

MONTANA UNIVERSITY SYSTEM

Mission Review
of
Montana State University Billings



SEPTEMBER 2010

Memorandum of Understanding

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System Office, and Montana State University Billings as a depiction of institutional role, characteristics, and system and statewide contributions. This agreement helps guide the system and the institution in developing strategic directions — reflecting Board of Regents strategic goals and the overall mission of Montana State University — that build on distinctive strengths and the leadership role that Montana State University Billings contributes to University System.

Rolf Groseth, Interim Chancellor
Montana State University Billings

Waded Cruzado, President
Montana State University

Sheila M. Stearns, Commissioner
Montana University System

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Montana Board of Regents

MISSION STATEMENT

The MSU Billings experience — fully embracing Access & Excellence on all levels — is characterized by:

- Strong Commitment to Teaching Excellence
- Support for Individual Learning
- Engagement in Civic Responsibility
- Intellectual, Cultural, Social & Economic Community Enhancement

About our mission

MSU Billings is an urban university serving a diverse constituency with varied needs and expectations. This means all areas of the university have a responsibility to enhance the intellectual, social and economic qualities of the Billings community as well as our students. The university and the city that surrounds us are engaged in a symbiotic relationship that provides distinct advantages to our students. We constantly assess student achievement, community involvement and stewardship of our resources to ensure continuing educational excellence in alignment with goals outlined in the Board of Regents strategic plan and Montana State University's tactical "one university" mission.

1.0 INSTITUTIONAL CHARACTERISTICS

1.1 Profile

MSU Billings is a community embedded in Montana's largest city, which allows the university to serve an important niche in the region, state and in the Montana State University family.

- Located in culturally, ethnically and educationally diverse metropolitan area, MSU Billings has evolved into a comprehensive urban university.
- Programs in demand from our constituents range from short-term workforce training to two-year degrees to bachelor's degrees and master's education.
- Through its affiliation with Montana State University in Bozeman and our shared land-grant mission, MSU Billings is committed to bringing higher education opportunities to the citizens of Montana in a variety of dynamic and relevant formats.
- We mirror the diverse and evolving nature of the city, both in student demographics and in reciprocal relationships and partnerships throughout the community.

1.2 Role

MSU Billings has deep connections to Billings and south-central Montana in many meaningful ways.

- **We provide access to education and workforce solutions** to local, regional, national and international constituencies through traditional, non-traditional and general-interest learning opportunities as well as through online formats, adult-focused formats and to high school students via University Connections and dual credit/dual enrollment programs.
- **Our reach extends to Montana's historically underserved ethnic minorities who are working and living in the urban area.** American Indians of the Crow and Northern Cheyenne reservations and members of Billings' Hispanic community, historically concentrated on the city's south side, are getting new access to higher education through outreach efforts.
- **We remain aware, agile and responsive** to the diverse and ever-changing needs of a growing number of minority groups in the city.

- **We are well-positioned to partner with other entities** to increase educational attainment.
- **Faculty and staff are committed to providing expertise and assistance** to advance Board of Regents strategic initiatives:
 - **Research and graduate education**, continually engaging our students in urban-based service learning, lab experiences, turning theoretical study of a subject matter into full personal investigation and practical application.
 - **College!Now**, providing two-year education and transfer opportunities through the College of Technology. The COT serves as the comprehensive two-year arm of the university, providing certificate, university transfer associate degree, associate of applied science, and workforce development experiences. Through partnerships with Billings School District 2, the COT also provides Adult Basic Education and GED access.
 - **Transferability**, ensuring seamless movement between units of the system.
 - **Maintaining a strong educational pipeline**, providing early access to higher education to high school and home-schooled students via dual enrollment and early entry programs.
 - **Distance learning**, integrating technology and teaching in new formats for the next generation of students, especially adult learners. Because 40% of MSU Billings' student body is over 25 years old, and many attend part-time, the flexibility provided through an online format is critical to their success as they juggle education, work and family responsibilities.

Graduates from MSU Billings' five academic colleges — Allied Health Professions; Arts and Sciences; Business; Education; and Technology — leave the university with the most up-to-date hands-on training and education to enter the Montana workforce. In addition, more than 6,000 Billings residents enhance their lives and the community through customized education, short-term workforce training and personal enrichment through the College of Professional Studies and Lifelong Learning.

Over the past decade, MSU Billings has positioned itself as a leader in eLearning. Responding to demands to enhance access, the university developed an online presence that now offers 160 individual courses with 17 programs and nine concentrations, the most online programs of any institution in the Montana University System. Between fall 2004 and fall 2009, online course enrollments have increased by 28% and nearly 40% of our students are online students. This growth has helped serve the needs of place-bound students across rural Montana as well as to provide flexible options for adult learners.

As a public institution, MSU Billings takes its public service role seriously and works hard to support two key entities located within the university, but have wide reach to the community, state and region. Both are recognized by the Board of Regents and state leaders as critical elements of the University's mission.

- **The Montana Center on Disabilities (MCD)** is located in the College of Education building and interfaces with the community organizations and COE pre-service and in-service programs. The Center serves individuals with disabilities both directly and indirectly, of both the campus and broader communities. The MCD has a long history of providing services, education and training to special needs populations in Montana and Wyoming, focusing on employment, rehabilitation counseling, transitioning, hearing conservation, community integration and collaboration.
- **Yellowstone Public Radio (KEMC/KBMC/KYPR)** provides news and cultural programming for more than 35,000 listeners residing in Montana and Northern Wyoming. KEMC/YPR provides valuable communication linkages to areas of Montana not served by local news outlets. KEMC/YPR provides valuable public access to the Montana Legislature and the Montana University System that would not otherwise exist.

1.3 Distinct Characteristics & Strengths

Institutional uniqueness: MSU Billings' greatest distinction and greatest opportunity literally surrounds us: The city itself. Billings is the largest medical, financial and retail hub between Spokane, Wash., Denver, Colo., and St. Paul, Minn. And as an urban university, strong partnerships will continue to be imperative for MSU Billings to be efficient and effective.

