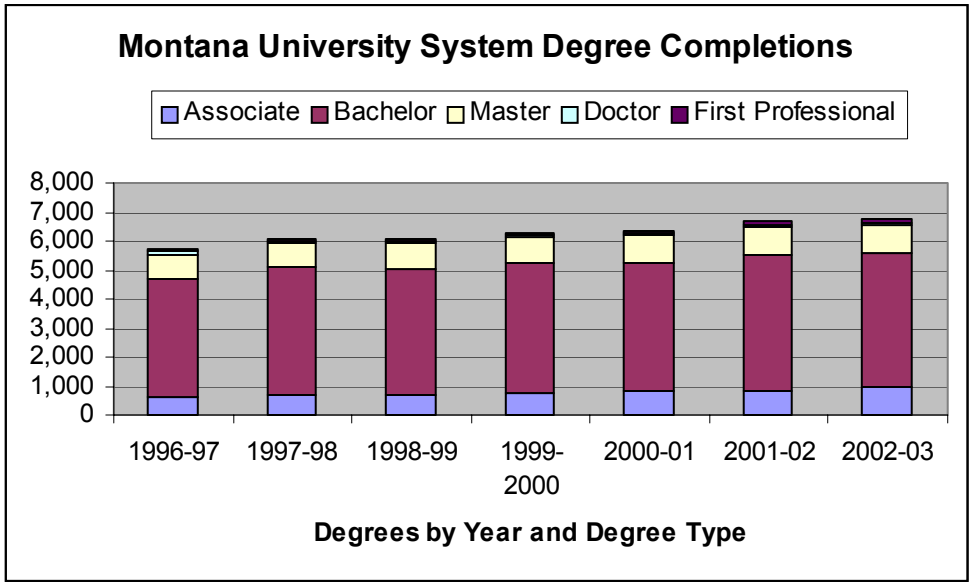
Goal 1: Prepare Students for Success through Quality Education



Source: Federal Integrated Post-secondary Education Data System (IPEDS) Report- Degree Completions
Does not include Community College data

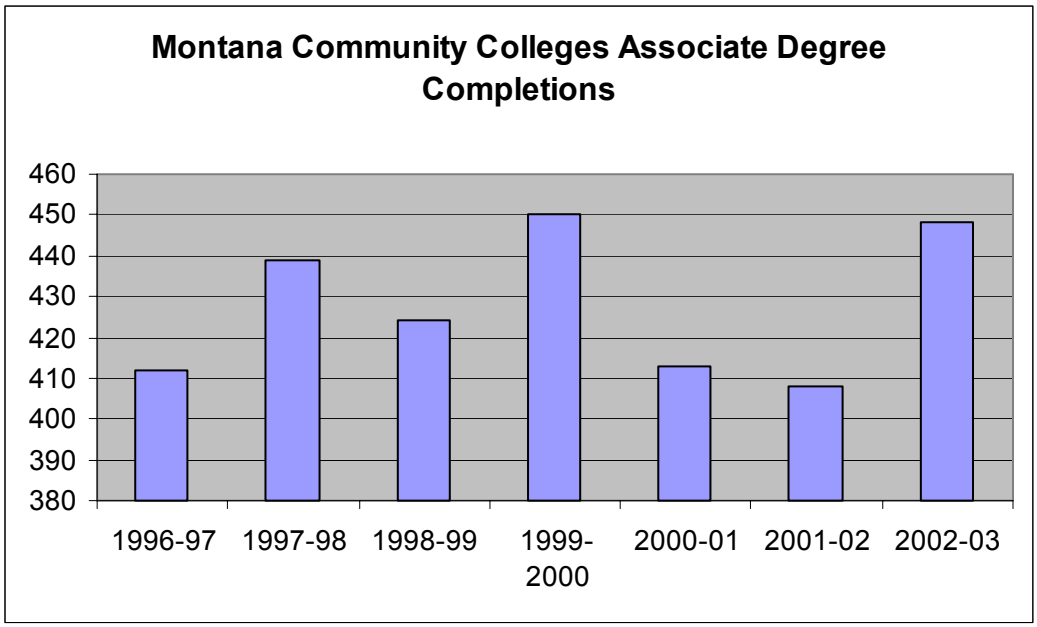
Degree	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	% change 02-03
Associate	590	695	703	785	805	834	952	14%
Bachelor	4,125	4,410	4,359	4,474	4,443	4,700	4,649	-1%
Master	834	797	847	907	941	959	949	-1%
Doctor	93	98	83	65	56	73	75	3%
First Professional	75	68	80	70	83	121	118	-2%
All Degrees	5,717	6,068	6,072	6,301	6,328	6,687	6,743	1%

