzed students' reports about the length and number of their writing assignments, in comparison to peer and other institutions.

Length and Number of Writing Assignments External Comparison (First Year)

Length and Number of Writing Assignments External Comparison (Seniors)
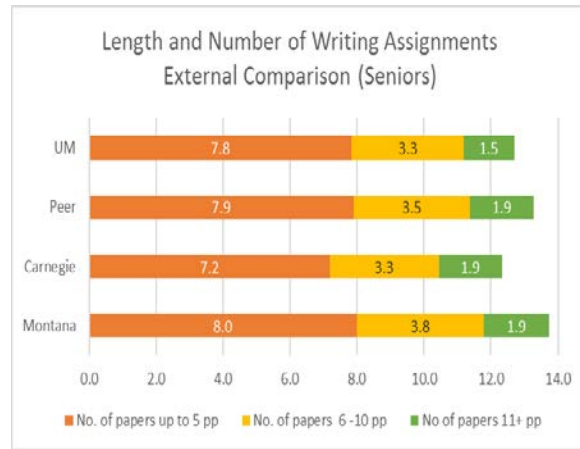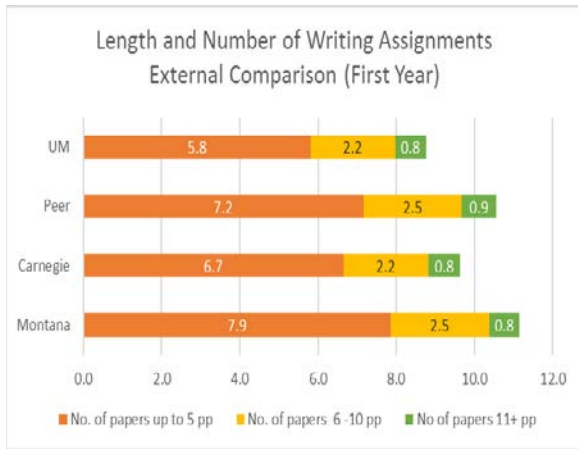
From these data, UM observed that:

- UM's first year students write fewer papers of up to five pages than students in all comparison groups
- UM's first year students write fewer papers than students in all comparison groups
- UM seniors write fewer papers of more than 11 pages than students in all comparison groups
- UM seniors write more papers than students in the Carnegie comparison group

UM also analyzed students' reports of the number of drafts and feedback provided on their writing. The data in the graphs below show that:

- UM first-year students and seniors write more drafts than students in the peer and Carnegie comparison groups
- UM first-year students and seniors receive less feedback than students in all comparison groups

Writing - Drafts and Feedback External Comparison (First Year)

Writing - Drafts and Feedback External Comparison (Seniors)
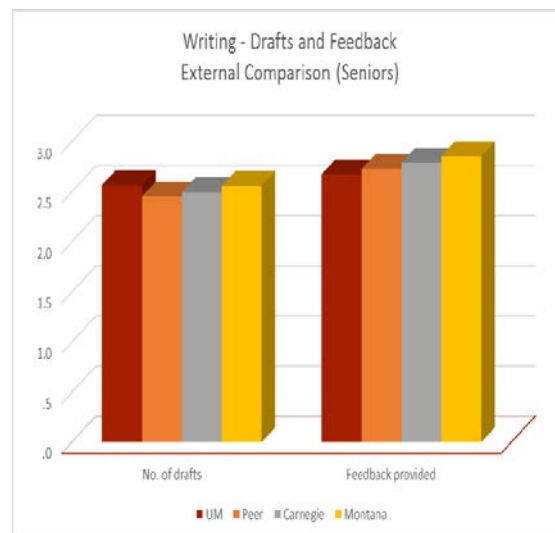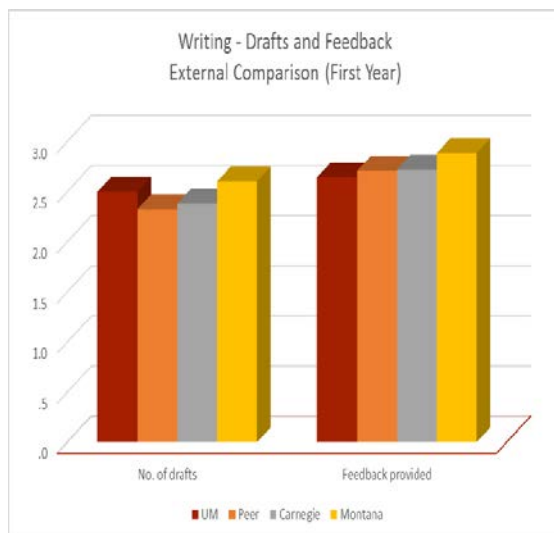
Connections between NSSE responses and retention
In order to explore connections between NSSE responses and retention, the data obtained from the 2013 and 2016 NSSE survey administration were divided into the freshman and senior groups. Students took the NSSE during the spring semester and were tracked to see if they enrolled the next fall semester. The goal of the project was to determine if there was a statistical difference between the responses of the students who did enroll at the University of Montana the next fall from those that did not.

One of the two features the NSSE survey attempts to measure is the educational activities, or learning outcomes, the students engage in or achieve while at the university. As reported above, one question asked the students how much a set of nine different institutional experiences contributed to their learning outcomes. A few of those outcomes are writing clearly and effectively; thinking critically and analytically; and analyzing numerical and statistical information.

How much has the institution contributed to your skills in writing clearly and effectively?

2013: Peer 2.8, Retained 2.7, Not Retained 2.5
2016: Peer 2.7, Retained 2.7, Not Retained 2.4

Legend: Peer, Retained, Not Retained
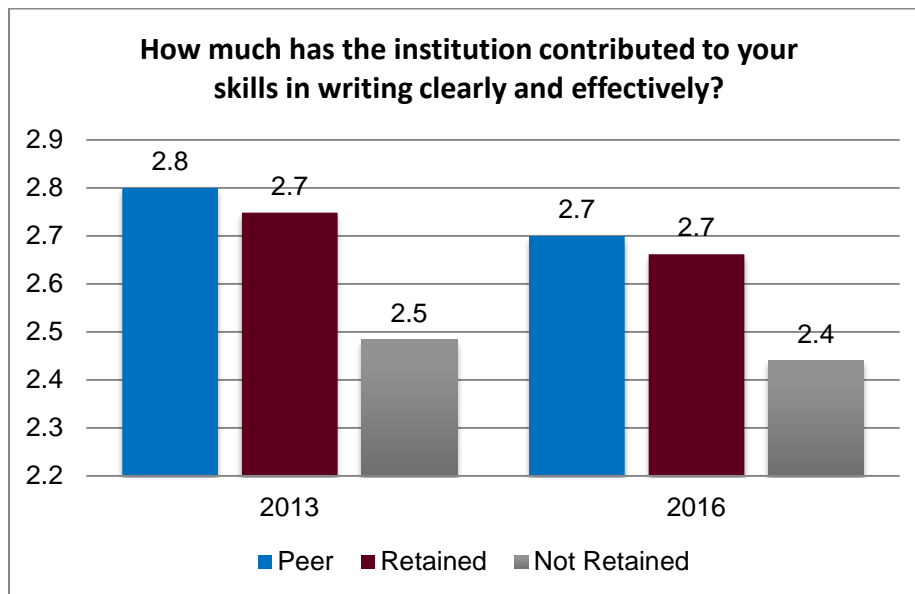
The data showed that the total UM student population is learning to write effectively at the same level as the peer institutions. This is true for both years of the survey administration. When the UM population is divided into the students who stayed at UM and those that left, while the scores are lower, they do not show a statistical difference. While the lower score may show the students who did stay at UM are slightly more satisfied with the writing skills they are receiving, the data do not suggest that it is factor in student retention.

Another question asks the students to rate their critical and analytical thinking skills they are. Nationally students seem to rate their experience on this item higher than the writing outcomes. This is also true for the UM students. In 2013, the UM students scored at the same level as the peer institutions. However in 2016, UM students' rating of this learning outcome declined. Another finding shows that returning students scored higher than non-returning UM students in this area in both years the survey was administered. In addition, the returning students' score increased more than the non-returning students' and became statistically significant in 2016. This suggests this learning outcome could have an impact on whether or not students continue their enrollment at UM.

How much has the institution contributed to your skills in analyzing numerical and statistical information?

Bar chart showing scores for 2013 and 2016:
- 2013: Peer 2.6, Retained 2.4, Not Retained 2.6
- 2016: Peer 2.7, Retained 2.5, Not Retained 2.2

Legend: ■ Peer ■ Retained ■ Not Retained

How much has the Institution contributed to your skills in thinking critically and analytically?

Bar chart showing scores for 2013 and 2016:
- 2013: Peer 3.0, Retained 3.0, Not Retained 2.8
- 2016: Peer 3.0, Retained 2.9, Not Retained 2.6

Legend: ■ Peer ■ Retained ■ Not Retained

For both years of the NSSE administration, UM students' responses are statistically lower than those of students at the peer institutions when rating the skills obtained to analyze numerical and statistical information. Further analysis of non-returning students in 2013 needs to be performed, as it shows these students responded higher than the retained students and at a level equal to national peers. Understanding what could be driving that higher score can be useful information to the university as UM tries to determine what keeps students at UM. Since the 2016 administration score drops sharply and now shows a statistical difference between the two UM populations, further analysis of the 2013 non-retained scores could reveal whether something changed on campus or whether the 2013 score was an anomaly.

The declining pattern of scores for non-returning UM students between 2013 and 2016 continued when analysis was performed on the remaining learning outcome questions. The table below provides the scores for the remaining questions.

	2013			**2016**		
	Peer	**Retained**	**Not Retained**	**Peer**	**Retained**	**Not Retained**
How much has the Institution contributed to your skills in speaking clearly and effectively?	2.6	2.5	2.3	2.6	2.6	2.1
How much has the Institution contributed to your skills in acquiring job- or work-related knowledge?	2.6	2.4	2.2	2.6	2.4	1.9
How much has the Institution contributed to your skills in working effectively with others?	2.8	2.5	2.6	2.8	2.6	2.2
How much has the Institution contributed to your skills in developing or clarifying a personal code of values?	2.6	2.4	2.2	2.6	2.5	2.1
How much has the Institution contributed to your skills in understanding people of other backgrounds?	2.6	2.5	2.3	2.6	2.5	2.2
How much has the Institution contributed to your skills in solving complex real-world problems?	2.6	2.4	2.4	2.6	2.4	2.1

In summary, UM students have some learning outcomes equal to students at peer institutions, such as writing effectively, for example. For almost all of the learning outcomes, in 2013 non-returning students scored at a level equal to retained students. However, the 2016 survey results show a statistical difference between the non-returning and the retained student groups in almost every learning outcome.

The University of Montana consistently strives to offer its students an exceptional education. This includes understanding how the student experience outside the classroom impacts their level of satisfaction. A NSSE question asks students to assess the quality of their interaction with students, faculty, and advisors. The table below shows the average score the students rate the quality of their interaction with each of the three groups. The scale is 1 being a poor interaction and 7 being an excellent interaction. For interactions with both the academic advisor and faculty groups, UM students' scores were equal to national peer average scores. However, in interactions with fellow students, UM scored lower than its peers in both years. When the population of UM students was divided into the retained and non-returning groups, scores provided by the non-returning group rose sharply between 2013 and 2016. The interactions with advisors rose to become non-statistically different between the two groups. This demonstrates that the efforts UM has made in recent years to improve the advising experience for students is working. Unsatisfactory interactions with advisors seem to have less of an impact on students leaving than they had in 2013. Student and faculty interactions were still statistically different between the retained and non-returning groups. UM is currently merging this NSSE information with the results of an exit survey provided to students who left UM in 2016 as well as a climate survey administered in 2016. Preliminary analysis supports the idea that a more satisfactory level of interaction both with students and faculty could have an impact on student retention.

	2013			**2016**		
	Peer	**Retained**	**Not Retained**	**Peer**	**Retained**	**Not Retained**
Interaction with Students	5.6	5.4	4.5	5.6	5.4	4.7
Interactions with Academic Advisors	5.0	5.0	4.1	5.2	5.1	4.8
Interactions with Faculty	5.1	5.1	4.0	5.2	5.2	4.5

Project Innovation Cultivation

In Project Innovation Cultivation, first-year and senior students were compared at Montana, as well as the Montana seniors to seniors at all other schools. UM first year students scored 2.77 on the overall innovation scale, whereas the seniors scored 3.11 (on a five-point scale). This .34 increase was .11 higher than the overall change in scores for students from other schools. Inferential analyses were used to determine which environmental features were associated with enhanced innovation during the first year of college. For first-year UM students, connecting experiences (i.e., applying in-class learning to real-world problems) were the most significant environmental factor.

In addition to scoring higher than first-year students, UM seniors scored .05 higher than the overall sample of seniors across the country (3.11 compared to 3.06).

Inferential analyses were used to determine which environmental features were associated with enhanced innovation over the course of a student's college experience. At UM, the most influential experience was having on-campus social experiences that promoted innovation (e.g., collaboration, informal idea exchange). In addition, connecting experiences, career development support, and positive interactions with faculty were also found to be influential.

The report prepared by the Project Innovation researchers stated that "innovation capacity among Montana students was primarily driven by participation in classroom pedagogies where faculty applied new concepts and ideas to life situations and positive relationships with faculty. Also, the demonstrated importance of on-campus social experiences in relationship to innovation capacities in the cross-sectional analysis was unique to Montana — suggesting that Montana's commitment to innovation capacity building may be extending its reach into the general campus milieu. This distinctive finding is one that Montana should find exciting."

Global Leadership Initiative

The assessment of the Global Leadership Initiative (GLI) has focused on the learning goals of critical thinking, leadership skills, developing a culturally aware lens, and effective teamwork. As shown in the summary below, the results for three of the objectives under these goals have been acceptable, and the results for one objective did not meet the threshold (addressed in the continuous improvement section).

GLI fellows completing the 4-year program will:
1) **Critically think about global challenges, incorporating a multi-disciplinary perspective.**
   a) Objective: Choose a global theme to frame study of an interdisciplinary global challenge (planned assessment)
   b) Objective: Identify, research, and study a global challenge (acceptable results)
2) **Develop leadership skills.**
   a) Objective: Appreciate diverse leadership styles. (acceptable results)
   b) Objective: Articulate how to approach a specific community challenge (unsatisfactory results)
   c) Objective: Complete an experience that requires adaptation to new environments (planned assessment)
3) **Apply a culturally aware lens with when considering global challenges**
   a) Objective: Identify cultural factors inherent in tackling global challenges (acceptable results)
   b) Objective: Adapt to an environment different from one's own to better understand others (planned assessment)
4) **Effectively work in teams to collaboratively solve problems**
   a) Objective: Work in interdisciplinary research teams (planned assessment)

Assessment History

In spring 2015, the GLI graduated its first class of GLI fellows; the second cohort graduated in spring 2016. Since accepting its first students in fall 2011, the GLI program has developed into a 12-credit certificate program. Changes to the program in the first four years were largely based on formal and informal feedback from students and faculty participating in the program. The GLI assessment program launched in earnest in fall 2015, after the first cohort graduated. Thus, assessment efforts are still in their infancy. The GLI oversight board (the board) has thoughtfully considered assessment results and made efforts to "close the loop," being careful not to make knee-jerk reaction changes based on early, limited results. Thus far, the GLI has assessed three of the four learning goals using direct measures. A grid of all completed and planned activities is provided at the end of this section. In all cases, results are shared with the board and the curriculum committee.

Direct Measures Results 2015-16

1. <u>Critical Thinking</u> – Students complete a year-long group capstone project during their senior year (GBLD 499 – Capstone). GLI assessed critical thinking (1b) using two different artifacts from GBLD 499: judges' evaluations of presentations at 2015 and 2016 UM's Undergraduate Research Conference, and board evaluations of the 2015 and 2016 deliverable products (n=7 and 12, respectively). Scores on four factors (each rated 1-5) were combined for analysis.

    (a) clearly identifying and explaining the problem under study,
    (b) executing the project fully and with a methodology appropriate for the problem under study,
    (c) drawing appropriate conclusions given the findings of the project, and
    (d) documenting—including in a review of the literature—all of the above in a way that facilitates understanding the problem and project.

	Poor		Fair/Good		Excellent
Was the problem under study clearly explained?	No single clear problem stands out, or the technical language used obscures the problem. Literature is not used to explain the problem.		The problem is clearly stated, but analysis appears to drift from the stated problem. Literature may be used but sometimes is irrelevant.		The problem is clearly explained in non-technical language. Literature is effectively synthesized to explain the problem.
	1	2	3	4	5
Was the methodology used to study the problem appropriate to the problem under study and executed well?	Inappropriate methodology is used, or the analysis addresses a different issue; hence, the analysis does not support the logic of the project.		Appropriate methodology is used, but the analysis does not provide meaningful insights into the problem under study.		Appropriate methodology and the analysis provides meaningful insights into the problem under study. is used to offer support for the project's analysis.
	1	2	3	4	5
Were conclusions clearly grounded in the findings and project implementation?	Inappropriate conclusions given the research presented. Unconvincing or unclear about implementation.		Conclusions logically follow from the findings but are not clearly presented. Implementation is addressed, but could be improved.		Conclusions are clearly and logically connected to the research presented. Clear and convincing implementation.