- Because of the size and diversity of the city, students have vast opportunities to take part in cooperative education, real-world field experiences and internships at MSU Billings. With three major medical facilities, three energy refineries, major financial institutions and the state's largest public school district located in the Billings area, our faculty and our students have opportunities available to few others in the Montana University System.
- Partnerships allow us to serve the dynamic, diverse and vibrant community needs that could not be met by any institution or private entity alone.
- We are not striving to be all things to all people. We are determined to follow our traditional focus of being acutely aware of the community in which we reside, making us particularly nimble at developing solutions to meet local and regional needs.
- More than 40% of our students are over the age of 25, and for decades more than 60% of our student body has been female.
- Because we are in an urban setting, a large percentage of our students in two-year programs (39%) are part-time students, placing pressures on student services programs at the College of Technology other institutions don't feel.
- Urban adult learners — full-time and part-time — are well served by the university's commitment to alternative learning modes, online options, child care, tutoring and other student services that help them juggle work, family and education responsibilities.
- Through distinctive partnerships, services and programs, the College of Technology continues its transition into a comprehensive community college.
- There is well-established American Indian community in Billings and a growing Hispanic community, with more of each demographic living and working in an urban setting. Recent gains in enrollment from those two groups are starting to reflect the dynamic nature of the community at large. Because of its proximity to at least four American Indian reservations, the university also benefits from a strong longtime connection to tribal colleges and American Indian leaders.
- MSU Billings continues to provide a forum for diversity of ideas, lifestyles and cultures. Diversity is embraced through the Montana Center on Disabilities, student organizations or faculty and/or community initiatives. Awareness of diversity issues will remain an important aspect of our urban university.
- Connections with the American Indian community have been solidified in recent years with our continued support of the Native American Development Corporation in Billings and advancement of programs to serve underserved populations on the South Side through a community outreach center at Garfield School to provide access to educational opportunities.
- Mirroring a state with a diverse American Indian population, MSU Billings has developed strategies to infuse Indian Education for All throughout educator preparation programs so that all students can better understand Montana's cultural diversity.
- MSU Billings is one of three universities in the Montana University System with an embedded two-year college in its organization. The MSU Billings COT has specific programs with direct relationships to the community (oil refining, energy, health care) that reflect its urban mission.

- MSU Billings is the only NCAA Division II institution in Montana and fulfills an important role in providing male and female student-athletes with opportunities to compete in 17 collegiate sports, ranging from baseball to soccer to track and field and volleyball.

Core themes:

MSU Billings is committed to creating an environment of academic, educational and service excellence. With that as our focus, we are engaged in identifying “core themes” required to comply with new NWCCU standards for regional accreditation. Those themes will likely key on:

- Institutional mission and sustainability.
- Community engagement, research and service learning to enrich the student-learning experience and make a positive impact in the city.
- Recruitment, retention and degree completion.
- Student-learning assessment and performance-based outcomes.
- International education and outreach to expand diversity for students and faculty.
- Workforce development, lifelong learning and innovation to support Montana’s economic vitality.

MSU Billings uses its unique position in a metropolitan setting serving as Montana’s urban university to fulfill Montana State University’s shared land grant mission, providing invaluable education, outreach and service to the community and access to higher education.

Strategic planning and accountability: At MSU Billings, planning, accountability and strategic initiatives are analyzed with consideration of the Board of Regents Strategic Plan and provide a framework for decision making at all levels. Living and working within budget and resource constraints, MSU Billings uses all the tools in our toolbox to make well-informed and strategic decisions. These dynamic and evolving documents can be found at:

<http://www.msubillings.edu/GenInfo/accreditation.htm>

1.4 Peer Institutions

MSU Billings peers are the BA/MA Carnegie class universities in the West as established by WICHE and used by the Office of the Commissioner of Higher Education. In recent discussions by the Board of Regents and planning documents outlined by OCHE, MSU Billings has been identified as one of four “regional comprehensive universities” in the Montana University System. The others are MSU Northern, UM Western and Montana Tech of the University of Montana.

For comparison purposes — especially as it relates to affordability, access and transferability — MSU Billings analyzes its performance and outcomes as part the Montana University System and as part of the MSU family of institutions, which includes MSU in Bozeman, MSU Northern and the MSU Great Falls College of Technology. MSU Billings constantly measures its progress and effectiveness against the strategic initiatives spelled out in the 2010 Board of Regents Strategic Plan. Also notable, MSU Billings is one of three universities in the MUS with an AACSB-accredited College of Business and one of two universities with an NCATE-accredited College of Education. MSU Billings is one of three institutions in the system with an “embedded” College of Technology as part of the university. We often measure progress and collaboration on that basis as well. Other embedded COTs are with the University of Montana in Missoula and Montana Tech in Butte.

2.0 ACADEMIC PROFILE

2.1 Academic Programs

Academics are the heart of MSU Billings, and its commitment to students and our academic profile is assessed through rigorous accreditation reviews by the Northwest Commission of Colleges and Universities, AACSB and NCATE. Other programs (music, art and COT technical programs) undergo accreditation reviews that are critical for students who need to sit for licensure and therefore become eligible for jobs in their chosen careers.

- The university offers approximately 70 degree options through five of its six colleges. The colleges — Allied Health Professions, Arts and Sciences, Business, Education and Technology — offer pre-professional and certification programs and awards degrees at the associate’s, bachelor’s, and master’s levels. The sixth college — Professional Studies and Lifelong Learning — provides short-term specialty education and training for a broad constituency ranging from children to mature adults.
- MSU Billings also offers post-master’s (non-degree) supervisor endorsement programs in Reading K-12 and Special Education K-12.
- MSU Billings offers:
 - 12 Certificates of Applied Science
 - 27 Associate degrees (which includes 1 ASN, 6 AS, 16 AAS degrees and 4 AA degrees)
 - 28 Bachelor’s degrees
 - 17 Master’s degrees (a dormant graduate degree in business to be revived in 2010-11)

General Education Program: MSU Billings’ general education program requires 37 credits of general education classes for an AA, AS, BA or BS degree. In contrast, the MUS system requires 30 credits. The difference is that MSU Billings requires an additional one-credit free-standing lab, a three-credit writing course and a three-credit course from information literacy. For AAS degrees, the university requires 12 credits of related instruction work in general education including 3 credits in the categories of human relations, writing, computation and technology. Faculty across the university are engaged with the MUS transferability and common course numbering initiative.

Graduate Education Program: Graduate programs are centered on the activities of educating, serving and communicating. MSU Billings offers 17 master’s degrees — four of them completely online — and is committed to ensuring all graduate students complement the theoretical study of a subject matter with investigation and practical application. A research course is required in all degree graduate programs.