Degree completions are one measure of institutional productivity. Individual campuses report these data annually to the National Center for Education Statistics in the U.S. Department of Education. Failure to meet this reporting requirement can render an institution ineligible to receive federal funds, including student financial aid.

Montana University System data show relatively steady growth in the numbers of undergraduate degrees awarded over the past seven years. Notably, two-year degree production has increased over 61 percent since 1996-97.

Some data has changed since the 2003 Accountability Report to the Legislature. Some changes are caused by error corrections. Additionally, the category "First Professional" was added to better reflect the total number of degrees conferred by the Montana University System each year. "First Professional" degrees are offered at The University of Montana Missoula and include Law and Pharmacy.

Policy Goal 1: Prepare Students for Success through Quality Education



Degree	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Associate	412	439	424	450	413	408	448

Source: Federal Integrated Post-secondary Education Data System (IPEDS) Report- Degree Completions

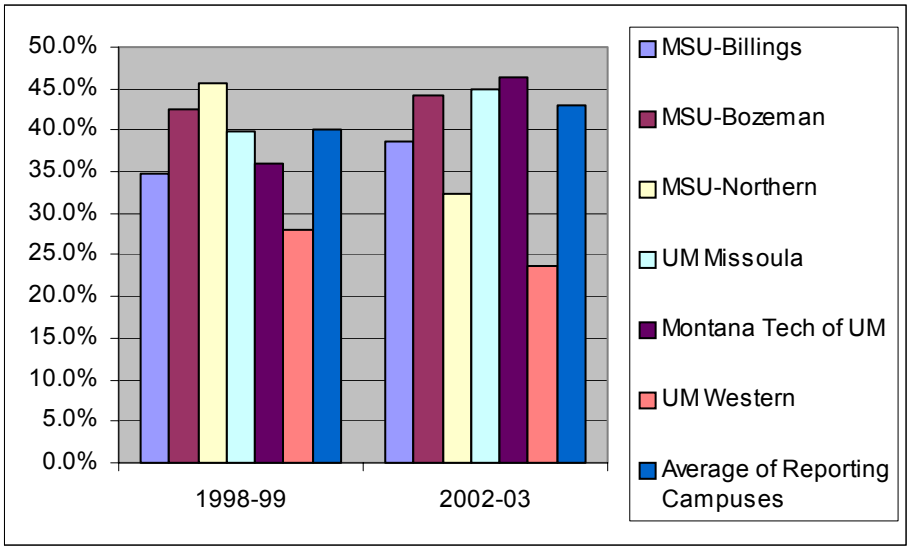
Degree completions are one measure of institutional productivity. Individual community colleges report these data annually to the National Center for Education Statistics in the U.S. Department of Education. Failure to meet this reporting requirement can render an institution ineligible to receive federal funds, including student financial aid.

Montana Community Colleges have awarded between 412 and 450 associate's degrees per year over the period. Some variability in enrollments and completions can be explained by the fact that students often enroll in or return to college in times of economic downturn and may leave school in prosperous times to pursue full-time employment. Other students are only interested in the skill or vocational coursework, and do not take the additional general education courses that are part of a post-secondary credential.