	Poor		Fair/Good		Excellent
	1	2	3	4	5
Was the documentation organized in a way that supported the project's logic?	The organization of the sections or of the ideas within each section detracts significantly from the project's logic.		The organization of the paper sections or of the ideas within each section does not enhance the project's logic.		The organization of the sections and of the ideas within each section lead to an easy understanding of the project's logic.
	1	2	3	4	5

(rubric drawn from Washington State University Honors College)

Both the sample average and the count of projects at or above a benchmark were calculated. Results were acceptable in 2015 and mixed in 2016.
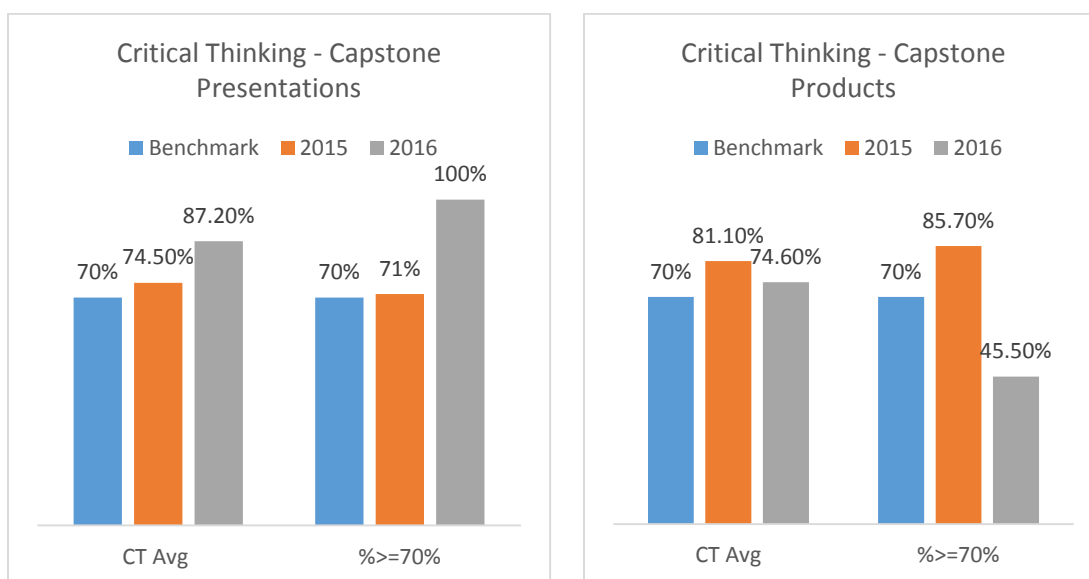
The board believes the capstone product assessment results provide only limited insight into students' critical thinking skills. This is due to a limitation in the assessment process, which focused only on the final deliverable product from the spring capstone course. While the capstone product provided a summative example of a student's progress toward *some* of the GLI learning goals, it could not stand as a single indicator of a student's progress toward all of the GLI learning goals. For example, the critical thinking assessment factors include features that students addressed in their fall proposals – a separate product not evaluated – and that may not have been demonstrated in the spring deliverable (e.g., the fall proposal had a lit review, project outcome descriptors, and other details that evidence student learning; yet, the final capstone product was a website that grew out of prior learning in the program but that did not on its own provide evidence of that learning). Similarly, the final product may not have included a conclusion, one of the evaluation factors. This phenomenon was primarily evident in 2016, as more projects were to create things (e.g., a curriculum or website) rather than to do things (e.g., hold an event).

2. Develop Leadership Skills – GLI sampled two course-embedded measures from a new course, GBLD 294 Models of Leadership and (1 cr.), to assess development of leadership skills. The Assessment Committee evaluated the first measure in 2015 (the instructor dropped the first assignment in 2016);

the board assessed the second measure in 2015 and 2016. A short reflection on examples of how leaders can be effective (2a) was the first artifact, evaluated using a rubric loosely based on the "Identify Strategies" portion of the AACU Problem Solving VALUE Rubric. Results were satisfactory. A Leadership Action Proposal, which shows how the student would approach a challenge or question of their choice, was the second artifact evaluated for leadership (2b). GLI used the assignment rubric for scoring. Results were below the benchmarks in both semesters.
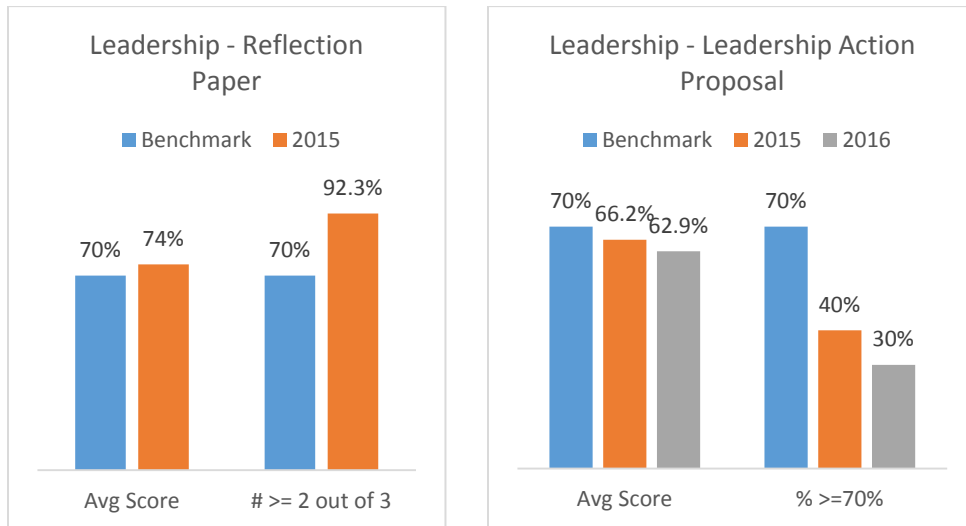
While the overall average scores on the Leadership Action Proposal were below benchmark, the distribution of those scores indicates many more students scoring below 70% than above 70%. GLI analyzed the sub-scores on the factors. In 2015, students scored lowest on two factors: describing the challenge and explaining planned actions. In 2016, students scored lowest on two different factors: using SMART goals and describing planned measurement/reporting of success.

3. Apply a Culturally Aware Lens– As described in #1 above, independent judges scored all spring 2015 and 2016 capstone presentations at UMCUR, and the Board scored all spring 2015 and 2016 capstone products. In addition to the four factors related to critical thinking, one factor specifically evaluated global context of the groups' capstone projects (3a).

	Poor		Fair/Good		Excellent
Was the problem under study connected to a wider view, such as problem in other cultures, organizations, or countries?	Connection is missing or inadequate.		Connection is clearly explained but not purposefully integrated into the paper; modest cultural lens in the literature review.		Connection is clearly explained and purposefully integrated into the project; cultural challenges (if any are noted; cultural lens is well informed by literature review.
	1	2	3	4	5

rubric drawn from Washington State University Honors College

Because only one factor (on a scale of 1-5) related to this learning goal, individual student scores were discrete rather than continuous. Thus, GLI set the benchmark, at 3 out of 5 (60%) rather than 3.5 out of 5 (70%). Results were acceptable in 2015 and mixed in 2016.

Global - Capstone Presentations

Benchmark ■ 2015 ■ 2016

	G Avg	%>=70%
70%	72%	72%
70%	71%	75%

Global - Capstone Products

Benchmark ■ 2015 ■ 2016

	G Avg	%>=60%
60.0%	74.30%	66.20%
70.0%	85.70%	63.60%
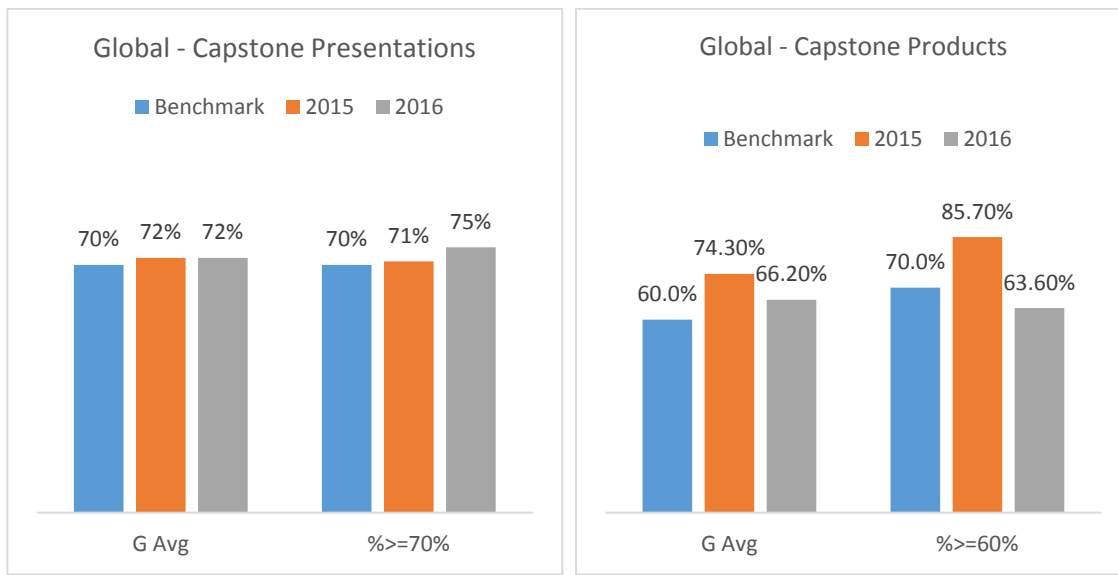
4. <u>Work in Teams</u> – The culminating capstone project requires students to work in interdisciplinary teams. This is the only place in the GLI program where teamwork is required. See the Planned Assessment section in later in the report for a measure being collected in 2016-2017.

Other Measures

GLI also conducted a senior exit survey, an indirect assessment addressing all four learning goals, to measure student perceptions of learning related to each of the learning goals. An overview of all GLI assessment efforts through January 2017 is outlined below:

	LEARNING GOAL				RESULTS	COMMENTS
	Critical Thinking	**Leadership**	**Cultural Awareness**	**Teamwork**		
Direct Measures 2015-2016						
GBLD 220 Reaction paper		Fall 2015			Acceptable	
GBLD 220 Leadership action proposal		Fall 2015			Needs Improvement	Debriefed instructors; consult with next year instructors
GBLD 499 Capstone project documentation	Spring 2015		Spring 2015		Acceptable	
GBLD 499 Capstone project presentation	Spring 2015		Spring 2015		Acceptable	
GBLD 449 Capstone project presentation	Spring 2016		Spring 2016		Acceptable; CT improved; CA the same	

Indirect Measure 2015-2016						
Senior exit survey	Spring 2016	Spring 2016	Spring 2016	Spring 2016	Acceptable	
Assessment Plan 2016-2017						
GBLD 499 Capstone project documentation	Spring 2016		Spring 2016			GLIOB to analyze
GBLD 499 Capstone peer evaluations				Spring 2016		Data requested
GBLD 220 Leadership action proposal		Fall 2016				Wait until it is 2 cr course?
GBLD 110 – sp17 TBD	Spring 2017		Spring 2017			Select course-embedded measure
GBLD 499 Capstone project presentation	Spring 2017		Spring 2017			
GBLD 499 Capstone peer evaluations				Spring 2017		fa16 and sp17 peer evals

Academic Enrichment

Academic Enrichment (AE) tracks outcomes data using a web-based evaluation process for both students participating in credit-bearing internships and employers supervising these internships. In 2016, 684 students completed the survey (92% response rate) and 608 employers completed the survey, (89% response rate). Respondents reported their satisfaction with their experiences in the internship setting. Individual reports of internship outcome results were generated by AE and shared with deans, chairs, administration, and staff in participating academic units. Using a new data solution, this evaluation process will soon expand to assess outcomes for other experiential learning opportunities such as National Student Exchange, Education Abroad and Research and Scholarly Activity.

The data collected reflects evaluations for credit-bearing internships for all university academic departments. It includes only internships reported through Griz eRecruiting and does not capture non-credit bearing internships, or internships deemed unsuitable by academic departments for tracking through the Griz eRecruiting database. Results of outcomes data indicate:

- 94% of student interns surveyed felt their participation in the internship was beneficial.
- 94% of student interns stated they would recommend their internship to a fellow student.
- 97% of interns and 99% of employers felt the internship improved the student's skill set.
- 99% of students and 98% of supervisors felt the internship enhanced the student's employability.
- 96% of both interns and employers rated the overall internship experience "Excellent" or "Good."
- 98% of employers stated they would hire another UM intern in the future.
- More than one-third of all interns (33%) reported they were offered employment at the end of their internship.
- Qualitative feedback from employers, who did not offer jobs to interns, indicated employment *would have been offered* to the intern if resources had been available.

Additionally, the following key outcomes were assessed. Percentages represent those who reported "Agree" or "Strongly Agree" the internship contributed positively to growth in the following areas:

Skill Improvement	Intern	Employer
Written Communication	90%	84%
Oral Communication & Active Listening	97%	97%
Planning, Organization, & Time Management	98%	96%
Critical Thinking & Problem Solving	97%	96%
Quantitative & Mathematical Reasoning	62%	55%
Technical Proficiency	89%	84%
Personal & Professional Growth	**Intern**	**Employer**
Attitude & Professional Behavior	99%	97%
Use of Initiative & Positive Contribution	98%	97%
Academic Preparedness	90%	83%
Interpersonal Relationship & Teamwork Building	97%	96%
Intercultural, Community, or Global Knowledge	89%	82%
Ability to Accept & Incorporate Feedback	99%	97%
Ability to Meet or Exceed Expectations	98%	95%
Dependability & Flexibility	99%	96%

Civic Engagement Assessment

As noted earlier, VALUE rubrics are being used in civic engagement courses. The data were analyzed to assess changes in levels of five different civic competencies. Results were as follows:

- There was an 8% increase from pre-test to post-test from students who indicated they were more able to change their mind about something, even though they previously had a negative perspective about it.
- 9% of students indicated an improvement in their ability to see the connection between the classroom theories and real life situations.
- There was an increase of 9 percentage points from the pre-test to the post-test in the number of students who believe it is the responsibility of the community, not the family to take care of people who are in need.
- 20% of students reported an increased interest in leadership.
- 23% of students reported improvement in their ability to express their opinions in class.
- 9% of students improved their hopefulness in the face of what is happening in the world today.
- There was a 7% increase in number of students who reported believing they are contributing something of real value to the community.

The effectiveness of service learning courses was also assessed through focus group data, which identified several themes such as the opportunity for personal growth and applicability to the professional world (as shown in the following quotes):
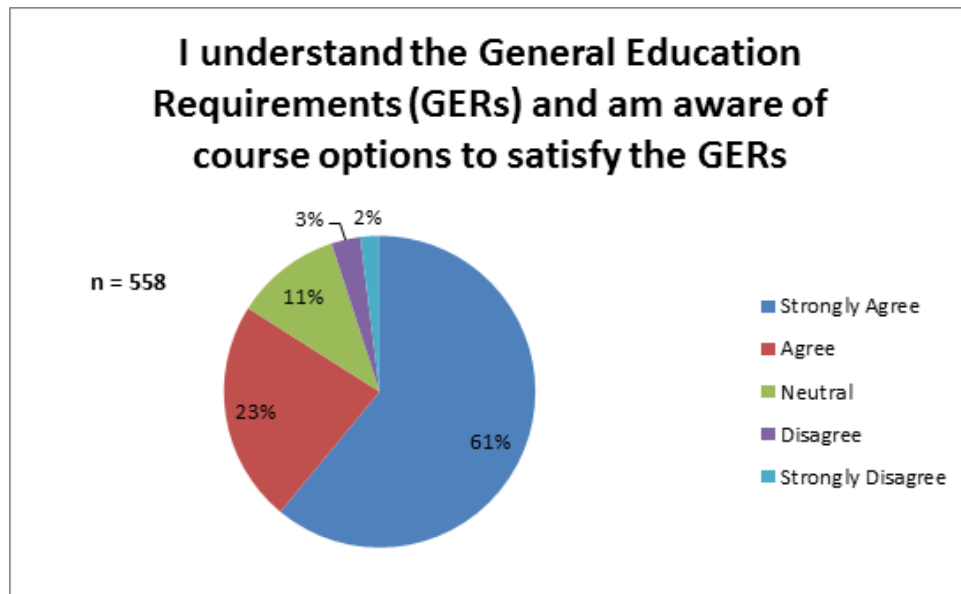- "It was just like really important for me to feel like I was taking things that I was learning and I was taking things that I was discovering about myself as a young adult and putting it back into the world in meaningful and helpful way."
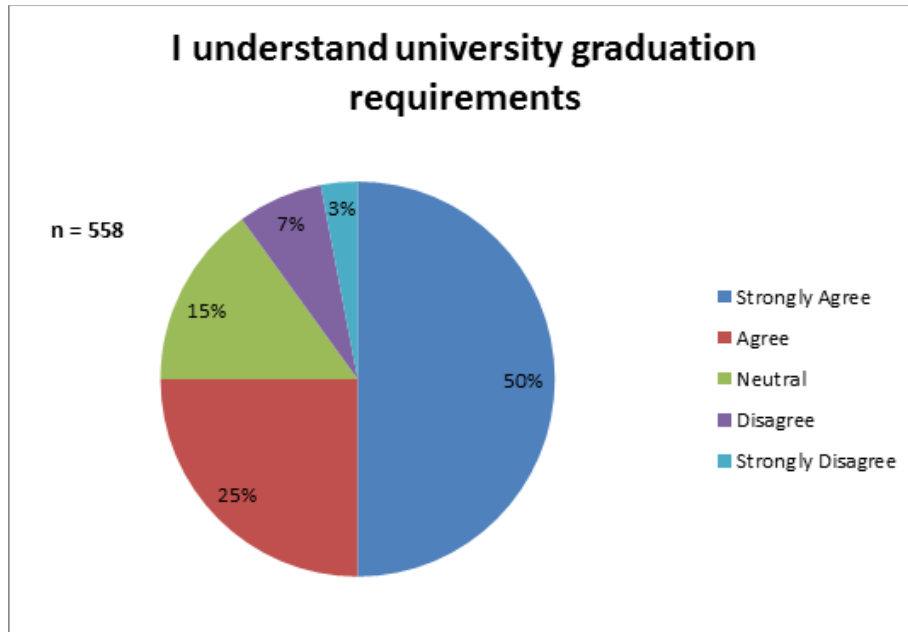
- "Whenever we come together and discuss all the different things we have done really is an opportunity to see what everyone else has been doing and a really detailed description of how they're meeting a need in the community and it really brings more awareness of what's going on."
- "I was a little bit like, okay this is a skill that I was terrified of and didn't have, and now I at least have some experience."
- "It's been very relevant to what I have been learning in class. I realized how very different each one of those organizations run in terms of leadership styles, and that's been very valuable to me sort of to see that there's different ways and some are better than others for leading."
- "I think for us, I think just the hands on experience of being able to take what we learned in class and hear it and then having to be able to do it and not just like with a peer practicing, but with actual students and kids, so it was a really nice connection between the academic world what's actually going to happen once we leave the University of Montana and have jobs."
- "I just accepted a job and in my interview I actually got to explain about some of my service learning experiences and I think that helped me land that job".

Undergraduate Advising Center Assessment

The Undergraduate Advising Center measures student learning outcomes as they relate to general education and student understanding of general education requirements (GERs) in academic advising through utilization of post-advising campus surveys. In fall semester 2015, out of 518 respondents to the post-campus survey, 54% of respondents strongly agreed, and 18% agreed when asked if they understand general education requirements and are aware of course options that satisfy GERs.