Class Size Analysis, Student Faculty Ratios:

Table 1

Undergraduate Section Size, Fall 2009

| Senior Campus | | | COT Campus | | |
|---------------|-------------------------|-------------|--------------|-------------------------|-------------|
| Section Size | # Sections / % of total | | Section Size | # Sections / % of total | |
| 2 to 9 | 95 | 16% | 2 to 9 | 44 | 20% |
| 10 to 19 | 156 | 27% | 10 to 19 | 58 | 26% |
| 20 to 29 | 201 | 34% | 20 to 29 | 99 | 44% |
| 30 to 39 | 70 | 12% | 30 to 39 | 15 | 7% |
| 40 to 49 | 28 | 5% | 40 to 49 | 2 | 1% |
| 50 to 99 | 27 | 5% | 50 to 99 | 5 | 2% |
| 100+ | 6 | 1% | 100+ | 0 | 0% |
| Total | 583 | 100% | Total | 223 | 100% |

Table 2

IPEDS Fall 2009 Enrollment Survey Student Faculty Ratio:

- COT campus 18:1
- Main campus 20:1

2.2 Technology and Instruction

MSU Billings has been a leader in online education in Montana for a decade and has transitioned from the eCollege delivery platform to Desire2Learn (D2L) in Fall 2008. D2L is now used for *MSU Billings Online* as well as enhancement of on-site instruction. D2L is also used by MSU and the MSU Great Falls College of Technology. MSU Billings recognizes the importance of technology in teaching and learning and offers 160 courses online, including full courses for 17 degree programs. About 40% of our students are getting their education through online formats, a format that fits the schedules and lifestyles of urban students. Instructional technology enhances program delivery by expanding our faculty's ability to teach students synchronously and asynchronously through web conferencing, online instruction, and audio-video formats such as windows media or podcasting. Thus instructional technology provides flexibility for students who have difficulty taking a class at a specific date and time and allows a faculty member to address multiple learning styles. Using technology will also allow MSU Billing stop pursue innovative delivery methods (such as hybrid courses) to better accommodate adult learners.

MSU Billings continues to collaborate with MSU and OCHE staff on continued development of a more user-friendly systematic approach to high-speed digital delivery of education as well as continued development of the Digital Community College and Digital Academy. Technology shifts in the future will require us to be innovative and flexible as well as responsible with state and student resources.

2.3 Alternative scheduling

As the state's urban university, it is important for MSU Billings to be creative and flexible in meeting the needs of students who have multiple responsibilities. Because 80% of the students who attend MSU Billings also work to make ends meet, the university has become a leader in developing alternative scheduling and modes of delivery. The university offers its general education core online so students can pursue their degree requirements while also raising families. Some majors are also offered entirely online, in a 2+2 format (for seamless transition from another college or from the online arena), in a 7.5-week format (half of the 15-week semester) and during evenings or weekends. Summer session classes contain 3-, 5-, 8-, 10- and 13-week options. These alternatives allow MSU Billings to fulfill its mission to a wide array of urban constituencies.

3.0 STUDENTS

3.1 Student Characteristics and Student Services

Like our urban setting, MSU Billings is a melting pot. The headcount enrollment is more than 5,000 students from different backgrounds and experiences and the annualized FTE is more than 4,100. While those numbers are significant, what is truly noteworthy is the fact that on an annual basis, about 90% of our students are Montana resident students, and about 58% of those are first-generation students,

indicating our mission to serve families in this region of Montana continues to be important. Other noteworthy facts:

- 64% of our students are female and — as with other urban universities in the country — a majority (87%) either commute daily to their classes or pursue their degree online.
- About 13% of our students live in one of two residence halls at the main campus.
- A small, but growing, number ($\pm 1\%$) are international students and about 10% are non-Caucasian, primarily American Indian (5.4% of total student population in Fall 2009) and a growing Hispanic population (3.9% in Fall 2009). MSU Billings had 900 new freshmen for Fall 2009 and more than 30% were over the age of 24.
- The connection between the university and the Billings urban area — with its rich array of opportunities — attracts talented and committed students of all ages and backgrounds.
- Many top students choose MSU Billings. Of those who take the ACT test, the average score is 21.1, putting MSU Billings students on par with those attending the research universities in the Montana University System.
- The university annually attracts about 60 high school students to take early college classes through the MSU Billings Connections Program. Of those, one-third are home-schooled students, of which there is a large contingent in Billings.
- Billings is a regional hub for veterans and their families. MSU Billings is serving more and more veterans and their families, further attesting to its vital role as an urban university. As of Spring 2010, 263 veterans and their dependants are being served by the university.
- Enrollment at the College of Technology campus located about 7 miles west of the East Campus is experiencing dramatic growth, especially in its healthcare and trade/industry programs. Since 2002, COT student enrollment has increased 127%.
- MSU Billings strives to deliver quality services to students in the classroom while also meeting the diverse needs of approximately 2,200 individual students who annually enroll in distance education courses. Our online program amounted to 8,870 course enrollments in Fall 2009, which is up 18% since 2004.
- Of our graduate students, 80% are part-time, taking 11 or fewer credits.

Student Services programs continue to serve all populations by integrating traditional services with new initiatives. Those include:

- Return to Learn program (sponsored by SOS/TRiO) for new adult learners.
- New American Indian mentoring program through the Office of American Indian Outreach.
- Recruitment and support services at the Garfield Outreach Center (educational access point for American Indian, Hispanic and low-income students).
- Revamped orientation programs for adult learners.
- One-stop-shop philosophy and evening hours to better serve all students.
- Expanding services at the COT, including a one-stop shop.
- Mentoring program for undecided freshman
- Sponsoring a “transitions” program at Chief Dull Knife College to help students graduating transition into a four year institution.
- Freshman Year Experience, Leadership and Service Learning courses offered as part of our urban mission.
- Mandatory Advising for all students.
- Advanced academic/workforce training and counseling services to assist veteran students.

3.2 Retention and Graduation Rates

Work is under way to improve retention and, therefore, graduation rates as a strategic initiative of MSU Billings. An initial Retention Action Plan has been developed (see excerpts below) and in 2010, the university entered into a yearlong training partnership with Noel Levitz to develop a long-term retention plan. The Retention Action Plan has a central idea, which states:

The faculty, staff, and administration of MSU Billings are strongly committed to helping students be successful. In order to increase the success of our students, and strengthen the number of freshman who return every year, MSU Billings is committed to creating an environment of educational excellence that is marked by student engagement, personal development, and student support. Our action plan includes five areas that we are currently seeking to improve over the next four years in order to increase freshman-to-sophomore retention, and thus increase our impact in the lives of students.

The five overarching retention initiatives are:

- Student Engagement & Learning (Inside and Outside the Classroom)
- Adjusting to College
- Utilizing Student Feedback (Listening to Students)
- Faculty & Staff Development
- Responsive Student Support

Initial short-term goals and strategies have been established, which include:

- Increase the fall-to-spring return rate of fall 2010 students with a classification of N (new freshman) to 82 percent. Strategies to increase the return rate include action plans to improve areas including early alert systems, the first year seminar, orientation, and academic advising.
- Increase the success rates (A, B, C) of fall 2010 new students taking developmental math and English by 3%.
- Collaborate with deans & faculty in order to establish and refine areas including academic advising, course rotation schedules, and student engagement strategies.