The more recent fall 2016 post-advising survey results showed that out of 558 initial respondents, 61% of respondents 'strongly agreed', and 23% 'agreed' when asked the same question, a significant marked improvement in terms of student understanding of the GERs and what students' options are with respect to GER fulfillment.

I understand the General Education Requirements (GERs) and am aware of course options to satisfy the GERs

n = 558

3% 2% 11% 23% 61%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I understand university graduation requirements

n = 558

- Strongly Agree: 50%
- Agree: 25%
- Neutral: 15%
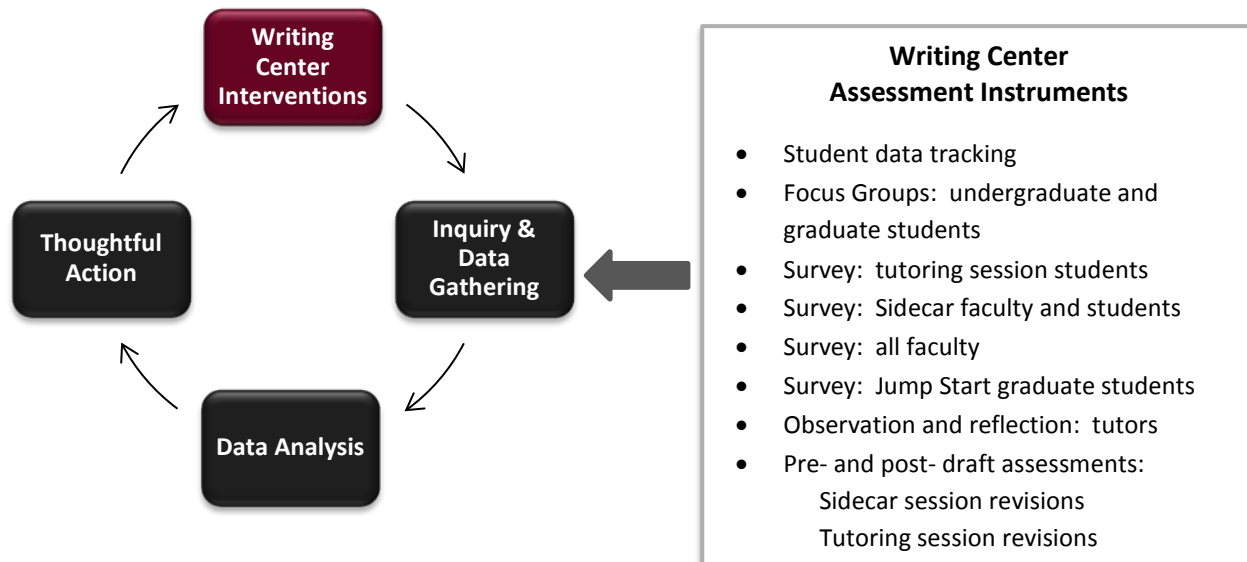- Disagree: 7%
- Strongly Disagree: 3%

Another initiative related to these efforts is study jam group tutoring. Study jam is a free, group tutoring model for UM students enrolled in 36 sentinel courses across the academic disciplines. Tutors are undergraduate students recommended by faculty. They work closely with instructors to ensure proficiency in course content and learning objectives. Data collected at check-in captures foot traffic, identifies low-utilization of subject specific tutoring, indicates areas requiring additional tutors, and drives outreach efforts to instructors and departmental contacts. Attendance data show study jam facilitated 1,435 tutoring sessions during fall 2015 semester and 1,052 tutoring sessions during spring 2016 semester. 24 undergraduate tutors provided over 1,500 hours of academic support. Surveys distributed to students, tutors and instructional faculty provided data supporting study jam, as perceived by these cohorts, to be a valuable educational experience with positive/desirable impacts. These data also establish a foundational framework for introduction of learning strategies that transcend a single course in a single semester. These data will continue to be paramount for future assessments to review long term benefits of study jam tutoring as it relates to student learning.

Writing Center Assessment

The Writing Center (WC) takes a reflective stance by engaging in meaningful assessment practices. The WC embeds assessment into its day-to-day work, using a variety of assessment instruments that provide continuous feedback. The WC aims to assess its impact on student behaviors, attitudes, and performances as well as its influence on faculty teaching practices. In short, the WC assesses the extent to which it transforms educators and writers, not just the artifacts they produce.

Each academic year, WC facilitates close to 8,000 instructional contacts and more than 5,000 individual tutoring sessions with students writing in 57 different academic areas. In addition, more than 600 students enrolled in general education courses have participated in the WC's Sidecar Project since 2013, and 85 graduate students have gone through the WC's Jump Start Dissertation and Thesis Writing Boot Camp since 2015.

Writing Center Interventions

Thoughtful Action

Inquiry & Data Gathering

Data Analysis

Writing Center Assessment Instruments

- Student data tracking
- Focus Groups: undergraduate and graduate students
- Survey: tutoring session students
- Survey: Sidecar faculty and students
- Survey: all faculty
- Survey: Jump Start graduate students
- Observation and reflection: tutors
- Pre- and post- draft assessments:
    Sidecar session revisions
    Tutoring session revisions

Writing Center users who were surveyed indicated that:
- 93% felt challenged during sessions to think more deeply about course content;
- 93% felt motivated to write after sessions;
- 96% used sessions to better address professors' expectations;
- 100% applied strategies learned during sessions to new writing tasks.

In addition, Writing Center data show that as a result of tutoring sessions, students most commonly:
- revised to better fit the assigned genre and to perform the kind of thinking expected by the professor;
- worked to more purposefully prioritize and integrate information;
- revised to move beyond description to write more analytically and argumentatively;
- made major organizational changes to better demonstrate logic and facilitate reader understanding;
- made sentence- and word-level changes for clarity and polish.

Sidecar Project
The Sidecar Project is a course-embedded tutoring model that produces three concrete results: improved student writing practices, changed faculty teaching practices, and expanded tutor knowledge.

Highlighted Sidecar Project Assessment Findings: Student Behaviors, Attitudes, and Perceptions
Of Sidecar student surveyed:
- 87% received more feedback on their writing than in other courses that require writing;
- 92% revised writing more frequently compared to other courses that require writing;
- 86% evaluated and changed their writing strategies;
- 79% better understood professors' expectations;
- 83% felt pushed to think more deeply about the content of the course.

Highlighted Sidecar Project Assessment Findings: Faculty Behaviors and Attitudes
Of Sidecar faculty collaborators surveyed:
- 55% assigned more writing as a result of the Sidecar collaboration;
- 100% report the Sidecar collaboration motivated them to rethink their writing assignments;
- 100% will make changes to future courses based on the Sidecar experience;
- 100% report Sidecar students more successfully met their expectations.

Highlighted Sidecar Project Assessment Findings: Written Products and Performance
As a result of Sidecar tutoring, the types of revision most frequently observed in student work include:
- reorganization to better scaffold the argument and prioritize information;
- more sophisticated, deeper thinking (analytical, evaluative, critical);
- cutting of content to provide a more concise and efficient argument;
- attention to reader needs (e.g., logic, coherence, signposting);
- major overhaul revisions are more likely when high professor expectations are clearly communicated.

Of faculty teaching general education courses who collaborated with the WC:
- 55% assigned more writing as a result of the Sidecar collaboration;
- 100% report the Sidecar collaboration motivated them to rethink their writing assignments;
- 100% will make changes to future courses based on the Sidecar experience;
- 100% report Sidecar students more successfully met their expectations.
- 72% notice an improvement in their students' writing after a session;
- 87% believe the Writing Center is a critical resource for student success in their courses.

Mansfield Library Assessment

Direct Methods
Student information literacy learning resulting from library instruction is measured via internally designed instruments. Information literacy learning outcomes within writing courses are also measured by faculty teaching the courses, and the writing program is reviewed under the University-Wide Program-level Writing Assessment.

200-Level Course Learning Outcomes
An instrument was developed in 2015-16 to identify student learning of two dispositions within the library instruction rubric at the 200-level:
1. Understand and explain why there is usually not "one" source that will meet all research needs.
2. Recognize different information sources and explain the value and differences between them, including their scope, audience and intent (e.g., archival collections; government information; popular, trade, and scholarly publications).

Students who received 200-level information literacy instruction either as part of a credit class or as part of a curriculum-integrated research session were asked to answer questions comparing two articles, such as "What are some ways in which the articles differ in credibility and the expertise of the authors?". The analysis was based on keywords and grades. Keywords that reflect the information literacy dispositions expected from students were identified by library teaching faculty. These keywords were then compared to student responses to the assessments; the keywords were determined to be used accurately in the context of the assessment and then counted. Finally, each student response was given a grade. A total of 60 students participated in the assessment. The majority of students compared the articles in a way that indicated that they understood that different types of sources can address research needs and were able to explain the differences with terms that included credibility, scope, audience and intent.

The Library Instruction Coordinator asked teaching faculty to continue to stress the value of different resource types as they introduce students to the wide range of information available to them, and to refer students to the online teaching tutorials on evaluating sources in advance of or as a complement to classroom instruction.

<u>Learning Outcomes</u>
Open-ended survey questions were developed internally in spring 2014 to identify student learning outcomes at each undergraduate level based on the library instruction rubric. For example, students at the 100-level were asked, among other questions, "What information sources will you find in the library catalog and how does that differ from the sources you can find in the library's databases?" and students at the 400-level were asked, among other questions, to "Describe the scholarly publication process and explain two steps that lead to publication".

Students (n=67) in randomly selected classes immediately following a library instruction session completed the questions. The lowest scores were in response to the following prompts:
1. Provide a concrete example of the economic, legal, political, and/or socio-economic impact of information access and use; e.g., censorship, constraints, costs, funded research, policies, scholarship;
2. Describe the scholarly publication process and explain two steps that lead to publication; and
3. Briefly describe the role of ethics (moral principles, norms for conduct, etc.) in research.

Based on this information, the Library Instruction Group recommended that librarians: develop concrete explanatory examples for students; consider the librarians' role in teaching all information literacy curriculum rubric concepts rather than limit the curriculum to the one-shot model that does not always integrate with course content and outcomes; and identify, in collaboration with the classroom professors, the primary concepts from the information literacy instruction they consider the most important for students to learn.

Indirect Methods
The library utilizes multiple indirect methods to evaluate student learning and experiences. Some indirect methods are continuous, others are repeated periodically to enable longitudinal comparison, and some take the form of one-time faculty research studies. Both internally-developed and commercial instruments are utilized.

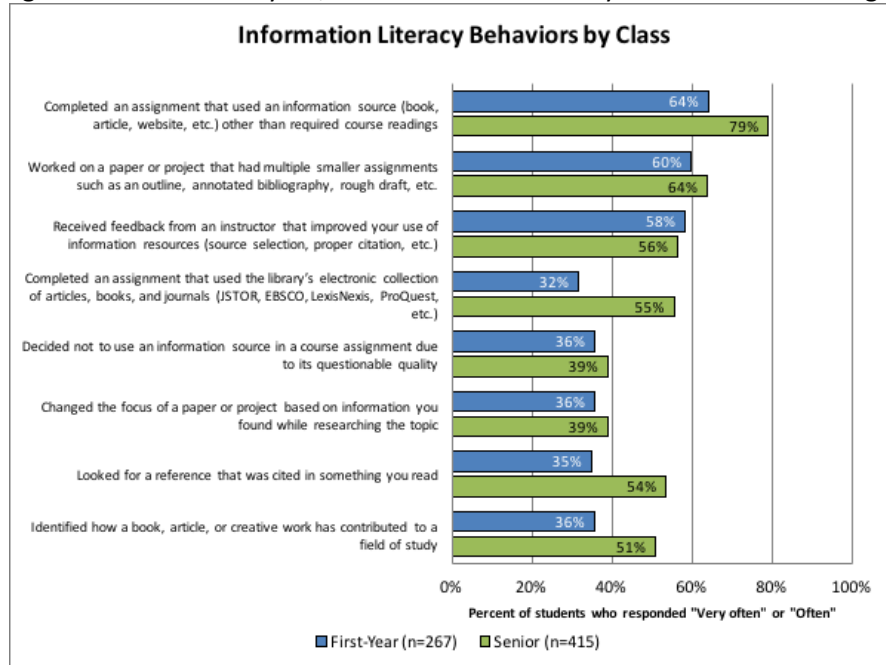<u>NSSE Information Literacy Topical Module</u>
The National Survey of Student Engagement (NSSE) Experiences with Information Literacy module consists of three questions (14 items) that ask first-year and senior students about their use of information and how much their instructors emphasize information literacy concepts and skills. Select findings include:
- 80% of seniors reported that their experience at UM contributed to their knowledge, skills, and personal development in using information effectively, compared with 67% of First-Year students.
- 55% of senior students completed an assignment that used the library's electronic collections.
- 88% of both First-Year and Senior students' instructors emphasized not plagiarizing another author's work.
- Behaviors practiced with low frequencies by both First-Year and senior students were those that require evaluation, such as "[deciding] not to use an information source in a course assignment due to its questionable quality" and "[changing] the focus of a paper or project based on information you found while researching the topic".

The charts below provide detailed findings. Recommendations were developed by the Instruction Coordinator and Assessment Coordinator. These recommendations related to fostering campus discussions on information literacy and informing the ways in which information literacy is taught and integrated into general education and major curriculum. Examples include collaborating with the Writing Committee to review the integrated information literacy learning outcomes in first-year and upper-division writing approved courses and building instructional elements that focus on evaluation of sources

and research discovery to hone research topics. The aim is to move these recommendations forward during spring 2017 in classroom instruction. Online tutorials are now available that address evaluation of sources and research strategies.

1. During the current school year, about how often have you done the following?

Information Literacy Behaviors by Class

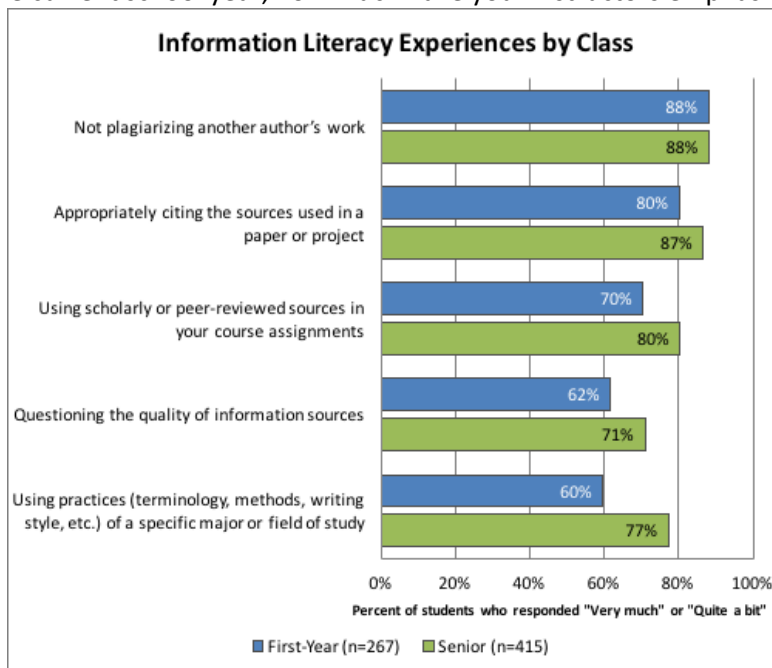| Behavior	First-Year (n=267)	Senior (n=415)
Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	64%	79%
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	60%	64%
Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	58%	56%
Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	32%	55%
Decided not to use an information source in a course assignment due to its questionable quality	36%	39%
Changed the focus of a paper or project based on information you found while researching the topic	36%	39%
Looked for a reference that was cited in something you read	35%	54%
Identified how a book, article, or creative work has contributed to a field of study	36%	51%

Percent of students who responded "Very often" or "Often"

■ First-Year (n=267) ■ Senior (n=415)

2. During the current school year, how much have your instructors emphasized the following?

Information Literacy Experiences by Class

Experience	First-Year (n=267)	Senior (n=415)
Not plagiarizing another author's work	88%	88%
Appropriately citing the sources used in a paper or project	80%	87%
Using scholarly or peer-reviewed sources in your course assignments	70%	80%
Questioning the quality of information sources	62%	71%
Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	60%	77%

Percent of students who responded "Very much" or "Quite a bit"

■ First-Year (n=267) ■ Senior (n=415)

LibQUAL+®, Association of Research Libraries instrument
LibQUAL+® (spring 2015, previously spring 2010) is an assessment tool used by libraries to "solicit, track, understand, and act upon users' opinions of service quality." In addition to measuring library users' perceptions of service quality in the areas of Affect of Service, Information Control and Library as Place, the survey includes five information literacy items. Information Literacy scores are scaled from 1-9, from Strongly Disagree to Strongly Agree, with 9 being the most favorable.
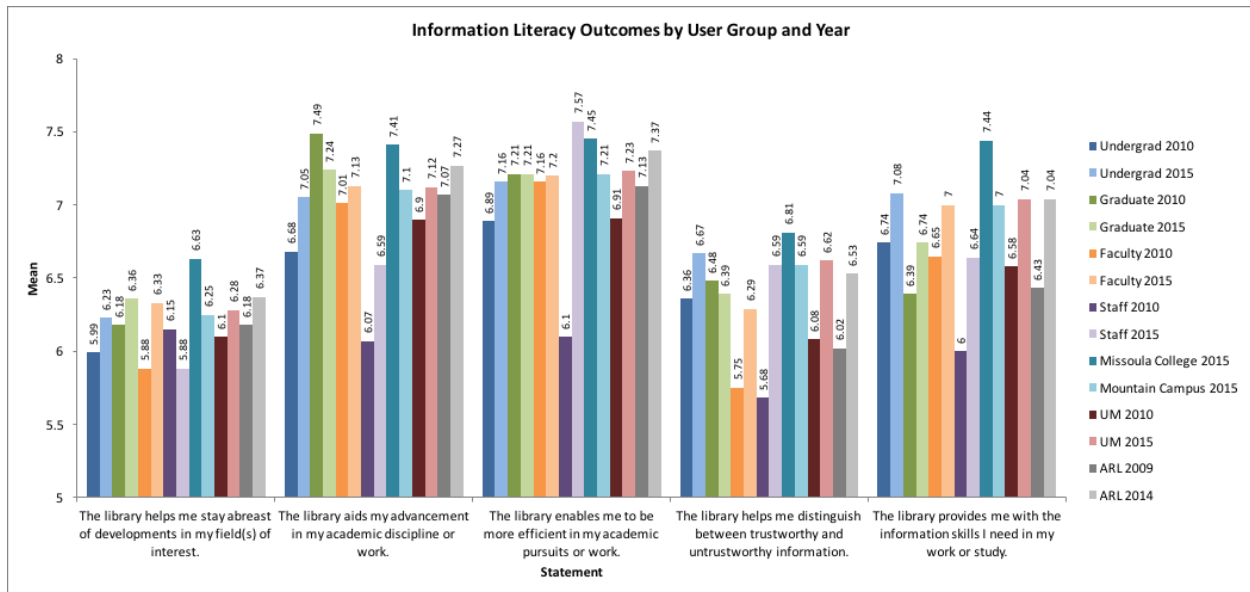
Respondents' (n=1,857 including 1,090 undergraduate students) level of agreement with the degree to which the Mansfield Library supported specific information literacy outcomes or behaviors increased between 2010 and 2015. The UM upward trajectory parallels that of Association of Research Libraries (ARL) member libraries; both UM and ARL mean scores for each of the five information literacy outcomes questions increased over the five-year period. Undergraduate respondents rated the library's support for enabling them to be "more efficient in [their] academic pursuits or work" highest, and support for helping them "stay abreast of developments in [their] field(s) of interest" lowest.

eResource Use and Student Attainment
The study was designed by Professor Sue Samson in fall of 2012, in part to determine if a correlation exists between use of library e-resources and student attainment as defined by grade point average (GPA). A statistically significant relationship was established between GPA and the number of times students use electronic library e-resources at each stage of their academic careers. The study also revealed that students are using library e-resources at a higher than expected rate. While causal absolutes were beyond the scope of this study, students are using library e-resources beyond their statistical expectation. This documentation supports the growth of this portion of the collection, underscores the value of library resources to the institutional mission, and supports the importance of information literacy instruction and its integration into the curriculum.