Next steps in the planning phase include establishing goals and strategies to increase the fall-to-fall retention rates, which will be a starting point for incremental increases in years to come.

3.3 Student Satisfaction and Student Learning

One way to measure if the university is meeting our commitment to excellence is through learning outcomes assessment. Assessment at MSU Billings is the responsibility of the various departments which deal with students, whether in the academic arena or in student affairs. Academic departments are to clearly articulate learning goals for students and their majors and to plan, implement and report an appropriate process for measuring how those goals are being met. Academic leaders are responsible for reviewing results and making changes based on those assessments. The division of Student Affairs has developed an assessment plan that describes student learning initiatives sponsored or supported by student affairs departments or professionals. The assessment plan can be found at:

<http://www.msubillings.edu/stuaff/VCStudentAffairs.htm>

All Service Learning courses address and assess certain student learning outcomes. The university has had early success in this area and will be expanded as a requirement in First Year Experience courses in Fall 2010.

MSU Billings' participation in the National Survey for Student Engagement for Spring 2008 and reported through the Voluntary System of Accountability program shows:

- 93% of seniors believe this institution provides support for student success.
- 85% of seniors worked with classmates on assignments outside of class.
- 79% of seniors rated their entire educational experience as good or excellent.

3.4 Enrollment trends, projections, and challenges

The largest enrollments in MSU Billings history were in fall 2007 and fall 2009, the most recent was a headcount of 5,041. Fall 2009 first-time freshmen increased by 103 over Fall 2008 and included a larger number of "re-admits" and transfer students, with the majority coming from MSU in Bozeman.

Factors that influence our enrollment projections include:

- The state of the economy
- Program offerings
- Financial assistance (especially for adults and readmits)
- Program availability for transfer students
- Continued decline in high school graduation numbers in geographic areas our students traditionally come from
- Initiatives to increase the yield of high school graduates from Yellowstone County and the surrounding area
- American Indian and Hispanic outreach and advancement of distance education.

MSU Billings has entered into a partnership with Noel Levitz to help train professionals across the university on identifying target populations and meeting enrollment goals. MSU Billings will use this relationship to make strategic decisions with limited resources. Because the Billings area has four high schools and School District 2 includes nearly one in every seven public education students in Montana, there is intense competition for those graduates from other universities who have more scholarship resources. Continued uncertainty about the economy — or possible quick turnaround — could also adversely affect MSU Billings enrollment as well as a perception of stagnant academic planning, lack of unique programs we do not offer and affordability issues.

3.5 Student Finances

Tuition, fees and room/board rates at MSU Billings put us as one of the best higher education values in the state. Yet, as other units of the Montana University System, the impact of eroding state support is being felt by students at MSU Billings. Because of the growing gap between family and personal income and state support, our students — the majority of whom are part-time or working students — have to rely on outside sources of funding to pursue their college education. About 80% of our students attend MSU Billings through some sort of financial aid and many leave school with debts near \$20,000.

Recent increases in Pell grants and loan availability have helped immensely and the MSU Billings Financial Aid Office works vigorously to address the financial needs of our students. There are other

mechanisms in place to support students with financial needs. Commitment to the University Connections program allows high school students to earn college credit at a reduced rate and the MSU Billings Foundation provides \$1 million annually for student scholarships.

PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER

4.1 Outreach programs

In many significant ways, the community and the university view each other as partners, not as customers. MSU Billings remains committed to being responsive to the needs of the region and its citizens.

- **Urban Institute:** The Urban Institute is located in Downtown Billings and functions to identify critical issues of long-range significance to the community and region, provide facilitative leadership to address emergent problems and opportunities, and help implement sustainable solutions to land use issues, water supply/quality issues and transportation issues.
- **Center for Applied Economic Research:** The Center is a service organization of MSU Billings working to provide economic research and analysis for the Billings and Yellowstone River region. That region includes central and eastern Montana and northern Wyoming. The Center creates customized macroeconomic indicators for the Billings trade area and the state.
- **MSU Billings Downtown:** Serving its role as Montana's urban university, MSU Billings plays an integral role within the MSU system as it fulfills its land grant mission. MSU Billings knows full well it is imperative to provide leadership and develop partnerships to advance the growth and development of the city. As such, the university has developed key partnerships with the Downtown Billings Association for training and research opportunities as well as with the Yellowstone Boys and Girls Ranch for a new resource center in Garfield School. Located on the South Side, the Garfield Community Resource Center provides developmental and educational entry points for a larger percentage of the disadvantaged in our community. MSU Billings Downtown also provides space and support for Leadership Montana, a statewide leadership training program.
- **MSU Billings Red Lodge:** Largely a tourist community, Red Lodge is also home to a rich and diverse population of citizens who desire greater access to the university. In partnerships with business and school district leaders, MSU Billings has a physical and programmatic presence in the new Red Lodge High School and in community events.

4.2 Funded research/sponsored projects program profile

MSU Billings, as a regional urban university, has gradually and selectively expanded its applied research and sponsored programs profile in recent years. Our faculty teach as well as provide research opportunities for undergraduate and graduate students. Funding from sponsored programs has averaged between \$4million and \$6 million a year for the past five years.

Table 3

Sponsored Programs funds received, FY2009

| | |
|---|-------------------------------------|
| Student Affairs | CPSLL |
| VC \$48,846 | Workforce Training \$153,275 |
| UB/TS \$554,998 | Women's Prison \$433,759 |
| SSS \$305,308 | Healthcare \$153,275 |
| MCC/RCC \$65,112 | TOTAL \$740,309 |
| Internships \$13,715 | |
| TOTAL \$987,979 | College of Technology |
| | Energy \$123,799 |
| College of Allied Health Professions | COT \$633,625 |
| REHA \$54,903 | TOTAL \$757,424 |
| TOTAL \$54,903 | |
| College of Education | College of Arts and Sciences |
| MCD \$667,501 | Sciences \$381,816 |
| COE \$234,858 | TOTAL \$381,816 |
| TOTAL \$902,359 | |
| College of Business | KEMC |
| CAER \$63,503 | CPB funds \$244,980 |
| TOTAL \$63,503 | TOTAL \$244,980 |
| | |
| GRAND TOTAL | \$4,133,273 |

4.3 Inventions, patents, and spin-off companies

MSU Billings has filed for one patent based on the research of two faculty (biologists) related to the study of genetic material to inhibit fungal infections. That patent is pending review by U.S. Patent Office officials in Washington, D.C.

4.4 Community engagement

Because we view the cultural, social, and economic diversity of the area in which live as an asset, MSU Billings is attuned to distinctive needs of the city and has formed key partnerships to address those needs. These partnerships are critical to the university's ability to maintain high academic standards as well as meeting the needs of our urban constituents.

- Advisory Boards:** Each college has an advisory board made up of community members that best represent the respective mission of the college and the related business and industries. In addition, the MSU Billings COT has a national advisory board plus 15 different Program Advisory Boards which have nearly 300 business and industry representatives. The College of Arts and Sciences has unique advisory boards for its criminal justice and environmental studies programs and the College of Allied Health Professions has an advisory board reflecting the diverse and dynamic nature of the Billings health care community. The College of Education includes representatives from the Yellowstone County Home School Association and the Billings business community, as well as individuals representing education from pre-school through college. The College of Business advisory board includes representatives from the retail, finance, legal and consulting sectors and includes one of those as an Executive in Residence.

- **Healthcare Partnerships:** Personnel at St. Vincent Healthcare, the Billings Clinic, Advanced Healthcare of Montana, and Riverstone Health fill important advisory and support capacities for programs and faculty as well as key clinical site opportunities for students. Experts from across the health care community are utilized to teach courses and provide outreach opportunities for deans and faculty.
- **Energy, Industry and Technology Partnerships:** ConocoPhillips, ExxonMobil, Northwestern Energy, PPL Montana, Montana-Dakota Utilities and Cenex Harvest States provide ongoing scholarships, faculty, equipment and internship support for programs and students across the university.
- **Personal Enrichment and Professional Development:** Through the College of Professional Service and Lifelong Learning, more than 6,000 citizens are annually connected to the university through youth activities, camps, senior programs, conferences, workforce solutions development and specialty training.
- **Clinical Partnerships and Field Experience Partnerships:** As the largest city in the state, Billings has a wealth of clinical partnerships and field experience opportunities for students and faculty in education, health care, finance, energy, mental health and management areas. These relationships are critical for students in each of the colleges as they apply knowledge gained in the classroom to real-world experience.
- **Scholarship and Student Support:** Since 2005, more than \$36 million has been contributed by the private sector for scholarships, equipment and programs. This includes the very successful People, Pride & Promise Campaign for Excellence led by the MSU Billings Foundation.

MSU Billings has also benefited from extensive collaboration with the administration, faculty and staff at the MSU campus in Bozeman. Some of those collaborations and benefits have come in are areas of budgeting, technology, library services, broadband service, faculty access to grants and expertise, student affairs and pre-engineering education. This same collaboration extends to MSU Great Falls COT and MSU Northern.

4.5 Special recognition

The NWCCU's 10-year evaluation completed during the AY 2008-2009 gave MSU Billings commendations, touting the university's careful attention to our students and the community. Noting its irreplaceable position in an urban setting, the report said: "The University has forged links with businesses, non-profits, government agencies, and volunteer groups in order to combine student learning with service and internships, to respond to workforce and community needs, to leverage resources, to enrich the educational experience, and to share faculty expertise with the larger community. Truly, these are the hallmarks of an effective public regional comprehensive University."

Other special recognition:

- Exceptional interaction among students, faculty and community as noted by peer reviewers for the Association to Advance Collegiate Schools of Business in accreditation report, April 2010.
- Ranked as one of the nation's "Best Colleges" by U.S. News and World Report for 10th straight year, August 2009.

4.6 Peer comparisons

For comparison purposes — especially as it relates to affordability, access and transferability — MSU Billings analyzes its performance and outcomes as part the Montana University System and as part of the MSU family of institutions, which includes MSU Bozeman, MSU Northern and the MSU Great Falls College of Technology.

5.0 SYSTEM COLLABORATION

5.1 Collaborations with K-12

- **Partnerships with School District 2:** As the largest school district in Montana, SD2 provides plentiful opportunities for partnership to address key educational issues. The ongoing relationship addresses career/technical education via the Career Center and College of Technology, providing adult education at the COT, access to college courses in high school via the University Connections program, collaboratively addressing dropout rates, and finding common ground on retention and educational attainment for minority students. The College of Education maintains a long-running partnership with the district to provide high quality field experience placements for education majors, undergraduate and graduate.
- **Educator Preparation Programs and Diversity:** The College of Education students who engage in field experiences in Billings or elsewhere complete a diversity form indicating the types of diversity in classrooms/agencies — cultural, gender, academic ability, socio-economic status. In conjunction with this effort, the Office of Public Instruction is working to develop a data base that will follow individuals throughout their school career from kindergarten through college. When completed, this will provide a wealth of information for educator preparation programs in preparing candidates to work with a wide diversity of learners and in tracking the performance of our graduates. The COE is working with School District 2 to pilot a teacher-in-residence/co-teaching student teaching experience.
- **Montana Higher Education Consortium:** The College of Education department chair serves as state co-chair. This group is made up of representatives of teacher education preparation programs across the state as well as OPI and K-12 representation.
- **Montana Office of Public Instruction Special Education Endorsement Project:** MSU Billings administers this alternative special education teacher preparation program for the state. Project candidates may matriculate through MSU Billings, UM Western, University of Montana, University of Great Falls or Carroll College for their course of study.
- **Early Access to Higher Education:** Through the University Connections program, which offers MSU Billings undergraduate courses to high school students at a scholarship rate of \$100 per credit, home-schoolers, rural Montana students and high school students in SD2 are getting a head start on their college careers.
- **Training for Elementary Science Teachers:** Through a federal grant for the College of Education, MSU Billings has developed a program that helps elementary science teachers in regional school districts adopt inquiry-based teaching for their classrooms.
- **Adult Basic Education GED Prep West:** This involves the Billings School District 2 Adult Basic Education Program, the Job Service and the MSU Billings COT to provide a West Billings branch of GED preparation. The collaboration started in 2008 with 23 students and grew to 64 enrollees in December 2009.

- **Dual Credit Opportunities and Continuing Education Opportunities:** MSU Billings has dual credit arrangements with Park City and offers continuing education opportunities for educators through the university conferences and courses for teacher certification and licensure. Offered in person and online, these are often available for OPI credit or continuing education credit. Dual enrollment/dual credit with School District 2 is a work in progress.

5.2 Program Partnerships

Not only does MSU Billings have a number of important partnerships in the city, there are also key relationships that cross the state. For example, working with the Montana Department of Corrections, the U.S. Department of Justice and the Montana Women’s Prison, a pilot project was developed to provide academic and workforce training in the prison. That project is ongoing. Collaborations, affiliations and program relationships with other units of the University System are listed in Section 5.4.