Student Evaluations
Student evaluations are designed to provide librarians feedback on their teaching and to capture students' reflections on how they might apply what they learned. After receiving instruction from librarians, students are asked to indicate the effectiveness of: 1. the use of examples & illustrations; 2. the opportunities for hands-on practice; and 3. the overall session. Two open-ended questions are asked as well:

- How might you apply what you learned in this session to your assignment?
- In your research, what might you do differently based on what you learned in this session?

Selected responses to the question "How might you apply what you learned in this session to your assignment?" included?
- I better understand how to use the databases for my research projects.
- I would use the information I learned about research guides to formulate a research paper.
- I can now keep my research well organized.

Selected responses to the question "In your research, what might you do differently based on what you learned in this session?" included:
- I can find more respected sources for research purposes
- Usually with research I simply type key words into google and choose the best/first articles that appear. With this new information I can now find information much easier and actually find useful and helpful information that is more relevant to my main topic(s).
- I will be able to look at a different perspective of my topic that was not necessarily on my radar prior to this class.

Student Survey

A student survey was developed by the University Writing Committee and administered in fall 2015 and spring 2016. In addition to questions about paper revisions, students were asked two questions about their use of information on a survey they responded to before submitting their papers to Moodle for the University-wide Program-level Writing Assessment (UPWA). The UPWA 2016 Annual Report for the spring 2016 Writing Assessment states that:

In fall 2015, "In response to the question, "Which of these sources did you search or consult to find, evaluate and synthesize information to write your paper?" 32% said a general web search, like Google. Fifteen percent of respondents used a library database, 3% used a librarian, 22% used a professor or instructor, 14% used a peer, and 4% used a writing tutor. Thirteen percent replied either "Other" or that they did not use source." And "Forty percent of respondents said they integrated sources into their papers by directly quoting a source. Twenty-nine percent said they paraphrased, 27% said that they summarized, and 1% responded with "Other". Three percent did not integrate sources into their papers." (p. 7)
In spring 2016, these same data were collected again with very similar results.

Graduate School Assessment

Most data for graduate programs related to student learning is collected by the individual departments. However, the Graduate School collects data on overall GPA, progress towards degree completion, as evidenced by finished theses/dissertations. The Graduate School ensures that requirements regarding overall GPA are met and that the completed theses/dissertations have the requisite signatures from the committees. The jury-judged nature of theses/dissertations is a measure of student learning in their research/creative scholarship.

The Graduate School has an employee dedicated to ensuring that graduates meet degree requirements. The Graduate School was recently moved to the oversight of the Vice President for Research. This move increased the amount of funding available to graduate recruiting and additional resources for current students and their faculty advisors. The Graduate School is in the process of adding a part-time Associate Dean of the Graduate School which should help provide additional oversight and allow the current Graduate Dean to provide more guidance for two graduate programs housed within the Graduate School, Interdisciplinary Studies and Materials Science. Also, the graduate student organization,

the Graduate and Professional Student Association (GPSA) has been reinvigorated and is now providing additional assistance to students. The university is committed to ensuring that graduate students demonstrate learning outcomes by meeting graduation requirements and successfully passing a jury-judged theses/dissertations, where required.

In addition, the Graduate School has recently partnered with the UM Writing Center to develop more robust, consistent, and timely support for graduate students. This partnership includes programming that specifically targets graduate student researchers and writers during both the pre-proposal stage and during the critical thesis and dissertation writing process.

In response to rapidly growing graduate student and faculty advisor demand for writing support—up 234% since 2011—this programming will directly support graduate students as they progress toward their degree and as they develop skills to more effectively communicate their research. Through its partnership with the Graduate School, the UM Writing Center will provide:

- One-to-one recurring writing consultations for graduate students in the thesis and dissertation writing phases;
- A five-part graduate student writing workshop series offered each semester;
- A four-day "jump start" dissertation and thesis writing boot camp offered four times each academic year;
- A course-embedded "sidecar project" program that integrates writing consultants into graduate-level courses.

Student Learning Opportunities in Student Affairs

Departments across the Division of Enrollment Management and Students Affairs use established learning outcomes to determine program effectiveness (i.e., are students learning what the program is designed to teach?). Following is a sampling of these learning outcomes and results from assessing whether the learning occurred as intended.

Students who participate in Career Counseling should learn how to:
- Research majors/careers that fit their interests/values/goals
- Gain career-related experience
- Write an effective, targeted resume/cover letter
- Interview effectively

Ninety-four percent of students surveyed reported their career counseling appointment fully met or exceeded their expectations; and 82% of students surveyed agreed or strongly agreed that after meeting with a counselor they knew how to write a targeted resume/cover letter.

Residence Life
Residence Life provides many learning opportunities for residents and student staff. Programs such as Quality Circles, that help new students transition to UM, feel connected to the university, and expand the awareness of the out of classroom experience. Step-Up is another Residence Life program meant to educate students to: be proactive in helping others; learn information about how to Step UP! when someone else is in need; offer support, and call for help; and gain valuable skill sets to help them help their communities. In Residence Life, one student satisfaction survey is done annually, gathering information about overall program attendance and satisfaction versus about specific programs or events individually.

Disability Services for Students (DSS)

Disability Services for Students (DSS) teaches students about their civil rights under the Americans with Disabilities Act (ADA) and how to request modifications. They qualitatively assess student learning throughout one-on-one appointments with students and conduct summative assessments through online surveys asking students if they understand their rights and the processes for requesting modifications. Below are the results of some of these surveys:

- By participating in Disability Services, I have learned about my rights as a student with a disability: 48% (43) Strongly agree and 23% (20) Moderately agree.
- By participating in Disability Services, I have learned how to communicate with my instructors to request reasonable modifications: 53% (47) Strongly Agree and 27% (24) Moderately agree.
- By participating in Disability Services, I have learned what reasonable modifications I will need to use beyond my academic pursuits: 44% (39) Strongly agree and 31% (27) Moderately agree.

Results are used to implement programmatic changes, allocate resources and staff time, and address any deficiencies in areas such as service hours, training for faculty, and training on assistive technology.

University Center

The University Center offers co-curricular learning experiences for students primarily focused on leadership and diversity. Improved communication skills, intercultural competence, critical thinking, problem solving, and teamwork/collaboration are shared learning outcomes woven through many UC-sponsored leadership and diversity programs e.g., LeadershipU, Student Involvement & American Indian Student Services (AISS) Peer Mentoring Program, Associated Students of the University of Montana (ASUM) Student Group Leader Workshop, and Tunnel of Oppression. The results of the survey administered to attendees of the ASUM Student Leader Workshop, facilitated by EmpowerMT, revealed students had the opportunity to comprehend the dynamics of group discussion and teamwork (94%); developed problem solving skills (85%); became aware of their own leadership philosophy and style (89%); learned tools to better visualize and communicate a group purpose and desired outcomes (91%); and had the opportunity to interact with people different than oneself (94%).

Participants in the Student Involvement & AISS Peer Mentor trainings reported they had an opportunity to interact with people different from oneself; gained knowledge of the principles of peer mentoring; have an understanding of their own leadership and mentoring style; are better equipped to communicate; and, gained skills to assist others in problem solving.

The UC uses these results to measure the effectiveness of the program and make any adjustments if students did not meet the intended learning outcomes. Because most data are used to inform internal improvements, the results are not typically disseminated beyond UC staff or program planning committees. The results could benefit a wider audience, especially if the division were to adopt and assess student learning outcomes for all co-curricular programs. A more standardized, comprehensive approach would allow for an increased understanding of the division's effectiveness and contributions to student learning.

Greek Life

The Fraternity and Sorority Life Impact Study is a Student Affairs Professionals in Higher Education (NASPA) Assessment & Knowledge Consortium benchmark survey designed by a working group of Association of Fraternity/Sorority Advisors (AFA) and NASPA. The survey covered four areas: participation in fraternity and sorority life; reason for participation and non-participation; outcomes related to participation; and perceptions of fraternity and sorority life. Thus, the sample was made up of all students regardless of Greek affiliation. Of the total respondents, only 24% identified as Greek students. Once analyzed and interpreted, the data will be used to develop a Fraternity & Sorority

Involvement (FSI) Continuum program; improve educational programs offered by the FSI Office; share the results with individual chapters, the Greek Task Force (active alumni group), and the University Committee on Fraternities and Sororities. Preliminary analysis reveals, consistent with the national average, 62% of UM Greek students responded they have held a leadership position in their fraternity or sorority; 95% of UM Greek students report fraternities and sororities provide meaningful leadership experiences for their members; 86% of UM Greek students report fraternities and sororities provide valuable skills necessary in today's workforce.

University-wide Collaborations and Benchmark Studies

Formerly known as the Day of Dialogue, DiverseU provides a two-day forum for honest dialogue in order to explore the complexities of human experience, promote understanding and create community through the practice of civil discourse. Attending DiverseU events, activities, and educational sessions are intended to increase participants' abilities to:

- Talk about controversial topics (e.g., ones where not everyone holds the same view)
- Actively listen to others' perspectives
- Understand the range of viewpoints on this issue
- Appreciate the value of promoting a diverse and inclusive community

The DiverseU committee annually utilizes quantitative, qualitative, and mixed methods to assess program effectiveness and student learning. At a minimum, a post-event survey is administered to attendees; and on occasion, a more comprehensive instrument has been utilized to capture non-participant data. The committee uses the data to inform programmatic changes with the intent of improving student learning, attendance, and logistics. And, the results have been requested by academic programs during their accreditation processes to demonstrate the university's commitment to diversity and inclusion. Results such as the following guide future program offerings and areas to focus on for the following year: 77% of students agreed that DiverseU increased their ability to understand the range of viewpoints on an issue; 70% agreed DiverseU increased their ability to actively listen to perspectives; and 56% said DiverseU increased their ability to appreciate the value of promoting a diverse community.

Student Diversity & Inclusivity
Another partnership was established to carry out the UM Student Diversity & Inclusivity Study (UM Climate Study). Collaborators include: Student Affairs, the University Center (UC), the Diversity Advisory Council (DAC), and the Institutional Research/DATA Office. The UC hired a graduate student to perform the initial data analysis, and the remainder will be carried out by the IR/DATA Office. Initially, data relevant to Montana University System (MUS) Native student success was shared with the Montana Board of Regents and the American Indian Minority Achievement (AIMA) Subcommittee. Future plans are in the works for the DAC, Student Affairs, and the IR/DATA Office to disseminate the results to the UM Cabinet and other campus leaders.

Co-Curricular Experience Outcomes
The Co-Curricular Experience Outcomes (CEO) Survey is a benchmark survey designed by CampusLabs and disseminated to 100s of member universities for comparison purposes. The University Center partnered with the Office for Student Success and Career Services to administer Campuslab's instrument. The survey was designed with the National Association of Colleges and Employers (NACE) to assess where (curriculum, co-curriculum, or both) students are learning the ten most desirable skills by employers of college graduates. The CEO Survey assessed the following outcomes:

- Workflow planning
- Verbal communication
- Information processing
- Quantitative analysis
- Career-specific knowledge
- Computer software skills
- Writing and editing reports
- Selling to and influencing others

UM students report their skills to be highest for problem solving and verbal communication. Students report the lowest level of skill for selling to and influencing others, and using computer software. When asked where they are learning the desirable skills, the most common response across all skills was in the classroom (89%). Note: students could select multiple sources of learning. This was followed by off-campus jobs (49%), co-curricular programs (48%), internships (37%), and lastly, on-campus jobs (29%).

To date there are no current plans for use of the data beyond the UC's Student Involvement Network creating programs for students on developing computer software skills and other skill development revealed by the study as deficient in the co-curriculum. The UC carried out the survey and hired a graduate student to do the analysis.

Administration and Finance

Data that directly corresponds to students' learning is not collected in Administration and Finance (A&F). The A&F sector does, however, engage in several efforts to collect data as it relates to services that have a significant impact on students' learning and educational experience. The Facilities Department utilizes national studies to inventory facility conditions and deferred maintenance to ensure a safe, comfortable environment for students. Business Services employs a formal survey of students every several years to help direct improvements to better serve UM students. The University Police Department is involved in the Campus Climate survey conducted annually. This data allows the Police Department to make adjustments to information and services as well as identify any growing concerns that are raised through the survey. Additionally, the University Police Department is integral to the federal reporting requirements under the CLERY act. This report provides details on any crime statistics across the university and is used to evaluate performance and focus areas of improvement. Human Resource

Services collects assessment data on recruitment, compensation, and training services through a client survey. This information is used to determine areas of strength and weakness and focus their improvement efforts. Lastly, the entire A&F sector has started a self-assessment process using the Excellence in Higher Education model. This process is designed to help the sector focus on key areas of excellence and make steady improvements in assessment and outcomes.

The above assessment data has been used to reduce barriers for students as they relate to tuition and fees and other distractions that may impact their educational experience. For example, the convenience fee charged when making online payments was recently eliminated. Students were frustrated with the need to pay in-person to avoid convenience fees. Through the surveys, it was clear that students were being negatively impacted and so the fee was eliminated. Student concerns about parking resulted in a study suggesting options for parking improvements that are currently being evaluated. Another example of services enhanced through student input is the active shooter training now offered by University Police, who have been very active in developing and providing this training to students, faculty, and staff. The University Police Department has completely restructured its methodology on investigating personal crimes on campus and have created a detective position to handle all felony crimes. These changes help ensure a much safer and more responsive environment for UM students.

Human Resource Services (HRS) has focused training efforts on improving the UM user experience (customer service) in a direct effort to create a more welcoming and supportive campus for students. HRS has also been working on initiatives identified through their internal assessments to help employees more easily accomplish their work: online time sheet entry, electronic personnel transaction forms, electronic personnel action forms for student employment, and electronic delivery of required tax forms. The Facilities Department has focused on the implementation of ecologically-friendly facilities with the adoption of several new initiatives: LEED Certification for all new space, green cleaning concepts, enhanced recycling, and more sustainable building management. Business Services, based on input from student surveys, has expanded payment plan options, eliminated unnecessary holds that impact a student's ability to register for courses, and developed a student advocate role in the office to help students resolve any business related concerns.

Information Technology

Information Technology (IT) utilizes several national data sources to better understand student learning and needs. These resources include Educause's Center for Analysis and Research (ECAR) for information on student and faculty uses of technology, and an Educause's Core Data Service (CDS) that primarily analyzes how IT aligns resources to institutional goals, including student and faculty learning needs, across higher education. In spring 2017, IT plans to engage with Educause ECAR to conduct a survey of student and faculty usage of technology; that UM-specific data can be compared against the national data when results become available at the end of the calendar year. IT is also a member of the Education Advisory Board (EAB) IT Forum. IT has used the EAB IT Forum to help UM share, find and engage best practices for enhancing student success. IT's involvement with the EAB IT Forum also resulted in a goal to better align with Academic Affairs. IT also sponsors a student technology assistants program (STAP) where students are trained in technology support and then certified as support technicians for campus IT support.

IT used both the ECAR and Educause CDS data to guide the direction of scare resources to improve wireless connectivity on campus and to prepare wireless spaces for expected densities (created by the numbers of students and associated devices utilizing the space). Educause trends are used to anticipate the types of devices that are coming to campus, prepare networks for the various aspects/needs of these devices, and prepare for upcoming multi-year trends in technology. IT has actively used EAB's analysts

and research to help inform UM's inquiry into student success technologies, adjust the IT governance structure and kick start IT's interest in creating data-informed decision-making a possibility for UM.

IT supports student learning through its stated goals of aligning with larger institutional goals related to enrollment, student success and research expenditures. Generally, IT's impact is to support a rich technological infrastructure that is easy for students and faculty to engage, while also streamlining service delivery and minimizing difficulties for students in navigating the many administrative services they will encounter throughout their UM experience. By soliciting feedback from students and faculty, especially with the ECAR surveys this spring, IT will gather more data on how it is helping UM fulfill its mission related to student learning.

V. DEMONSTRATION OF ASSESSMENT RESULTS UTILIZED FOR CONTINUOUS IMPROVEMENT

Sustained efforts at the University of Montana suggest that general education initiatives are most effective when they are institutionalized through formal committee and reporting requirements that help us translate assessment findings into action plans. In the previous chapter, several action steps that were connected to assessment findings were presented, and this chapter further outlines additional efforts to enhance UM's continuous improvement.