5.3 Participation in System Initiatives

Consistent with the MSU Billings focus on student learning and its commitment to the community — and recognizing that continued strength lies in partnerships and collaborations at all levels — MSU Billings has the opportunity to collaborate more fully with the Office of the Commissioner of Higher education on data/information systems and advancement of two-year education. Our faculty, staff and administration are committed to fully implementing common course numbering to ease the transfer of credits between institutions throughout the state. The university is represented on the Two Year Education Council and has involvement with other OCHE projects and initiatives. MSU Billings is also well positioned to be a leader in collaborative efforts on the College!Now two-year education initiative as well as in future endeavors to expand access to higher education through non-traditional methods, whether that be through virtual engagement or other means. MSU Billings staff are also active participants in the MSU Integration Initiative process, analyzing if some “back office” administrative duties could be done at one campus.

The key is balance. We will be shaped by the state system, MSU initiatives and local demands to respond to workforce needs, build a strong and healthy community and enhance access for “non-traditional” learners, whether they be “non-traditional” by age or by circumstance. With a dynamic and diverse population in the city and enrolled in the university, strategic decisions will be imperative.

5.4 Campus collaborations and/or affiliations

A major opportunity for MSU Billings will be continued collaboration with other units of the University System on initiatives proven to be mutually beneficial or are on track for yielding positive results. Many of these collaborations also involve different academic departments and programs of the university.

Those areas include:

- ROTC program collaboration with MSU.
- Pre-engineering academic program with MSU.
- Master’s in Public Administration program with MSU.
- INBRE and EPSCOR collaboration with MSU.
- Infrastructure support for the MSU nursing program.
- Infrastructure support for Montana Bureau of Mines and Geology (UM Montana Tech).

- Infrastructure support and collaboration for the Veterans Upward Bound program (MSU Northern).
- MBA program with UM.
- Surgical technology (AAS) program with UM COT.
- Wind energy technology training program with MSU Great Falls COT, MSU Northern and MSU in Bozeman.
- A creative 2+2 program with Flathead Valley Community College.
- Library resources and services with MSU.
- Participation in the Inland Northwest Research Alliance with MSU.
- Business Process Redesign (BPR) with MSU.
- Student Services and AmeriCorps collaboration with MSU.
- Montana Campus Compact with UM and other units of the Montana University System.

5.5 Support/Collaboration with other campuses (CC's, Tribal Colleges, other)

MSU Billings has a long history of collaboration with tribal colleges in the region as well as with public and private institutions that serve American Indians. Other notable partnerships and collaborations with other campuses and colleges include:

- **Many Stars Coal Liquification Project:** MSU Billings COT is collaborating with Little Bighorn College and Idaho State University to plan for training in areas of process plant, instrumentation, welding, and construction.
- **Articulation Agreements:** Agreements are in place with each tribal college in Montana.
- **College Transitions:** Student Services professionals have developed pathways and training programs with Little Bighorn College and Chief Dull Knife College
- **Rocky Mountain College:** Development of 3+2 collaboration for the CAHP's Athletic Training Program
- **Montana Council of Deans of Education:** MSU Billings College of Education has involvement and leadership on this statewide organization with representation from Carroll College, UM, MSU, UM Western, University of Great Falls, MSU Northern, Rocky Mountain College and Salish Kootenai College. The university also collaborates with other colleges on Certification Standards and Practices for education as well as a statewide Special Education Advisory panel.
- **Southern Montana Alliance for Resources and Training (SMART):** College of Education representatives serve on the board of this organization and the Montana Center for Disabilities is the headquarters.
- **Montana Comprehensive System of Personnel Development:** State Council and Region III Council. The director of the Montana Center on Disabilities serves as state council chair.
- **Nursing Pathways Consortium of State Nursing Directors:** The university collaborates on this organization that has participation from MSU, MSU Northern, MSU Great Falls COT, the University of Montana COT, UM Helena COT, UM Tech COT, Flathead Valley Community College and Salish Kootenai College.
- **Athletic Training:** MSU Billings College of Allied Health Professions recently established an agreement with Rocky Mountain College. This collaborative agreement allows students to complete both a Bachelor of Science degree in Exercise Science and Masters Degree in Athletic Training within five years.

6.0 OPERATING BUDGET

Table 4

| REPORTING METRIC EXPENDITURES PER STUDENT | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|------------------------|
| <u>Campus</u> | <u>FY 05 Actual</u> | <u>FY 06 Actual</u> | <u>FY 07 Actual</u> | <u>FY 08 Actual</u> | <u>FY 09 Budgeted</u> | <u>Growth Rate</u> |
| University of Montana | | | | | | |
| UM - Missoula | \$ 8,904 | \$ 9,369 | \$ 9,799 | \$ 10,354 | \$ 10,851 | 5.1% |
| UM - MT Tech | 9,341 | 10,192 | 10,443 | 10,903 | 11,198 | 4.6% |
| UM - Western | 8,302 | 8,561 | 9,298 | 9,794 | 10,412 | 5.8% |
| UM - Helena COT | 6,177 | 6,815 | 6,793 | 7,671 | 7,677 | 5.6% |
| Montana State University | | | | | | |
| MSU - Bozeman | 9,692 | 10,370 | 11,242 | 12,090 | 12,429 | 6.4% |
| MSU - Billings | 7,568 | 7,897 | 8,375 | 8,786 | 9,133 | 4.8% |
| MSU - Northern | 9,143 | 9,839 | 10,498 | 11,826 | 12,521 | 8.2% |
| MSU - Great Falls COT | 6,504 | 6,734 | 7,071 | 7,656 | 7,772 | 4.6% |
| Community Colleges* | | | | | | |
| Dawson | 6,423 | 6,881 | 8,319 | 8,939 | 9,316 | 9.7% |
| Flathead Valley | 6,267 | 7,027 | 7,820 | 8,328 | 8,208 | 7.0% |
| Miles | 7,095 | 8,412 | 9,265 | 10,698 | 11,229 | 12.2% |

Source: Individual campus reporting metric worksheets for "Expenditures per Student FTE"

*FY 08 was the first year this information was reported for Community Colleges.

APPENDICES

Appendix A – Institutional Characteristics

A-1 - List of Peer Institutions

MSU Billings uses the BA/MA Carnegie class universities in the West as established by WICHE and used by the Office of the Commissioner of Higher Education. In recent discussions by the Board of Regents and planning documents outlined by OCHE, MSU Billings has been identified as one of four “regional comprehensive universities” in the Montana University System. Others are:

- MSU Northern in Havre
- UM Western in Dillon
- UM Montana Tech in Butte

Also for comparison purposes — especially as it relates to affordability, access and transferability — MSU Billings analyzes its performance and outcomes as part the Montana University System and as part of the MSU family of institutions, which includes MSU in Bozeman, MSU Northern and the MSU Great Falls College of Technology. MSU Billings also constantly measures its progress against the strategic initiatives in the 2010 Board of Regents Strategic Plan.