It should be noted that great efforts were made to share the information from this report with many constituents. The report was reviewed by the President's Cabinet, the Academic Officers (i.e., Deans and other Academic administrators), the Associate Deans group, the Executive Committee of the Faculty Senate, the University Assessment and Accreditation Committee, the General Education Committee, the Writing Committee, the Strategic Planning Coordinating Council, the Enrollment Management and Student Affairs Assessment Council, and the Associated Students of Montana (i.e., student government). These groups provided feedback on improving the report and gave suggestions for how the data could be used.

As described earlier, UM's support for general education assessment in particular is spearheaded by four committees on campus: 1) The University Assessment and Accreditation Committee; 2) The Assessment Advisory Committee; 3) The General Education Committee; 4) The Writing Committee. Each of these is described in more detail below. This is followed by descriptions of how assessment findings are being translated into action steps by the Franke Global Leadership Initiative, the Writing Center, the Office for Student Success, Academic Enrichment, the Mansfield Library, Student Engagement, and Undergraduate Research, as well as additional curricular innovations.

University Assessment and Accreditation Committee

In response to the NWCCU recommendation from the 2014 mid-cycle report, the University Assessment & Accreditation Committee has further developed and refined the overall assessment plan. The committee

also analyzed the Annual Institutional Assessment Report metrics related to UM's Strategic Plan. The committee works to "close the loop" as part of the Planning Assessment Continuum.
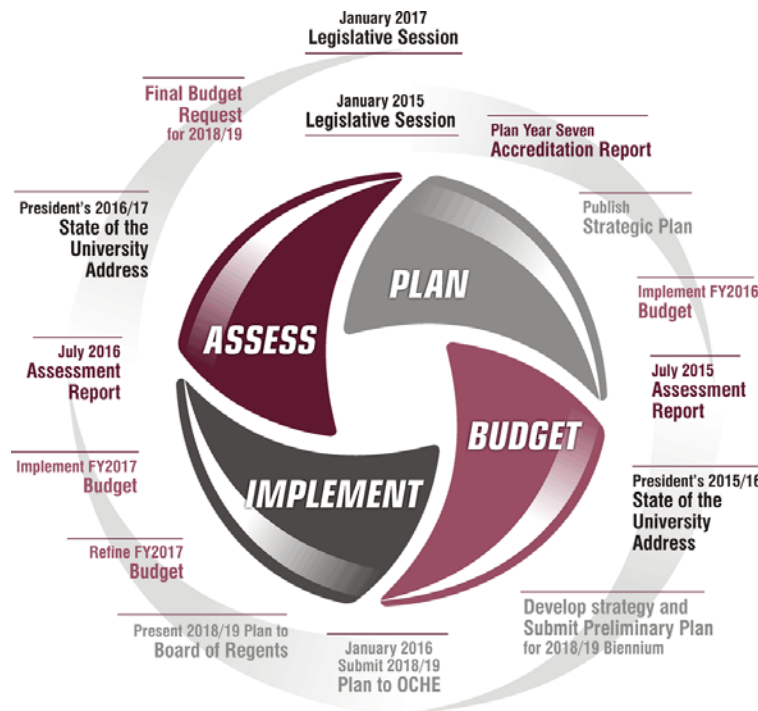
The Planning-Assessment Continuum, one of the university's core themes, systematizes planning, budgeting, implementation, and assessment of progress toward mission fulfillment at UM.

- University Planning Committee
  - chaired by the provost and vice president for academic affairs
- University Budget Committee
  - chaired by the vice president for administration and finance
- President's Cabinet
  - chaired by the president and responsible for implementation
- University Assessment & Accreditation Committee
  - chaired by the accreditation liaison officer

Stakeholders rightly expect efficiency, and must continually be convinced of the value of their investment in public higher education. Ensuring the adequacy and stewardship of resources is an ongoing and critical component of UM's mission. To that end, UM has implemented the Planning-Assessment Continuum, whereby an all-inclusive and participative planning activity informs and is integrated with a transparent process of developing and recommending budgets that are approved and implemented by a collaborative executive team, whose execution and outcomes are objectively assessed and reported. These assessment results in turn guide the refinement of the next planning cycle.

While the input and responsibility to develop and implement individual unit plans is widely distributed, the Planning-Assessment Continuum ensures the coordination of disparate activities and consistency in methodology and adherence to the university's mission and planning principles. Ongoing and diligent efforts at effective communication (including public access and reporting on decision-making and resource allocation) keep processes transparent. Together, these measures ensure that priority setting and budget decisions are guided by a broad-based understanding and appreciation of the university and its mission, within the context of public higher education in Montana.

The Planning-Assessment Continuum produces tangible results and serves as the foundation for UM's four additional core themes: Partnering for Student Success, Education for the Global Century, Discovery and Creativity to Serve Montana and the World and Dynamic Learning Environment. Discussions have provided support for the creation of a common dashboard of institutional data.

During the last several years, the Assessment and Accreditation Committee has reviewed the data and action steps from many institutional assessments, including the Global Leadership Initiative, Collegiate Learning Assessment, Project Innovation Cultivation, and National Study of Student Engagement. Some of these data have also been shared with the President's Cabinet, Academic Officers (including deans), and the other committees listed below.

In particular, the discussions about UM students' scores on the NSSE instrument have been used as supporting evidence for the need for a First-Year Seminar. In 2016, this course focused on retention was implemented with three key goals: 1) Provide students with core academic skills; 2) Help students gain an awareness of the wide array of resources on campus; 3) Connect students in a cohort environment with their peers and a caring instructor (which are key aspects of student engagement). In fall 2016, approximately 550 students enrolled in the course, and feedback from students and instructors of the course was largely positive.

Assessment Advisory Committee

The Assessment Advisory Committee reviews all departmental and program assessment reports, many of which contain assessments of general education learning outcomes such as written communication. As indicated earlier, a rubric is used to assess the assessment reports in the areas of mission, departmental objectives, learning goals, measurements, findings, modifications, and future action plans. For each new reporting period, departments are reminded of the feedback they received during the last cycle, so the quality of assessment reports in many departments has improved in recent years by responding to this feedback. The reviews of the 2016 report cycle will be completed in April 2017.

General Education Committee

The General Education Committee reviews general education course proposals and updates general education policies. Until this year, general education courses have been reviewed every four years. General education course proposals now have to describe how the learning outcomes will be assessed.

In 2016, the General Education Committee reviewed 106 courses across three curricular groups, including Expressive Arts (67), Ethics (18), and Social Sciences (21). Each of these existing courses was evaluated to assure their continued alignment to the general education learning objectives for the designated group. As part of this process, faculty members also provided preliminary documentation of their assessment strategies for assuring that their students attain the intended learning objectives.

The General Education Committee made revisions to the Indigenous and Global (X) and American and European (Y) perspectives. The original spirit of the American and European Perspective was intended to cover civics, or the old Western designation, but the learning objectives did not convey this. The revised learning outcomes and title (Democracy and Citizenship) are more focused on the specific skills and concepts that speak to this topic. The revised Indigenous and Global Category (Cultural and International Studies) language was clarified to emphasize cultural understanding and includes a comparative component. Faculty Senate approved the revisions to the X and Y perspectives at the May 12, 2016 meeting. The updated perspectives are as follows:

Revised Group IX. Democracy and Citizenship (Y)
These courses ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents. Knowledge gained through courses in the Y perspective prepares students to understand the rights and responsibilities of engaged citizenship and to assess the characteristics, contributions, and contradictions of democratic systems.

Upon completion of a Democracy and Citizenship course, students will be able to:
1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives;
2. Analyze and evaluate the significance and complexities of engaged citizenship; and
3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

Revised Group X. Cultural and International Diversity (X)
These courses foster an appreciation for diverse cultures, their histories and contemporary forms, and their positions in world spheres of power and change. This includes knowledge of diverse cultures in comparative and thematic frameworks. Students are encouraged to cultivate ways of thinking that foster an understanding of the complexities of indigenous or international cultures and global issues, past and present.

Upon completion of a course in this group, students will be able to:
1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives;
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments; and
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

WICHE Mapping Project
Over the past year, the General Education Committee was provided with a summary of the WICHE Passport Mapping Project. The WICHE Passport is being developed as a transfer framework for lower division general education courses based on learning outcomes, not credits. The learning outcomes will be based on the LEAP Essential Learning Outcomes. The various stages of the project are grant funded and involve several state institutions. Stage 1 developed learning outcomes and proficiency criteria for three of the nine knowledge or skill areas. Stage 2 will develop learning outcomes and proficiency criteria for the remaining 6 knowledge and skill areas.

Foundational Skills	Knowledge of Concepts	Crosscutting Skills
1) Oral communication	4) Natural sciences	8) Critical thinking
2)Written communication	5) Human cultures	9) Teamwork and value systems
3) Quantitative literacy	6) Creative Expression	
	7) Human society and the individual	

Stage 3 has several components, building an infrastructure (TaskStream) to support student tracking with the National Student Clearinghouse, conducting a mapping pilot, and implementing educational materials and outreach program; and an evaluation of the program by faculty from Rutgers University.

The University of Montana and the University of Great Falls were committed by the Office of the Commissioner of Higher Education for the Montana University System to be involved in the mapping pilot. The project is essentially a general education assessment project. It engages faculty in a closer look at how and what types of evidence are being used to determine the same lower-division general education competencies within and across institutions. This project has no bearing on whether or not an institute is a Passport Institute; UM would need to apply to become a Passport Institute, once a process is in place for this, if deemed beneficial and appropriate for the university.

Professor Kim Reiser has been selected as the leader of the UM pilot. A group of faculty was chosen from 4 of the 9 knowledge/skill areas (Quantitative Literacy, Natural Sciences, Written Communication, and Critical Thinking) in order to do this work. During fall 2016, these faculty pulled assignments from a sample of the courses in the block. This group of faculty are using the rubrics to rate the critical assignments and to rate student artifacts responding to the selected assignments. The review of these will not focused on individual students or faculty.

It should be noted that the General Education Committee is not directly involved in managing or implementing this project, but has expressed interest in the results. UM's participation could help guide the committee's work on learning outcomes and assessment. It will also help UM make a more informed decision about whether it is in UM's best interest to apply to become a Passport Institute, should that option become available in the future.

Writing Committee

The Writing Committee examines proposals for approved writing courses, and provides guidance on the University-Wide, Program Level Writing Assessment (explained earlier).

The Writing Committee was also instrumental in implementing the third annual Fall Writing Symposium, which was held in early November 2016. The Writing Symposium has been an annual gathering designed to foster a constructive shared conversation about the teaching of writing across disciplines. Specifically, the topics of this year's conversation were derived from the findings of the Spring 2016 UPWA data. Analysis of these findings showed that students in Intermediate Writing Courses at UM struggled to express their ideas in an organized fashion. It also showed that students who revise their work submitted stronger writing samples. Based on the UPWA findings, Symposium attendees were asked to reflect upon and discuss their difficulties, strategies, and successes with teaching revision and organization in their classes. There were over 30 attendees this year from 19 different disciplines.
   - The beginning of the Symposium included a panel of students who talked about their experiences as writers at UM. The students shared their ideas about organization and revision in their writing, then took questions from the faculty.
   - Afterward, faculty moved into breakout discussion groups in order to respond to questions raised in the panel and to explore their experiences teaching organization and revision. At the end of the event, each group shared their favorite strategy for teaching writing and made a plan to compile resources for everyone to explore. Throughout the event assigned faculty members were recording notes about the discussion topics, questions, and strategies. A digested and edited compilation of these notes will be distributed to all attendees.

Franke Global Leadership Initiative

Based on assessment results, extensive efforts have been made to increase learning in the Franke Global Leadership Initiative (GLI). As outlined below, action steps have been developed for critical thinking, leadership, and applying a culturally aware lens.

Critical thinking

Going forward, evaluators will look more holistically across a student's GLI experience as a critical thinker. Artifacts for assessment will include the fall proposal, the spring finished product, and a "bridge" document where students describe how and why they changed their project after the initial proposal. GLI expects that having the full package will provide better evidence of the students' critical thinking skills as they develop over the course of 2-semester the capstone experience. See the planned assessments section below for a new measure for 2016-2017.

Developing leadership skills

The Board added the leadership course as a GLI component in response to informal student/faculty feedback that indicated the program's development of leadership skills needed improvement. The formal assessments in 2015 and 2016 were in the first two experimental offerings of the new 1-credit course. GLI communicated the 2015 results to the 2016 instructor for his consideration, which may explain why the deficient factors improved (two of the three highest-rated factors in 2016). In fall 2017, the course will expand to be two credits. This will allow for more content and classroom contact with the instructor, which should translate to higher quality Leadership Action Proposals. See the planned assessments section below for a new assessment related to this learning goal in 2017.

Applying a culturally aware lens

The mixed results in 2016 may reflect some uncertainty among evaluators over what demonstrates proficiency in the "global" category. Recognizing this lack of a shared definition of the "global" learning goal and its expressions in student work, the board devoted significant time to this topic at retreats in summer 2015, summer 2016, and winter 2017, aiming to come to consensus on the meaning of "global" in the Global Leadership Institute. While the GLI name references "global," the learning goal references "culturally aware." The assessment committee analyzed the 2015 and 2016 capstone products that scored highly in the "global" category, using this information to begin a discussion with the board around what UM does and should value, especially as these values relate to the AACU Global Learning VALUE Rubric. GLI now has a clearer understanding of what we mean by "global," and will likely change the description of this learning goal in the near future. More importantly, it was concluded that students and GLI faculty need better guidance on how to integrate global awareness and perspective into their classes and specifically into the culminating capstone project. The draft statement on "global" is given below.

What does "global" look like in the context of a successful capstone project? A project with a strong global connection accomplishes the following:

- **Considers the problem in context**: identifies and analyzes how the problem is expressed similarly or differently in other geographic, cultural and historical contexts;
- **Provides diverse perspectives**: incorporates perspectives from other countries or cultures, ideally through direct contact and collaboration;
- **Examines interrelationships**: recognizes the interrelationships between the self and larger local and global communities and/or recognizes the complex interrelationships among worldwide natural and human phenomena; and
- **Applies global knowledge in designing a solution**: uses this global knowledge (of contexts, of different perspectives, and of interrelationships) to propose a solution that reflects the student's awareness of the problem's global nature.

As described in the planned assessments section below for plans to use new reflection blog posts in 2016-2017 for an additional measure of this learning goal.

The culminating capstone project requires students to work in interdisciplinary teams. This is the only place in the GLI program where teamwork is required. See the Planned Assessment section below for a measure being collected in 2016-2017.

GLI also conducted a senior exit survey (an indirect assessment) addressing all four learning goals. Results were acceptable based on student responses to their perceptions of learning related to each of the learning goals.

Planned assessments
The Board plans to repeat the 2016 assessment activities related to learning goals 1, 2, and 3. As the program implements new/expanded courses and other actions to close the loop, there are plans for new assessments. These are described below.

- A new required course (GBLD 110 – Global Challenges and Leadership) will have its inaugural offering in spring 2017. This course is a response to an identified need to help students understand what a global challenge is and to start thinking about how they might identify a capstone project to address a global challenge. One or more assignments from this course will be sampled to evaluate critical thinking. An evaluation rubric will be created in fall 2017.
- In summer 2016, the Assessment Committee developed a common prompt for the existing requirement that students write a blog post during their third year out-of-classroom experience (e.g., study abroad, internship, field study). The prompt is reflective in nature and should provide insight into students' leadership development and cultural awareness. A rubric will be created to evaluate a sample of blog posts created under this new prompt in summer or fall 2017, after posts have been collected for the 2016-2017 academic year experiences.
- The Assessment Committee has developed a common peer evaluation to capture assessment on teamwork. Students will first be using this rubric for the 2016-2017 capstone projects (previously, instructors evaluated teamwork using methods of their choosing, so artifacts on this learning goal were not consistent across groups). These ratings will be collected and evaluated in summer 2017.

Writing Center

The Writing Center has done a tremendous job of translating its assessment findings into meaningful strategies for improvement. The actions taken by the Writing Center in response to key findings about tutoring are outlined below.

Findings	Actions
65% of surveyed students visit only when struggling 57% of surveyed students view selves as good to excellent writers, compared to their peers	- Develop marketing plan to better define the Writing Center as a place for all writers, including high performing writers - Develop tutoring strategies to promote accurate self-assessment and continuous growth
26% of surveyed students report learning strategies for integrating and synthesizing research	Develop tutoring strategies to more frequently help students focus on purposeful integration of research and source material
288 waitlisted students were unable to schedule an appointment (2015-2016 Academic Year)	- Implement appointment opening notifications via email and text - Shift appointments to high demand times
Students feel uncomfortably crowded in LA 144	- Move to a larger space in the Lommasson Building - Explore expansion of online tutoring

• Graduate students experience long wait times for appointments	• Add weekly drop-in writing group for graduate students
• Successful post-tutoring session paper revisions require knowledge of both revision strategy/action *and* the rationale/theory behind the strategy • Students are more likely to transfer knowledge learned during a session to new tasks *if* tutors describe the "why" behind writing strategies	• Revise tutor education to promote transfer of rhetorical knowledge through explicit instruction addressing both writing strategies *and* the rationale behind the strategies

Similarly, the Writing Center's actions in response to key findings about the Sidecar Project were as follows:

Findings	Actions
• Students desire a Sidecar experience earlier in academic careers (students recognize transferability of skills learned)	• Develop Sidecar collaborations in first-year undergraduate and graduate courses
• Sidecar faculty desire continued support beyond the Sidecar collaboration	• Build a Sidecar faculty "graduate" lunch series for sharing post-Sidecar teaching growth and ideas
• Students often prematurely tinker with/polish prose while avoiding larger, higher-order revision needs (e.g., genre alignment, thesis, support, organization)	• Train tutors to focus on higher-order revisions while providing strategies for later-order proofing • Collaborate with Sidecar professors to ensure professors explicitly value revisions that reflect better thinking/higher-order concerns
• High expectations coupled with vague communication of those expectations result in revisions that focus only on minor proofing	• Collaborate with Sidecar professors to clarify expectations for written assignments
• Papers in which revisions reflect more sophisticated thinking and logic often remain unpolished	• Collaborate with tutors and Sidecar professors to integrate a polishing stage into the Sidecar sessions • Collaborate with Sidecar professors to value higher-order revisions as much later-order revisions

Office for Student Success

Based on feedback received from students and other campus constituents, the Office for Student Success has taken the following actions:

Findings	Actions
• Students indicated on post-advising surveys and during advising-related focus groups their strong preference for walk-in guidance on advising-related issues and situations.	• OSS created a new service called Advising on the Go, which provides just-in-time advising-related guidance for students. The service is available to students on a walk-in basis; no appointments are required.

• The campus advising community voiced strong support for expanding the scope of advising-related training opportunities.	• OSS developed and launched the [Academic Advising Certificate Program](). Through the training program, participants learn about historical and theoretical foundations of advising, different approaches or strategies of academic advising today, advising-specific policies and procedures, various tools available to UM advisors, and support services and resources available to UM students.

Academic Enrichment

Academic Enrichment (AE) is committed to promoting, increasing, and enhancing academic enrichment opportunities for students to increase student learning and success in the classroom and beyond. AE works diligently to track, report, and assess enrichment activities and present assessment data to campus departments and administrators for decision making and recruiting. Fiscal year 2016 assessment indicated for first-year retention, undergraduate AE students retained at a higher percentage (79%) than other undergraduate students (67%). Assessment data showed students contributed $3.3M to Montana's economy through 164,980 volunteer community engagement activities, and $2.75M to the community through 116,903 volunteer internship hours.

AE endeavors to translate assessment data into meaningful action steps for improvement, including expanding assessment into experiential learning opportunities other than internships, including National Student Exchange, Education Abroad, Volunteer and Civic Engagement, and Research and Scholarly Activity. AE is committed to providing reliable data to the campus community for accreditation, departmental marketing, recruitment, fundraising, university planning and budgeting, providing broader experiential learning opportunities, and developing stronger institutional memory of AE activities.

Continuous Improvement Efforts Completed
Based upon assessment and focus group data, efforts have been undertaken to improve AE's campus and community outreach, student learning support, web presence, and data solution software.

- Facilitated a 23% improvement in students' civic communication (expression) and 20% improvement in students' civic communication (leadership) through participation in service learning volunteer activities at 189 community organizations. (summer 2015-spring 2016)
- Transitioned one staff into an AE Advisor role to facilitate advising and increase participation in all AE opportunities, and deliver more comprehensive academic, personal, and career advising, thereby increasing student recruitment, retention, persistence, and graduation rates.
- Host welcome tables at UM Days and the Davidson Honors College Leadership Scholarship Career Fair to share academic enrichment opportunities with potential freshmen and their parents. (A student focus group revealed students wished they had received academic enrichment information earlier, i.e., their freshman year.)
- Presented to additional freshman/sophomore classes on AE opportunities. (A student focus group revealed students wished they had received academic enrichment information earlier, i.e., their freshman year.)
- Completed NSE training for Global Leadership Initiative (GLI) staff to improve sharing of National Student Exchange opportunities with GLI scholars, and more strongly support the junior year GLI leadership experience.

- Increased collaboration among AE and academic departments by copying departmental faculty and/or advisers when responding via email to student inquiries. This action step has improved advising and enhanced collaboration and communication between departments.
- Developed a paperless electronic management and tracking technology for AE opportunities.
- Built stronger cross campus faculty collaborations through the process of defining competencies for assessing AE learning outcomes.
- Created a central web presence to offer students a one-stop location to find resources and links to campus, community, and global AE opportunities.
- In partnership with Career Services, AE is moving toward a new data solution, anticipated summer 2017, to better support students with delivery of job and AE opportunities. (A student focus group revealed limitations with the current Griz eRecruiting software.)

Future Continuous Improvement Efforts
Based upon assessment and focus group data, efforts will be undertaken to create improvement strategies for AE's campus and community outreach, student learning support, web presence, and data solution software. The impact of improvements is consistently evaluated for enhancement, and AE is committed to ongoing improvement efforts.

- Increase student participation rates in academic enrichment activities, especially National Student Exchange, and Research and Scholarly Activity.
- Market AE opportunities to potential students and their parents as a means to recruit and retain students.
- Create and deliver an AE Advising course for the Office for Student Success Advising Certificate program.
- Establish and launch a partnership with American Indian Student Services to train upper-class student mentors, in groups and individually, to connect more Native American students with AE experiences.
- Provide proactive freshman outreach through a newly implemented Office for Student Success and Academic Enrichment collaboration– an Intake Survey. The survey is used to gauge freshmen interest in AE opportunities, and allow an AE advisor to reach-out to each student to offer assistance, information, and resources.
- Establish an Advisory Committee to guide ongoing AE development.
- Re-visit administration at Butte, Dillon, and Helena campuses to discuss processes and resources, and determine how UM might assist their campuses.
- Establish a Student Ambassador program to meet with interested students and promote AE opportunities.
- Investigate the feasibility of an introductory pre-participation seminar for AE activities.
- Continue to advance service learning as a means to enhance students' civic competencies.
- Develop assessment tools and metrics, in collaboration with the Office of Planning, Budgeting and Analysis, to gather data and monitor the progress and effectiveness of implemented initiatives.
- Continue to research a mechanism (e.g., "0" credit courses, co-curricular transcript, e-folio, certificate, etc.) to recognize students' participation in noncredit-bearing activities.
- Research the possibility of developing incentives for faculty to supervise students involved in academic enrichment activities. Faculty load – unit standard comparisons (i.e., how are out-of-classroom activities calculated).

Mansfield Library

Library personnel collect data on students as described earlier in order to: measure learning outcomes, identify students' perceptions of library instruction and services, and document students' information use behaviors and experiences. Data analysis and findings inform how librarians target instruction content,

design instruction practices and services, work with teaching faculty, and collaborate with campus committees and offices. Other considerations that inform library instruction changes include demographics (e.g., no. of classes taught at each student level), staffing, and professional practices and standards. Based on the data findings and other considerations Mansfield Library faculty and administrators implemented the instructional changes below, among others, between March 2014 and December 2016.

- Content and Curriculum Integration. Based on a new professional instruction framework librarians revised the Information Literacy Curriculum. In addition, specific changes were made to the targeted first-year courses College Writing and Introduction to Public Speaking, and information literacy outcomes were integrated into both Freshman Seminar, a course developed in 2015, and the Global Leadership Initiative (GLI) Capstone.
- Pedagogical. In order to meet the needs of undergraduate students at the 200- and 300-level who do not receive library instruction, and data from the outcomes assessment indicating students need to review lower-level content before receiving upper-level instruction, librarians developed nineteen video tutorials covering library resources, research habits, citation, and ethics. A new chat service was also implemented to assist library researchers at their point of need as they complete research using the library web site. Additionally, librarians increased the number of drop-in research workshops on topics such as the literature review process (in collaboration with the Writing Center) and managing research – topics students indicated they found valuable on student evaluations.
- Technology. The two teaching classrooms in the Library were redesigned to create a more user-friendly hands-on teaching environment with updated technology including multiple flat screens and classroom management software.
- Professional Development. Internal workshops were facilitated on topics such as teaching non-traditional sources and universal design for learning, and librarians are building a repository of instructional activities to support the revised Information Literacy Curriculum. Librarians also offered workshops on plagiarism and data management plans as part of the Faculty Development Office's Faculty Development Series – topics teaching faculty and students ask about for and in instruction sessions.
- Staffing. An open Associate Professor line was restructured to an eLearning and Instructional Technology Librarian and Adjunct Professor responsibilities were modified to include workshop instruction and coordination in order to implement pedagogical changes.

The impact of changes will be evaluated moving forward as most of the changes are recent and thus not enough time has passed to see results. It is possible to see now that staffing changes enabled pedagogical changes, that pedagogical changes resulted in more students having access to information literacy content and instruction via multiple platforms, and that the integration of instruction into Freshman Seminar and the GLI Capstone increased the number of students receiving instruction.

Student Engagement

The Associated Students of Montana (ASUM), UM's student government body, reviewed the NSSE results and wrote a detailed report outlining what UM could do to enhance engagement on campus. They had many recommendations, including the following:

- Student Club days should be held on the oval for more than just the Welcome Feast—with freshman seminar using a portion of class to invite student clubs to come present.
- Critical thinking skills based on real quantifiable data should be emphasized in general education, as a supplement to 'Critical Thinking' covered by X Studies courses.
- Encouraging and incentivizing peer mentoring both in and out of the classroom. This will take stress off professors while contributing to greater academic success among students, greater

contact with peers of different religious and racial backgrounds, and a richer overall academic experience while addressing shortcomings in these areas.

- Invite guest lecturers of diverse cultures into regular classes and not just panels after class hours—(e.g., privilege training like the Student Involvement Network is doing).

Undergraduate Research

Through observations, experiences, and feedback from student presenters and judges in previous years, UM is implementing a number of changes for UMCUR 2017. In some instances, the changes presented below directly connect with one or more identified student learning objectives of this program.

- The conference is scheduled later in the semester to allow more time for students to complete their research projects before having to present them. (*Learning Objective: Develop, execute, and present original research and creative scholarship, regardless of major*)
- Through systematic correspondence, UMCUR organizers are working to include faculty mentors into the application process and vetting to create a stronger connection between student and mentor in the process. (*Learning Objective: Exhibit leadership and collaboration in a team setting*)
- The UMCUR judging rubric and judging system was revised in order to provide feedback that is useful for students looking to improve their critical thinking skills, as well as their written and oral communication skills. (*Learning Objective: Develop critical thinking and problem solving skills*)
- Undergraduate presenters will be connected to the UM Graduate Research Conference via the use of graduate student judges, and also through a Graduate Program Fair that will take place in the main lobby of the 3rd floor University Center, which is a major traffic center for UMCUR. (*Learning Objective: Exhibit leadership and collaboration in a team setting*)
- The UM Undergraduate Research Committee and UMCUR Planning Committee will also generate a new, "UMCUR Evaluation Survey" for both student presenters and judges. Feedback from this survey will be analyzed during summer 2017, and used to refine UMCUR in coming years.

Additional Curricular Innovations

As the culmination of initiatives spanning many assessment initiatives, the "summit" of UM general education efforts involves discussion about potential innovative curriculum reform. In fall 2015 UM hosted a conference entitled, "Defining a 21st Century Education for a Vibrant Democracy" that allowed us to explore aspects of general education and liberal education in detail. Approximately 350 people attended the event. Keynote speakers included U.S. Secretary of Labor Tom Perez, AAC&U Vice President Debra Humphreys, and Patti McGill Peterson, Presidential Advisor for Global Initiatives from the American Council on Education. In spring 2016, the General Education Committee and the Davidson Honors College hosted additional listening sessions regarding general education revisions that were attended by approximately 50 faculty, staff, students, and administrators. This group responded to the following questions:

- What aspects of the general education curriculum make UM great? What enhancements could make us greater? Are there holes or redundancies in the general education requirements?
- Can UM improve the current articulation of the American and European and Global and Indigenous perspectives?

- Can UM make the current framework better for students, or easier to understand? How do UM's requirements compare to those in the MUS transfer core?

Discussions about general education reform have focused squarely on the learning outcomes UM students should have for the 21st Century. UM wants to promote more interdisciplinary approaches, to recognize the benefits of encouraging more applied learning related to "big questions" and real-world problems. Several of these innovations are already captured in the distinctive Global Leadership Initiative. In October 2016, UM received a $6 million dollar donation to support the GLI program.

UM is also drawing upon publications available about general education assessment and curriculum reform. These include *General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement* and *The VALUE Breakthrough: Getting the Assessment of Student Learning in College Right.* UM's plan for general education is also informed by several seminal textbooks on academic assessment, such as *Assessing Student Learning* and *Assessment Clear and Simple.*

UM's administration and general education committee has also made an effort to provide ongoing professional development in the areas of general education and assessment. Workshops and trainings have been given on assessment plan development, focus group protocols, and strategies for conducting general education assessment. UM employees have attended the AAC&U Annual Conference and the AAC&U general education assessment conferences to learn about best practices from around the country. UM will continue to hone its general education offerings in an iterative process that involves critical reflection and broad-based discussion.

VI. EVALUATION OF MISSION FULFILLMENT

The purpose of the NWCCU Demonstration Project has been to show how general education assessments at the institutional level can provide sufficient data to assess mission fulfillment. To accomplish this, UM has outlined a methodology for assessing mission fulfillment, implemented a broad range of assessments, analyzed extensive data, and then used the data for making numerous improvements at the university. The Demonstration Project efforts have also helped us address the Recommendation from the 2014 NWCCU review: "The evaluation committee recommends that the university continue to refine the conceptual framework for implementing its assessment of learning outcomes within the context of its core themes and provide data to support that model (Standard 1.B.2)."

As illustrated in this report, UM can affirm that the framework for general education assessment is strongest when based on meaningful learning outcomes, supported by well-functioning committee work, balanced by a wide variety of methods, and informed by best practices in the field. This combination of theory and implementation is informing discussions about how to create the most dynamic education general education curriculum that fulfills UM's institutional mission. This multifaceted and systemic approach to mission fulfillment is captured in the following graphic that portrays how general education efforts have been "scaled up" at the University of Montana.

Scaling Up General Education Assessment Efforts at the University of Montana

UNIVERSITY OF MONTANA

Potential Curricular Reform
- Promoting more integration & interdisciplinary approaches
- Encouraging more applied learning related to "big questions" & real-world problems
- Focusing on learning outcomes

Professional Development & Training
- *Campus Level Training*
  - Assessment Workshops and Focus Groups
- *National Level Participation*
  - AAC&U Annual Conference
  - AAC&U General Education Assessment Conference

Institutional Level Assessment Activities
- Embedded assessments in General Education courses (e.g., Natural Sciences, Math, Ethics)
- Collegiate Learning Assessment (CLA) (Fall 2015-Spring2016)
- University-wide Program-level Writing Assessment (http://www.umt.edu/facultysenate/committees/writing_committee/UPWA.php)
- National Study of Student Engagement (Spring 2016)
- Project Innovation Cultivation (Fall 2015-Spring2016)
- Global Leadership Initiative (GLI) assessments
- VALUE Rubrics for direct assessments in Civic Engagement courses
- Information literacy assessment in the library (http://www.lib.umt.edu/library-information-literacy-curriculum)
- Co-curricular assessments in Office for Student Success, Student Affairs, etc.

Committee Level Assessment Activities
- *The University Assessment & Accreditation Committee*
- *Assessment Advisory Committee*
- *General Education Committee & Task Forces*
- *Writing Assessment Committee*

General Education Learning Outcomes
- Natural Sciences
- Mathematics
- Ethics & Human Values
- Social Sciences
- Expressive Arts
- English Writing Skills
- Literary & Artistic Studies
- Historical & Cultural Studies
- Indigenous & Global Perspectives
- American & European Perspectives
- Modern & Classical Languages or Symbolic Systems

These are outlined on UM's new General Education website: www.umt.edu/general-education

Similar to scaling a mountain, the University of Montana has found the reflective process of analyzing mission fulfillment to also be like "building a pyramid." As illustrated in the graphic below, UM has discovered that the evaluation of mission fulfillment should be qualitative and integrative at the top, focusing on the core themes and critical aspects of student learning. The structure is then supported by many quantitative assessments, data, and outcomes as the foundation. For the evaluation of mission fulfillment, UM started at the top, drilled down to the specific numbers and findings, and then gone back up the pyramid to make connections that show the University of Montana is meeting its mission.
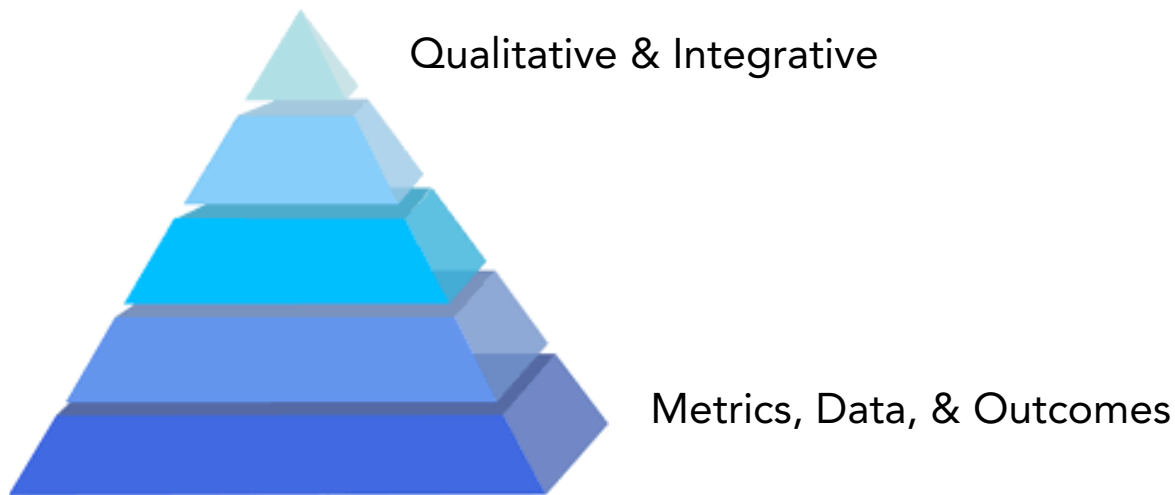
Qualitative & Integrative

Metrics, Data, & Outcomes

Image taken from http://courvo.com/2012/01/the-vo-success-pyramid.html

Analysis of Core Themes (Related to Student Learning)

In preparing this report, UM has engaged in a full-scale evaluation of its mission and strategic goals. Over the past eight years, the university has progressively developed and implemented an integrated process that includes strategic planning, program initiatives, budgeting and assessment tools as well as new approaches to broadening participation and communication. As noted earlier, for each core theme, the university has established objectives and defined the metrics to evaluate the extent of their accomplishment. UM views the achievement of these objectives as the fulfillment of its mission. Progress toward the indicators for each objective will continue to be tracked, analyzed and reported as part of the Planning-Assessment Continuum.

Extent of mission fulfillment or acceptable threshold has been established for each indicator by setting a target and determining the current state. Progress each year has been judged to be acceptable if the trajectory is positive for the indicator. It is unacceptable if the trajectory is negative or the current state is maintained, although ceiling effects may obscure some advances in areas where the university is already performing at high levels. Each objective is addressed and evaluated by more than one indicator or type of evidence, permitting systematic and holistic triangulation of data.

To measure achievement of its mission, the university has compiled, analyzed, and reported key indicators for each Strategic Issue. Objective measures of student success such as retention and graduation rates allow for trend analyses and comparison to national benchmarks and provide longitudinal data to measure program improvement. Surveys and other instruments that capture student perceptions help assess student engagement, the most accurate predictor of student success, while co-curricular opportunities and support services offered by the university indicate the degree to which the university is marshaling its resources to add value to the students' experience and facilitate desired student outcomes. For all entering students, preparation is critical and is being addressed with support programs such as tutoring services.