Appendix B – Academic Profile

Degrees Award by Type

| Senior Campus | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|----------------------------|------------|------------|------------|------------|------------|------------|
| Associate Degrees | 16 | 14 | 18 | 21 | 29 | 33 |
| Bachelor's Degrees | 517 | 525 | 524 | 513 | 550 | 540 |
| Master's Degrees | 136 | 115 | 99 | 110 | 121 | 106 |
| Total SR Degrees | 669 | 654 | 641 | 644 | 700 | 679 |
| College of Technology | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
| Certificates | 14 | 22 | 14 | 29 | 31 | 32 |
| Associate Degrees | 155 | 148 | 154 | 174 | 203 | 189 |
| Total COT Degrees | 169 | 170 | 168 | 203 | 234 | 221 |
| Grand Total Degrees | 838 | 824 | 809 | 847 | 934 | 900 |

B-1 - Undergraduate Degree Recipients by College, 2008-09

Undergraduate Degree Recipients by College, 2008-09

| | | |
|--------------------------------------|------------|-------------|
| College of Arts & Sciences | 258 | 48% |
| College of Education | 85 | 16% |
| College of Allied Health Professions | 55 | 10% |
| College of Business | 142 | 26% |
| Total | 540 | 100% |

Graduate Degree Recipients by College, 2008-09

| | | |
|--------------------------------------|------------|-------------|
| College of Arts & Sciences | 19 | 18% |
| College of Education | 52 | 49% |
| College of Allied Health Professions | 35 | 33% |
| Total | 106 | 100% |

College of Technology Degrees, 2008-09

| | | |
|--------------|------------|-------------|
| Certificate | 32 | 14% |
| Associate | 189 | 86% |
| Total | 221 | 100% |

B-3 - Faculty Characteristics and Faculty Productivity

Faculty Characteristics, Senior Campus and COT combined

| Rank or Title | Men | Women | Total | % of Total | % Women |
|----------------------|-----------|-----------|------------|-------------|------------|
| Professors | 27 | 14 | 41 | 27% | 9% |
| Associate Professors | 15 | 8 | 23 | 15% | 5% |
| Assistant Professors | 15 | 19 | 34 | 22% | 12% |
| Instructors | 25 | 11 | 36 | 23% | 7% |
| Lecturers | 11 | 9 | 20 | 13% | 6% |
| Total | 93 | 61 | 154 | 100% | 40% |

Tenure Status

| | | |
|--------------|------------|-------------|
| Tenured | 83 | 54% |
| Tenure Track | 41 | 27% |
| Nontenurable | 30 | 19% |
| Total | 154 | 100% |

NOTE: There are two separate faculty unions at MSU Billings. The CBA covers the faculty on the Senior Campus and the VTEM covers faculty on the COT campus (instructors and lecturers).

Part Time Faculty 136

Source: Human Resources Survey IPEDS Report - Winter 2010

Appendix C – Students

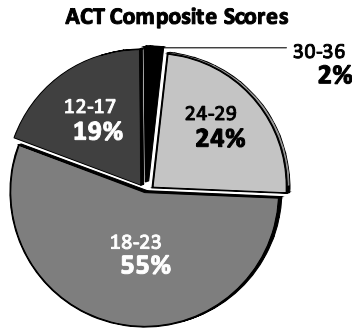
C-1 - General description of student body

MONTANA STATE UNIVERSITY BILLINGS STUDENT CHARACTERISTICS / FALL SEMESTER 2009

| | Senior Campus | Percent of Senior 3635 | COT Campus | Percent of COT 1406 | Total Enrolled | Percent of Total 5041 |
|---|------------------|------------------------------|---------------|---------------------------|-------------------|-----------------------------|
| ENROLLMENT | | | | | | |
| Total Headcount | 3635 | | 1406 | | 5041 | |
| Number of PT Students (less than 12 credits) | 1006 | 27.7% | 654 | 46.5% | 1660 | 32.9% |
| Number of FT Students (12 or more credits) | 2629 | 72.3% | 752 | 53.5% | 3381 | 67.1% |
| Total Full-Time Equivalent Students (FTE) | 3038.01 | 100.0% | 988.53 | 100.0% | 4026.54 | 100.0% |
| (FTE Based on 15 credits for undergraduate and 12 credits for graduate) | | | | | | |
| GENDER | | | | | | |
| Women | 2363 | 65.0% | 836 | 59.5% | 3199 | 63.5% |
| Men | 1272 | 35.0% | 570 | 40.5% | 1842 | 36.5% |
| ETHNIC STATUS | | | | | | |
| American Indian | 205 | 5.6% | 76 | 5.4% | 281 | 5.6% |
| Hispanic | 137 | 3.8% | 58 | 4.1% | 195 | 3.9% |
| Black | 26 | 0.7% | 8 | 0.6% | 34 | 0.7% |
| Asian American | 45 | 1.2% | 16 | 1.1% | 61 | 1.2% |
| Caucasian | 3095 | 85.1% | 1195 | 85.0% | 4290 | 85.1% |
| Other | 33 | 0.9% | 1 | 0.1% | 34 | 0.7% |
| Unknown | 94 | 2.6% | 52 | 3.7% | 146 | 2.8% |
| GEOGRAPHIC ORIGINS | | | | | | |
| Students from Yellowstone County | 1919 | 52.8% | 916 | 65.1% | 2835 | 56.2% |
| Students from other Montana Counties | 1256 | 34.6% | 432 | 30.7% | 1688 | 33.5% |
| Out-of-State Students | 427 | 11.7% | 57 | 4.1% | 484 | 9.6% |
| Foreign Students | 33 | 0.9% | 1 | 0.1% | 34 | 0.7% |
| SENIOR CAMPUS UNDERGRADUATES ON-CAMPUS vs. COMMUTER | | | | | | |
| On-Campus Residents-Undergraduates | 525 | 16.7% | – | – | 525 | 16.7% |
| Commuter Students-Undergraduates | 2616 | 83.3% | – | – | 2616 | 83.3% |
| AGE DISTRIBUTION | | | | | | |
| 17 years or younger | 9 | 0.2% | 62 | 4.4% | 71 | 1.4% |
| 18 - 21 | 1408 | 38.7% | 529 | 37.6% | 1937 | 38.4% |
| 22 - 24 | 741 | 20.4% | 184 | 13.1% | 925 | 18.3% |
| 25 - 29 | 628 | 17.3% | 257 | 18.3% | 885 | 17.6% |
| 30 - 39 | 490 | 13.5% | 211 | 15.0% | 701 | 13.9% |
| 40 - 49 | 234 | 6.4% | 122 | 8.7% | 356 | 7.1% |
| 50 - 61 | 116 | 3.2% | 39 | 2.8% | 155 | 3.1% |
| 62 + | 9 | 0.2% | 2 | 0.1% | 11 | 0.2% |
| Average Age of Undergraduates | 24.8 | 100% | 26.2 | 100% | 5041 | 100.0% |
| CLASS DISTRIBUTION | | | | | | |
| First - Time Freshmen | 528 | 14.5% | 345 | 24.5% | 873 | 17.3% |
| Early High School | 0 | 0.0% | 60 | 4.3% | 60 | 1.2% |
| Returning Freshmen | 759 | 20.9% | 452 | 32.1% | 1211 | 24.0% |
| Sophomores | 534 | 14.7% | 296 | 21.1% | 830 | 16.5% |
| Juniors | 473 | 13.0% | 129 | 9.2% | 602 | 11.9% |
| Seniors | 797 | 21.9% | 95 | 6.8% | 892 | 17.7% |
| Nondegree Undergraduate | 50 | 1.4% | 9 | 0.6% | 59 | 1.2% |
| Total Undergraduates | 3141 | 86.4% | 1386 | 98.6% | 4527 | 89.8% |
| Masters | 355 | 9.8% | 0 | 0.0% | 355 | 7.0% |
| Post Baccalaureate | 139 | 3.8% | 20 | 1.4% | 159 | 3.2% |
| Total Graduates | 494 | 13.6% | 20 | 1.4% | 514 | 10.2% |