STRATEGIC ACHIEVEMENT REPORT CARD

MEASURE	2016 STATUS*	2020 TARGET
PARTNERING FOR STUDENT SUCCESS		
Average High School GPA of Entering Freshmen	3.33 (↑.02)	3.50
Annual Retention Rate	73% (↔0%)	83%
Six-year Graduation Rate	46% (↓4%)	60%
Fall to Spring Main Campus Retention Rate	87.4% (↓.3%)	93%
Undergraduate Degrees Awarded	2,109 (↑224)	2,100
Missoula College Degrees Awarded	488 (↓18)	500
EDUCATION FOR THE GLOBAL CENTURY		
Graduate/Advanced Degrees Awarded	830 (↑45)	850
Study Abroad Experiences	339 (↓44)	600
Participation in Service Learning	3,214 (↑144)	2,000
Underrepresented Student Body Ethnic Groups	12.7% (↑.6%)	10%
Ranking of Peace Corps Volunteers	2nd (↑4)	2nd
International Students	648 (↓67)	600
DISCOVERY AND CREATIVITY		
Volume of Grant and Contract Expenditures	$78.6M (↑$14M)	$100M
Number of Publications (ISI Web of Knowledge)	603 (↑3)	750
Patent Applications, Licenses, Inventions, Spin-Offs, Start-Ups	66 (↑24)	40
DYNAMIC LEARNING ENVIRONMENT		
Student:Faculty Ratio	17.2:1 (↓.8)	18:1
Dual-Credit Enrollment	456 (↓12)	
Montana Digital Academy Enrollment	6,946 (↓165)	15,000
Online Student Credit Hours	28,797 (↑681)	Top quartile of peer institutions
PLANNING-ASSESSMENT CONTINUUM		
Instructional Expenditures	51.2% (↑.2%)	50%
UM Foundation Endowment	$167.3M (↑$1.3M)	$220M

*Most recent fiscal/academic year data   ↑ improved from last year,   ↓ declined,   ↔ no change

Several of the findings above relate to this report's focus on student learning and general education assessment. Positive findings where thresholds are met include the following:

- Undergraduate degrees awarded
- Participation in service learning
- Underrepresented student body ethnic groups
- Ranking of Peace Corps volunteers
- International students
- Student: Faculty ratio
- Instructional expenditures

Areas related to student learning in which thresholds are not met include:

- Annual retention rate
- Six-year graduation rate
- Fall to spring main campus retention rate
- Study abroad experiences

In summary, data from UM's Report Card and Institutional Assessment Report provide multiple indicators that UM is meeting thresholds for most of the indicators, and is close to thresholds in several other categories. Although there are a number of areas for increased attention and improvement, the indicators suggest that the University of Montana is largely fulfilling its mission.

Weaving Together General Education Assessments

As described in the chapter on methodology, UM's approach for general education assessment is similar to weaving a tapestry whose combined threads cumulatively produce a meaningful work of art.

When examined in isolation, any one of the assessments highlighted in this report does not definitively help us conclude that UM is fulfilling its mission regarding student learning. However, when classroom based general education assessments are combined with assessments in the disciplines, when direct assessments are juxtaposed with indirect assessments, and when curricular assessments are intertwined with co-curricular assessments, a pattern of student learning emerges that confirms the quality of student learning at UM.

The data that come from these methods are directly related to the core themes of 1) Partnering for Student Success 2) Education for the Global Century 3) Dynamic Learning Environment and 4) Planning-Assessment Continuum. Although there are a number of areas for improvement, the results from the vast majority of assessments indicate that general education learning outcomes are being met. Below is a high-level summary of the findings from many of the general education assessments highlighted in this report, as well as which strategic issue each assessment is connected to.

Method (Strategic Issue)	Summary of Findings
Embedded Course Assessments (Dynamic Learning)	General education learning outcomes were met in pilot assessments for the Natural Sciences, Mathematics, and Ethics.
Collegiate Learning Assessment (Dynamic Learning)	Students demonstrated learning on the CLA in written communication and critical thinking. The University of Montana had a freshmen CLA+ score that is greater than or equal to the average freshman score at 82% of CLA+ schools. The senior scores were better than or equal to the average senior score at 65% of CLA+ schools. The freshmen and senior scores signify Proficient mastery of the skills measured by CLA+.
Upper Division Writing Assessment (Dynamic Learning)	In data collected from the last three years, UPWA findings showed that the majority of students are at proficiency (34%) or near proficiency (another 50%).
NSSE (Student Success)	Students reported high learning outcome gains in thinking critically and analytically, writing clearly and effectively, and working effectively with others. The lowest score was in understanding people of other backgrounds. Higher self-reported learning is also linked to retention.
Project Innovation Cultivation (Dynamic Learning)	Innovation scores were higher than the national average. For freshmen, connecting experiences (i.e., applying in-class learning to real-world problems) were the most significant environmental factor correlated with enhanced innovation capacity. For seniors, the most influential experience was having on-campus social experiences that promoted innovation (e.g., collaboration, informal idea exchange).

Global Leadership Initiative (Global Century)	Students met the thresholds for critical thinking and cultural competency. The results for leadership were mixed.
Civic Engagement Courses (Global Century)	The VALUE rubric data and pre/post-test results showed increases in seven different areas of community engagement. Further benefits were confirmed by focus group data.
Office for Student Success (Student Success)	Undergraduate Advising Center, Writing Center, TRIO Student Support Services, Financial Education Program, Study Jam Tutoring Program, and KPCN Video Production Group all have data conveying the success of academic support programs and services.
Writing Center (Student Success)	Tutoring sessions, the Sidecar project, and faculty mentoring efforts all have supporting data indicating the success of these efforts.
Mansfield Library (Student Success)	As evidenced by the NSSE findings *LibQUAL* results, course evaluations, student evaluations, and a study on eResource use and student attainment, information literacy learning outcomes are being met.
Student Affairs (Student Success)	Learning outcomes achieved for student employment. In the co-curricular survey, UM students reported their skills to be highest for problem solving and verbal communication.

In reviewing UM's Strategic Issues and general education assessments, the analysis suggests that the evaluation of mission fulfillment is not likely a "yes" or "no" question. Rather, a more appropriate question may be "to what extent", and whether UM is moving in the right direction. Evaluating the data from the measures as an integrated framework or tapestry, demonstrates positive collective outcomes. Taken as a whole, the results from the Institutional Report Card suggest that the core themes are being met. In conjunction with this, student learning data indicate that UM is fulfilling its learning outcomes related to general education. In particular, continuous improvement is shown in the way that students' writing is being taught and evaluated (as outlined in the following section).

Future Efforts for Improving Writing

As highlighted throughout this report, a core skill of student learning related to mission fulfillment is students' ability to write effectively. As summarized earlier, there is strong data demonstrating students' writing effectiveness that comes from the Collegiate Learning Assessment, Upper-Division Writing Assessment, the Franke Global Leadership Initiative, the Writing Center, and departmental assessments.

Efforts to enhance students' writing at UM are ongoing. In response to feedback from attendees of the previous retreats and data analysis from the 2016 UPWA, the 2017 UPWA will pilot revisions to the scoring approach. Attendees of previous retreats have consistently requested more background and context, more time to norm their scoring, and more time to read. Analysis of previous retreat information also shows that instructors of the Intermediate Writing courses rarely attend the assessment retreat. Since the goal is to connect the assessment to the way writing is taught in the classroom it is important to connect course instructors to the assessment scoring.

Therefore, the 2017 assessment will specifically recruit participants teaching Intermediate Writing courses and will include two assessment sessions, one for new and one for experienced readers. Both groups of readers will use the same assessment rubric to score essays from the same UPWA sample. Scores from all readers will be included in the final assessment. This new two-part structure will allow the new readers additional time to become familiar with the assessment tool and to form a shared

understanding of the dimensions assessed while allowing the more experienced readers time to build small communities of practice around their already shared knowledge.

- Day-Long Retreat for New Readers: The basic structure of the current model will be preserved, but the retreat will be tailored to readers who are new to writing assessment and/or the UPWA model. Specifically, the day-long assessment retreat will be geared toward new faculty, new writing teachers, graduate teaching assistants, high school teachers, and dual enrollment teachers. The revised model will offer more context about the writing being assessed, more time for norming scorers, and a slower pace for reading student essays.

- Half-Day Session for Experienced Readers: A half-day assessment session will be offered for readers who bring experience in writing instruction and assessment. Specifically, instructors of Intermediate Writing courses at UM will be invited to the half-day session. This group of readers will bring contextual knowledge about the writing being assessed and will read at a more accelerated pace. Brief background information and norming materials will be presented online and discussed at the beginning of the assessment session before scoring essays.

The Writing Center has led many of the university's efforts to improve student writing, and these initiatives are continuing (see the diagram below). In order to enhance writing, the Writing Center's goals for this year have been as follows:
- Facilitate transfer of effective communication skills across contexts and time through
    - Sidecar collaborations with first-year undergraduate and first-year graduate courses.
    - Tutor training focused on best practices for encouraging transfer of knowledge and skills.
    - Faculty development opportunities around the concept of transfer.
- Expand graduate student support opportunities.
- Develop a marketing campaign to send the message that the Writing Center serves all writers at all ability levels, targeting those who are less likely to initiate a relationship with the Writing Center (i.e., students who (mis)perceive themselves as "strong" writers, graduate students, and faculty writers).
- Develop low-cost, efficient methods for meeting growing undergraduate, graduate student, and faculty demand for Writing Center services.
- Collaborate with Enterprise Information Systems to gather more fine-grained data on the Writing Center's impact on student performance (e.g., GPA in specific courses, retention rate, and persistence rate).
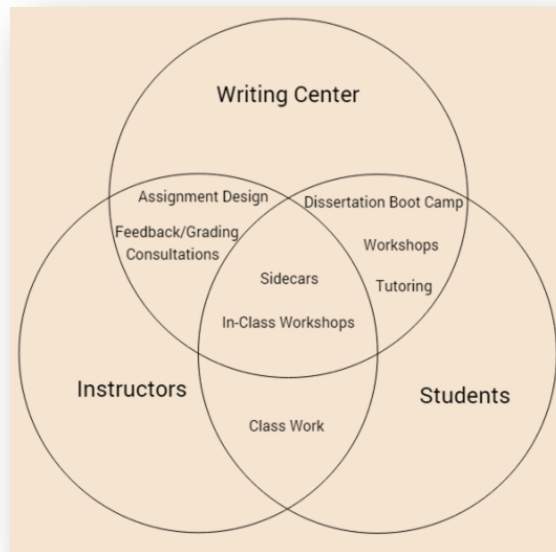
Future Directions for UM's Strategic Plan

In addition to capturing the analysis of UM's mission fulfillment, this report should also highlight extensive recent efforts to revise the strategic plan. The University of Montana's Strategic Plan Coordinating Council (SPCC) invested the past ten months building the foundation for a new strategic plan by listening to stakeholders on campus, in the Missoula community, across the state of Montana and beyond. The intent of those efforts was twofold: 1) to truly understand the current state of the university, the external environment, and the shared values and collective aspirations of UM stakeholders, and 2) to openly and honestly engage people in the process in order to build commitment to collectively undertake change.

Throughout the first months of 2017, the SPCC has been analyzing and synthesizing data collected from interactions with nearly 4,000 stakeholders and gleaned from dozens of written documents to create a picture of what is referred to simply as "what is." That picture will provide common ground for a phase of engagement in which "what if" scenarios to move the University forward are created and tested. The final output, expected by April 1, 2017, will be a high-level strategic plan that articulates mission, vision and values, prioritizes strategic areas of focus, and proposes organizational goals.

The SPCC believes campus stakeholders are committed to aligning university processes and decision making with the new strategic plan following its April 1, 2017, release. This alignment will require that leadership dedicate time and resources to ongoing operational planning and assessment and to the difficult work of creating a more adaptive organizational culture.
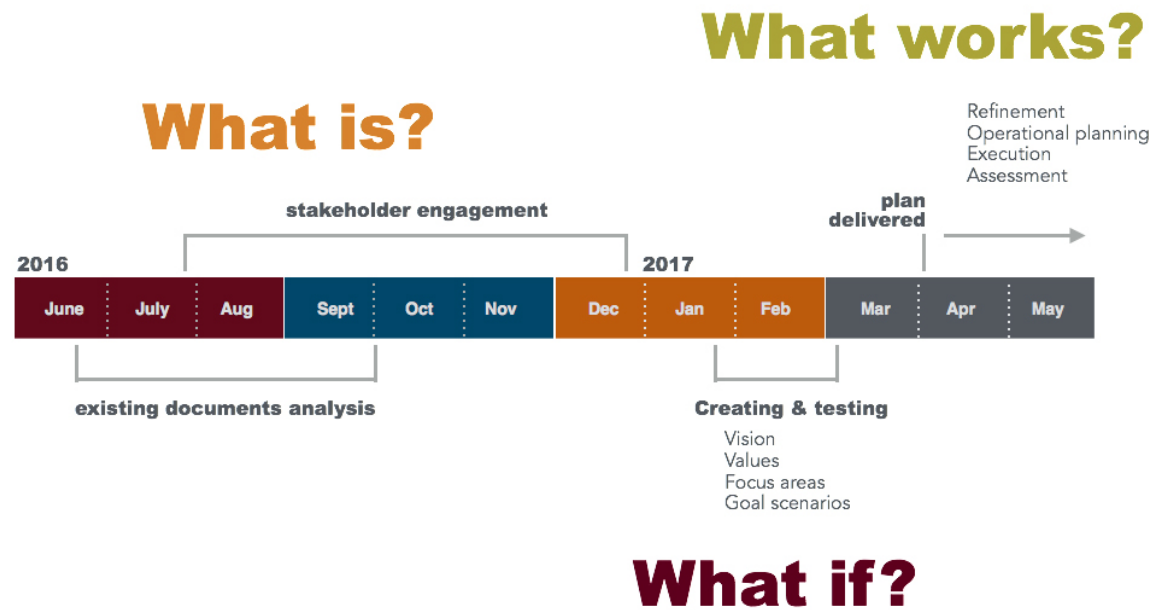
Process and accomplishments
Early on, SPCC members committed to a planning process that would be inclusive of many stakeholders, would be open and transparent, and would be informed by data. The group also agreed that it was critical to create a plan that valued experimentation and iteration in order to foster an adaptive culture critical to remaining relevant in the years to come.

From June-December 2016, SPCC pursued two projects to help fully understand the current state of the university:

- Engagement with a broad swath of stakeholders to gather data about the current state of the university.
- Analysis and synthesis of existing documents that represents recent strategic thinking and direction.

Engagement with stakeholders

SPCC employed multiple strategies to engage nearly 4,000 stakeholders over a six-month period. Those strategies included:

- Interviews with business, government and non-profit leaders in Missoula and across Montana
- Interviews with all members of the Montana University System Board of Regents
- Interviews and focus groups with staff and administrators in the MUS Office of the Commissioner of Higher Education
- Listening sessions with faculty, staff, students, community advisory boards, and other discrete groups
- Participation in public events such as WelcomeFeast (official fall semester kickoff event for UM), Homecoming, Family Weekend, DiverseU, and First Friday (a monthly Missoula event focused on the arts).
- Surveys of faculty, staff, state business leaders, Native American tribal leaders, and rural educators
- Two open-space un-conferences
- Online engagement through a digital planning tool called Neighborland

Existing documents review

Early on, UM academic leaders urged the SPCC to incorporate and honor existing strategic thinking and initiatives in the process. In response, SPCC assessed 55 existing documents that included unit strategic plans and reports that addressed issues related to academics, administrative services, enrollment, marketing and communication, technology, diversity, internationalization, and sustainability, to name a few.

SPCC chose to start the process with a blank slate, rather than simply modifying the existing UM 2020 strategic plan. The new plan will include strategic issues organized around themes similar to the UM 2020 plan, but the intent is to describe those themes with greater precision and clarity to generate greater alignment across campus.

SPCC assessed the documents by identifying within them stated strengths and opportunities, weaknesses and threats, strategic directions, alignment with UM 2020, UM's existing strategic plan, and other notable themes and tensions. The exercise allowed us to identify values as well as tensions and gaps between UM's stated values and the actual campus experience. SPCC members also regularly cataloged and shared resources focused on national and global trends impacting higher education.

The SPCC sought advice from experts on campus, in the Missoula community and beyond to guide the process. SPCC gravitated toward a "design thinking" model because it placed emphasis on starting with an understanding the experiences, frustrations and aspirations of stakeholders in order to design a vision and a path to a prosperous future. Design thinking provides us a mindset that guides the SPCC's work. It reminds us to a) Focus on the end-users' problems instead of focusing on the university's problems; b) Co-create and test ideas with stakeholders instead of making executive decisions from the top; c) Create an adaptive plan that UM can iterate and improve instead of a one-and-done plan.

Three significant themes have emerged from the process:
- Stakeholders want a clearly articulated vision and shared values to unite and help us move forward together. SPCC recognizes that vision and values must be at the core of the plan to provide a foundation for all decision making.
- Stakeholders recognize the need to create a more innovative culture, and to assess UM's academic portfolio and how UM engages students in learning. There is strong desire for greater collaboration and interdisciplinary approaches that inspire collegiality and prepare students for meaningful and productive lives and careers.
- Stakeholders consistently shared their hopes that the university would place greater value on employee's contributions, leadership and skills development, communication, relationships, and fostering a diverse, civil, respectful and collaborative community.

Strategic planning under unique circumstances
UM President Royce Engstrom first announced his intention to launch a process to renew the university's strategic plan in a speech to campus in November 2015. In December 2016, President Engstrom stepped down, and Sheila Stearns, a former Commissioner of the MUS, college president, and UM administrator, was named interim president. The work of the SPCC has not slowed down through this leadership transition. Dr. Stearns has been supportive of strategic planning efforts, making it a centerpiece of her early communication to stakeholders. In fact, she has asked SPCC members to lead discussions following her first State of the University address in late January.

UM is cognizant of the need to create a strategic plan that is flexible enough to be adopted and adapted by a new president. The SPCC also believes that the extensive engagement, analysis, and synthesis accomplished will be a valuable resource in the presidential search process and a gift to the person who next fills that role.

Next steps in the process
During February and March, the SPCC has been engaging in an ideation phase, developing and testing vision, principles and strategic issues with stakeholders. This has included a week-long exhibition of the core components of the draft plan in a public space on campus with opportunities for feedback. The SPCC also visited faculty, staff and student governance groups, administrative leadership teams and departments to describe the process and seek feedback.