All percentages total 100%

C-2 - Freshmen ACT scores distributed by ranges (<18, 18-20, 21-24, 25-29, 30+)/ same for SAT; % of entering class requiring remediation, in either English, in math, or both



Note: Of the senior campus new freshmen providing test scores in Fall 2009, 67% submitted ACT scores and 12% provided SAT scores.

The COT is an open enrollment campus, which means that students who have graduated from an accredited high school and have attempted fewer than 12 college-level classes are not required to take the ACT or SAT tests.

New freshmen are typically placed in courses based on Compass scores, not SAT or ACT.

ACT Composite Scores

| | |
|--------------|-------------|
| 30-36 | 2% |
| 24-29 | 24% |
| 18-23 | 55% |
| 12-17 | 19% |
| 6-11 | 0% |
| Below 6 | 0% |
| Total | 100% |

C-3 - Retention & Graduation Rate of First-time, Full-time Freshmen

| Senior Campus | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-----------------------------|---------|---------|---------|---------|---------|
| Fall to Fall Retention Rate | 63% | 60% | 63% | 54% | 60% |
| Six year Graduation Rate | 26% | 25% | 28% | 33% | 29% |

| College of Technology | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-----------------------------|---------|---------|---------|---------|---------|
| Fall to Fall Retention Rate | 52% | 50% | 51% | 40% | 48% |
| Three year Graduation Rate | 35% | 46% | 38% | 30% | 36% |

C-4 - Student FTE by Residency & Level

| Senior Campus | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| Resident Total | 3179 | 3197 | 3097 | 3098 | 3030 |
| Undergraduates | 2891 | 2910 | 2845 | 2844 | 2774 |
| Graduates | 288 | 287 | 252 | 254 | 256 |
| Non-resident Total | 305 | 355 | 337 | 350 | 354 |
| Undergraduates | 85 | 102 | 92 | 86 | 93 |
| WUE | 189 | 225 | 211 | 222 | 217 |
| Graduates | 31 | 28 | 34 | 42 | 44 |
| Total FTE | 3484 | 3552 | 3434 | 3448 | 3384 |

| COT Campus | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 |
|---------------------------|------------|------------|------------|------------|------------|
| Resident Total | 637 | 634 | 664 | 666 | 624 |
| Undergraduates | 637 | 634 | 664 | 666 | 624 |
| Graduates | | | | | |
| Non-resident Total | 30 | 34 | 35 | 40 | 34 |
| Undergraduates | 12 | 7 | 6 | 4 | 5 |
| WUE | 18 | 27 | 29 | 36 | 29 |
| Graduates | | | | | |
| Total FTE | 667 | 668 | 699 | 706 | 658 |

| | | | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Grand Total | 4151 | 4220 | 4133 | 4154 | 4042 |
|--------------------|-------------|-------------|-------------|-------------|-------------|

C-5 - Student Headcount by New Student Status

| Senior Campus | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---------------------------|-------------|-------------|------------|------------|------------|-------------|
| First-time Freshman | 539 | 555 | 435 | 511 | 490 | 532 |
| New Transfer Students | 341 | 351 | 340 | 335 | 310 | 390 |
| First Graduate Student | 53 | 45 | 59 | 52 | 52 | 54 |
| First-time Non-degree | 71 | 68 | 45 | 51 | 37 | 32 |
| Total New Students | 1004 | 1019 | 879 | 949 | 889 | 1008 |

| College of Technology | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---------------------------|------------|------------|------------|------------|------------|------------|
| First-time Freshman | 261 | 332 | 273 | 294 | 279 | 344 |
| New Transfer Students | 63 | 82 | 92 | 104 | 81 | 139 |
| First-time Non-degree | 8 | 44 | 43 | 57 | 39 | 50 |
| Total New Students | 332 | 458 | 408 | 455 | 399 | 533 |

C-6 - Degrees Award by Type

| Senior Campus | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-------------------------|------------|------------|------------|------------|------------|------------|
| Associate Degrees | 16 | 14 | 18 | 21 | 29 | 33 |
| Bachelor's Degrees | 517 | 525 | 524 | 513 | 550 | 540 |
| Master's Degrees | 136 | 115 | 99 | 110 | 121 | 106 |
| Total SR Degrees | 669 | 654 | 641 | 644 | 700 | 679 |

| College of Technology | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|--------------------------|------------|------------|------------|------------|------------|------------|
| Certificates | 14 | 22 | 14 | 29 | 31 | 32 |
| Associate Degrees | 155 | 148 | 154 | 174 | 203 | 189 |
| Total COT Degrees | 169 | 170 | 168 | 203 | 234 | 221 |

| | | | | | | |
|----------------------------|------------|------------|------------|------------|------------|------------|
| Grand Total Degrees | 838 | 824 | 809 | 847 | 934 | 900 |
|----------------------------|------------|------------|------------|------------|------------|------------|