The SPCC will be revising the Strategic Plan with an emphasis on core themes and metrics that will allow us to evaluate mission fulfillment. The strategic planning process also provides us with the opportunity to evaluate UM's resources and capacity to continue to fulfill its mission given the current operating environment. The goal is to deliver a draft strategic plan to the University President by April 1, 2017. Additional information about UM's strategic planning efforts can be found by visiting the Strategic Planning website.

Evaluation of Resources and Capacity

As a complement to its planning processes, the University of Montana accesses various resources to support the fundamental characteristics of the institution: instruction, service and research. General operating funds, supported mainly by tuition, fees and state allocations support all three of these functions. Half of these resources are allocated specifically to instructional related costs, 47% is directed to service related activities and the remaining 3% is dedicated to research. Outside of the general fund, 26% of all resources are dedicated to research. There are designated funds (making up 12% of the aggregate total) that serve mainly instructional needs, and another set of auxiliary funds (another 12%), which support services to students.

These fund subdivisions help the university to organize financial resources to ensure their proper use for instruction, service and research. It also enables financial managers to analyze and interpret the soundness of fiscal affairs so that proper actions or remedies can be executed prior to concerning levels. At the beginning of each biennium, student fees and tuition can be altered, with Board of Regents approval, to correct any financial deficiencies.

There are shared governance systems within the operating environment that have access to financial reporting systems, as well as executive decision-making meetings that provide an additional layer of resource monitoring. These systems along with a continuous cycle of program and service assessment are intended to balance the equation of resources + capacity = mission achievement.

In the current operating environment, the university must continue to prioritize and reallocate resources based on the ever shifting demand of students and stakeholders. Presently, however, the university has an exceptionally envious student to faculty ratio of 16.3:1 as compared to a much higher ratio for similar institutions. This favorable ratio provides a greater likelihood for quality interactions between faculty and students. The benchmark for this ratio is at 18:1, so there is ample room for adjustment as resources need to be addressed.

Additionally, the university is currently spending over $14,000 per student FTE annually. This represents an all-time high investment in student education and support. Historically the university has been spending an average of $12,000 per student FTE. Again, this demonstrates adequate capacity in resources to adjust given a potential decrease in funding. Given these figures and structural systems, the University of Montana affirms the resources and capacity necessary to continue to deliver intended mission given the current operating environment.

VII. COMPLIANCE WITH ALL REGULATORY STANDARDS

Described below are the changes to policies and applicable procedures that have been updated since the University of Montana's submission of its Year 3 Report in March 2014.

Standard A

2.A.2 System governance policies/procedures
In 2014, the University of Montana (UM), through its shared governance process, adopted a University Operating Policy and accompanying procedures. The purpose of the policy is to ensure the creation and maintenance of uniform policies in order to have a more efficient, effective and transparent method for creating, regularly reviewing, and publicizing new and revised policies. This helps ensure that policies are current and that the entire campus community is aware of them. The university operating policies have been loaded into an electronic database which will require review at a minimum of every three years. The approval and review process has been automated and will not be reliant upon the responsible administrator remembering to review the policies or route the proposed policy. The system should be fully functioning by March 2017.

2.A.13 Policies/procedures related to the use of library and information resources
Library policies that were created, modified, or discontinued since the last NWCCU review are described below.

Circulation Policies: The replacement fee for lost items was changed from a minimum average replacement cost as determined by YBP Annual Book Price Update to the actual replacement cost when

an item is still available for purchase. This change was made to increase use of the library by removing lost item fee barriers. The age to be eligible to create a Montana Borrower account was changed from 18 to 15 to support library personnel outreach and recruitment efforts with high school students. The privileges of Montana Borrowers were increased to include the ability to check out media (in addition to books) and to place holds, and the check-out period for this borrower class was lengthened, to better serve community members.

Electronic Course Reserves: Electronic course reserve pages were discontinued beginning fall semester 2014 given the reserve system did not meet the requirements outlined in the resolution agreement between the U.S. Department of Education Office of Civil Rights and the University of Montana. Additionally, the availability and accessibility of Moodle, the well-established UM Learning Management System, met instructor needs.

Group Study Room Policies: Use of group study rooms and patron requests were reviewed and as a result the rooms on level five of the library were designated as quiet study space rather than group study rooms. This change was repeatedly requested by patrons in order to establish a quiet floor to meet their studying needs.

Course Material Scanning: To better serve university instructors, some who previously utilized the electronic course reserves system, Library personnel scan and provide accessible documents for course instruction if instructors are using Moodle or departmental websites.

One Button Studio: A policy was developed to address the addition of a One Button Studio, a video studio to practice presentations and create video content, to the library in October of 2015. The policy aims to ensure a quality experience for all users and to protect the facility from unnecessary damage.

2.A.15 Student rights and responsibilities policies/procedures which include academic honesty, appeals, grievances, and accommodations for persons with disabilities

Revised Graduation and General Education Appeals Committee General Policies & Procedures
Faculty Senate procedure 203.50—Graduation and General Education Appeals Committee General Policies and Procedures was updated. The updates more clearly establish the ability of the committee to grant exceptions to faculty rules for graduation, general education, admission, retention, and readmission. The procedures now include a clarification of committee make-up and the appeals for education substitutions on disability grounds.

Academic Suspension
The UM catalog now has a policy on the appeal of an academic suspension, which helps us to comply with the MUS policy on academic suspension.

Students may appeal a suspension in cases where there are compelling and documented circumstances. If the appeal is approved by the dean of the student's college, the student may return to the university without sitting out a semester. Appeals are considered where the student has otherwise demonstrated an ability to succeed at the university and the compelling circumstances that led to the poor performance have been resolved. An appeal of academic suspension will only be granted one time, on the approval of the appropriate dean. See the Appeal of Suspension Form, which details eligibility criteria and appropriate procedures.

Graduate School policy on Students with Disabilities
The Graduate School updated their policy A4.000-Students with Disabilities. The rationale for this change was to add clarity to the university's obligation to provide reasonable accommodations or

modifications to students with disabilities and to clarify the university's process for students to register with the Office of Disability Services for Students to seek such accommodations or modifications. The new language also provides notification of the prohibition of retaliation.

2.A.16 Admission and placement policies/procedures. Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures

In 2015, ACT modified their test, which affected how UM uses the sub scores for placement into writing and math. In 2016, SAT changed their entire testing structure, which affected both the minimum score for admissions (1540 prior to Spring 2016 and 1120 after Spring 2016) and for placement.

2.A.26 Policies/procedures related to contractual agreements with external entities

In December 2016, UM implemented an interim Signature/Delegation of Authority policy. It is currently moving through the shared governance approval process. This policy clarifies how authority to enter into contracts with external entities is delegated from the president of the university to others for signing contracts.

Standard C

2.C.3 Policies/procedures that define the awarding of credit and degrees

Credit Hour Definitions
Faculty Senate Procedure 201.35—Credit Hour Definitions: was updated to more specifically define a credit hour and the application of that definition to activities such as internships, short courses, laboratory work, practica, and studio work. This policy sets the minimum amount of time that will count toward the credit hour. Activities should develop or apply abilities consistent with the institution's or program's learning objectives.

Minor Policy
Faculty Senate Procedure 203.80—Minors: was updated to clarify the credit hours that are required for a minor, including other course requirements such as prerequisites, minimum grade requirements, and general education requirements.

Dual Enrollment Guidelines
Faculty Senate Procedure 201.65 Dual Enrollment Guidelines were established. The guidelines were modeled after established Montana University System Dual Enrollment guidelines and specifically adapted to the academic standards of UM. The principles of quality are intended to serve as a resource for future discipline-specific supervisors, faculty, and students participating in dual enrollment. Dual enrollment is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school. Dual enrollment models for awarding of credit include:
- Dual-credit course: awards both high school credit and college credit for a college course taken by the high school student.
- College-credit-only course: awards college credit, but not high school credit, for a college course taken by the high school student.

2.C.4 Admission and graduation requirements for degree programs

The requirements for graduation section of the UM catalog was updated to add that lower-division transfer courses accepted as substitutes for upper-division courses required for a particular major will not count toward the university's 39 upper-division credit requirement.

2.C.5 Policies/procedures explaining the faculty role in revising curriculum, selecting faculty, and assessing achievement of student learning outcomes

Faculty Senate Procedure 200.10—Curriculum Review Overview was updated to include an additional required step of an internal faculty review within the program proposing a curriculum change. Previously, this step had been done informally at various levels within Departments.

2.C.7 Policies/procedures for approval of prior experiential learning

The Montana Board of Regents adopted policy 301.19—Prior Learning Assessment (PLA) to clarify definitions oversight, assessment, principles and standards, and procedures.

2.C.10 Assessable learning outcomes for all general education components of baccalaureate and transfer degree programs

UM is now participating in the Interstate Passport Initiative, a grassroots effort, conceived by chief academic leaders in the WICHE region to develop a new friction-free framework for block transfer of lower-division general education based on learning outcomes and transfer-level proficiency criteria. UM faculty who teach lower-division general education courses have been mapping critical assignments in their courses/learning opportunities selected for inclusion in our Passport block. Courses in the blocks address the Passport Learning Outcomes (PLOs) at the agreed upon transfer-level proficiency.

2.C.8 Transfer of credit acceptance policies/procedures

Advanced Placement
Faculty Senate policy 203.10—AP Clep was updated. The minimum score to receive AP credits was changed from 4 to 3. Individual departments will no longer set their own minimum scores, but will determine whether individual AP courses are equivalent to specific courses in their curriculum. If there is not a specific course equivalent, the Academic Standards and Curriculum Review Committee of the Faculty Senate will make the determination of how many elective credits to grant.

International Baccalaureate
UM created an International Baccalaureate Policy, which is posted on the Admissions website. It includes the below language and also provides information about general education and course equivalency for specific IB examinations, including minimum scores, semester credit hours awarded and any general education requirements it fulfills.

The University of Montana recognizes IB achievement and awards eight credits for each higher level exam passed with an examination score of four or higher. The university grants credit for standard level exams if they are taken as a component of the full diploma or if they are listed below.

The University of Montana will offer 30 credits (sophomore equivalent standing) to all incoming students who have received a Diploma with a score of 30 or better, with no individual exam scores lower than four. These credits will normally be distributed as electives, although students who desire credit for specific UM courses, may petition the applicable department.

General Education for Transfer Students
The catalog language that explains general education for transfer students was updated to include the following:

Credits earned as a non-degree seeking student (e.g., AP, CLEP, IB, and high school pilot/dual enrollment credits) can only be counted towards the 20 credits eligibility requirement for a student to use the MUS Transfer Core if the student has earned at least 20 credits as a degree-seeking student at another institution prior to their initial registration at UM-Missoula.

UM accepts Associate of Arts (AA) and Associate of Science (AS) Degrees from US colleges and universities accredited by regional and national accrediting agencies recognized by the US Department of Education. AA and AS Degrees from other institutions will be reviewed on an individual basis. A completed AA or AS degree satisfies UM's lower-division general education requirements; students must still complete the advanced writing course and are encouraged to explore lower-division language courses to enhance their major. *Since Associate of Applied Science (AAS) Degrees focus on technical skills, the degree does not necessarily satisfy all lower-division general education requirements at UM.*

2.C.13 Graduate admission, retention, and transfer of credit policies/procedures

The graduate school admission policy of International Students changed as they lowered the English requirements required for admission.

Standard D

2.D.2. Policies/procedures that explain provisions for ensuring the safety and security of students including the reporting of crime statistics

Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation policy
The University of Montana strives to prevent sexual assault, dating violence, domestic violence, and stalking, in addition to other acts of sexual misconduct, sexual harassment and discrimination. In 2013 the university adopted the Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation policy ("Sexual Misconduct Policy"). This policy defines and prohibits those acts as well as other forms of discrimination and retaliation. The Sexual Misconduct Policy applies to conduct that occurs on and off campus.

Discrimination Grievance Procedures
The Discrimination Grievance Procedures adopted by the university describe what will happen once the university receives a report of sexual assault, dating violence, domestic violence and/or stalking, including the provision of a prompt, fair, and impartial investigation or other resolution and rights to appeal. Retaliation for participating in any such investigation or other part of the process, for reporting an incident, or for opposing any conduct forbidden by the policy is prohibited. The policy can be found on the Office of Equal Opportunity and Affirmative Action website.

Addressing Sexual Misconduct
University personnel involved in processing, investigating, or resolving complaints of sexual misconduct receive comprehensive training, as do Resident Assistants, University Police, Curry Health Center employees, Student Advocacy Resource Center (SARC), Academic Advisors, and other campus personnel who are likely to receive reports of relationship violence, sexual misconduct or sexual violence. In addition, notices about the Title IX coordinator and how to report to her are widely disseminated to the university community.

The university also has a strong, coordinated program of targeted online and in-person educational events, materials, and programs addressing bystander intervention training, consent, violence prevention and risk reduction that reach all incoming students and are renewed for students later in their college careers. Various campus departments and organized groups including the Campus Assault Prevention Coordinator, the EO/Title IX Coordinator, SARC, Student Wellness, Dean of Students, the Women's Center, University Police, and Residence Life are involved. The University Council on Student Assault (UCSA) meets to assess issues related to sexual violence, the UCSA subgroup meets to conduct monthly case reviews of reports of sexual misconduct, relationship violence, sexual violence, and sexual harassment involving students in order to monitor trends and look for best practices.

The third Safe Campus Survey (campus climate survey) was conducted during the 2015-2016 school year, and has been evaluated by a working group of professionals who reported back to the UCSA about gained knowledge and recommendations.

The university has continued involvement in local multidisciplinary agency boards and councils in the community such as Just Response, a community criminal justice system response to domestic violence and sexual assault. One result of this working group was the creation of a community resource guide "It's Your Call 911: Our Immediate Response to Sexual Assault is 'How Can We Help?'" This resource guide, first published in 2012, contains information about community and campus resources as well as risk reduction and prevention tips.

Crime Tracking and Reporting
Changes to the Violence Against Women Act (VAWA) resulted in changes to UM's CLERY crime tracking as of July 2015. The university is now required to track and report the crime categories of domestic violence, dating violence and stalking. The remainder of UM's crime data collection and reporting is unchanged.

Campus Emergency Plan
A university committee created an updated and more detailed Campus Emergency Plan that is currently under review by Interim President Stearns. The Interim Campus Emergency Plan is available for review on the Emergency Preparedness website. Action plans are now in place for most of the individual buildings and the committee is training employees in each building to implement their individual building's emergency plan, including evacuation, shelter-in-place, lock-out, and lock-down procedures. Each classroom contains an individual plan with a checklist informing the instructor of the locations of the closest exits and how to lock or barricade the doors. Training on this individual plans is scheduled for completion in April 2017. This increased level of preplanning and training provides the campus with resources for a faster and safer response to an emergency.

2.D.5 Catalog which provides information regarding mission and core themes, course requirements, names and titles of administrators and faculty, code of conduct, costs, refund policies, financial aid, academic calendar

Enforcing Financial and Academic Holds
In the 2016-17 catalog, UM removed all language that financial and academic holds would affect student's ability to make changes to their registration, grading modes, etc., during the current semester. UM now only enforces those holds on future term registration. Previously, a student with a parking ticket or other minor fine could not withdraw from a course, change their grade mode, switch sections, and so on.

Withdrawals policy
The university updated the withdrawals policy to be more specific and distinguish between cases of retroactive withdrawals and hardship withdrawals.

Retroactive Withdrawals:
In exceptional cases, a student may appeal for a retroactive withdrawal for a previous semester in attendance, all such appeals are reviewed by a committee. Forms and instructions are located at this link: http://www.umt.edu/registrar/PDF/RetroWithdrawalPetition.pdf

Hardship Withdrawals:
In the case of extreme medical, family or other emergencies that are documented and have impacted a student's ability to attend and succeed in courses, a student may appeal for a hardship withdrawal from the university. Such appeals are reviewed by a committee and are considered on a case by case basis. To apply for a hardship petition contact Student Accounts at 406-243-2223.

VIII. REFLECTIONS ON THE PROJECT

Below is an analysis of what went well and what could be improved in this process of analyzing mission fulfillment through general education assessment. In addition, UM has outlined recommendations for other institutions in this process, an overview of key takeaways or "best practices" that could be gleaned from this project, and recommendations to the commission for supporting institutions in these efforts.

What went well:
- It was very useful to have many authors contribute to the report. The number of authors for each of the methods added to the quality of the assessments implemented, as well as the strength of the action plans.
- Analysis of mission fulfillment should involve a balance of indirect dashboard indicators as well as learning outcome assessment data.
- It is very helpful to use the strategic issues from UM's Strategic Plan as the core themes for accreditation. This consistency improved awareness and buy-in for these issues across campus.

Areas for improvement:
- In the coming months and years, more comprehensive data on graduates and outcomes related to employment should be collected.
- The programmatic assessments (from the disciplines) could be evaluated more closely to cull data related to writing, critical thinking, intercultural competence, and other broader learning outcomes.

Recommendations for other institutions in this process
- An Assessment and Accreditation Committee, comprised of representatives from across campus, is beneficial in making accreditation work a team effort.
- Establish deadlines for the drafts of report.
- If possible, collect data over several years, so that longitudinal analyses can be conducted.
- The involvement of faculty, staff, and students should occur in all stages of the assessment process.

Overview of key takeaways or "best practices" that can be taken from the institution
- Recognizing that there are no "silver bullets" for general education assessment, UM has provided a broad range of examples of direct assessments, indirect assessments, curricular assessments, co-curricular assessments, embedded assessments, programmatic assessments, and standardized assessments.
- The multifaceted effort to assess and improve writing skills is a collaborative initiative that could be replicated at other institutions.
- The Planning-Assessment Continuum is a well-designed process for connecting planning, budgeting, implementation, and assessment.
- As outlined in the continuous improvement chapter, the assessment data are being used to make many improvements across campus.

Recommendations to the commission for supporting institutions in these efforts
- Have periodic face-to-face meetings where accreditation liaison officers and other institutional leaders can share their approaches and assessment initiatives with peer institutions.
- Develop webinars that share "good practices" of general education assessment with all NWCCU institutions.
- Continue to allow for flexibility in core themes, learning outcomes, and assessments.
- Disseminate research articles and practices from AAC&U, NILOA, and other national organizations that provide examples of these efforts.

IX. REFERENCES

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