Policy Goal 1: Prepare Students for Success through Quality Education

Retention: Six-year Graduation Rates for First-Time, Full-Time
Baccalaureate Degree-seeking Students

Institution Name		MSU-Billings	MSU-Bozeman	MSU-Northern	UM Missoula	Montana Tech of UM	UM Western	Average of Reporting Campuses
1998-99	Completers within 6 Yrs	99	651	86	496	96	46	
	Cohort	285	1530	188	1246	266	164	
	Grad Rate	34.7%	42.5%	45.7%	39.8%	36.1%	28.0%	40.1%
1999-00	Completers within 6 Yrs	91	735	86	534	108	51	
	Cohort	385	1716	223	1411	227	195	
	Grad Rate	23.6%	42.8%	38.6%	37.8%	47.6%	26.2%	38.6%
2000-01	Completers within 6 Yrs	95	757	48	585	119	46	
	Cohort	338	1747	147	1452	254	177	
	Grad Rate	28.1%	43.3%	32.7%	40.3%	46.9%	26.0%	40.1%
2001-02	Completers within 6 Yrs	185	712	55	695	105	49	
	Cohort	520	1740	151	1615	260	167	
	Grad Rate	35.6%	40.9%	36.4%	43.0%	40.4%	29.3%	40.4%
2002-03	Completers within 6 Yrs	195	806	54	767	131	38	
	Cohort	506	1819	167	1706	283	160	
	Grad Rate	38.5%	44.3%	32.3%	45.0%	46.3%	23.8%	42.9%



Source: Federal Integrated Post-secondary Education Data System (IPEDS) Report- Graduation Rates

The Graduation Rate Survey (GRS) measures the percentage of first-time, full-time undergraduate students in a specific cohort that complete a baccalaureate degree at a particular institution within six years. The GRS is the compliance measure for the federal *Student Right to Know* requirement and a reliable proxy for *Retention.* Retention is a measure of student progress in the institution and can be evaluated on a semester-by-semester or year-to-year basis or across the total curriculum by graduation rates.

Policy Goal 1: Prepare Students for Success through Quality Education

Measuring Up
The National Report Card on Higher Education

Category	First Time, full-time students completing a bachelor's degree (Within 6 years of college entrance)		
	Measuring Up 2004 (2002 data)	**Measuring Up 2002 (1999 data)**	*IPEDS 2003 data*
Montana	42%	38%	*44%*
U.S. Mean	52%	52%	*54%*
U.S. Top States	64%	61%	*65%*

Source: The National Center for Public Policy and Higher Education

The comparison measure used in this report, Measuring Up, is different from the one used in the 2003 Accountability Report. Graduation rates are not readily available by Carnegie Classification (the 2003 measure.) However, the Measuring Up Report is updated every two years and is an independent, public measure.

Measuring Up 2004 is a national report card on higher education that is compiled by the National Center for Public Policy and Higher Education. The initial publication was Measuring Up 2000. The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization.

The data reported above for Montana includes all Montana 4-year institutions. Therefore, included in addition to the Montana University System campuses are Montana's three private colleges and Salish Kootenai Tribal College. The completion data is collected by the National Center for Public Policy and Higher Education from the Federal Integrated Post-Secondary Education Data System (IPEDS). For the 2002 data, only The University of Montana, Missoula, has a higher graduation rate than the Montana average. However, for the 2003 IPEDS data, MSU Bozeman and The University of Montana at Missoula and Montana Tech are higher than the state average.

Affordability Compared to Other States

Ratio of Tuition and Fees to Median Household Income

STATE	Two-Year Degree		Baccalaureate/Masters		Research/Doctoral	
	1992-93	2002-03	1992-93	2002-03	1992-93	2002-03
Colorado	3.5%	3.3%	5.5%	5.4%	7.1%	6.5%
Idaho	3.5%	4.0%	5.0%	7.6%	5.0%	8.1%
Montana	4.6%	5.9%	7.0%	10.7%	7.5%	12.4%
Nevada	2.6%	3.3%		4.4%	5.1%	5.5%
North Dakota	6.3%	6.3%	6.6%	8.9%	8.1%	10.0%
Oregon	3.6%	5.4%	8.2%	9.0%	8.9%	9.9%
South Dakota			8.0%	10.0%	8.3%	9.7%
Utah	4.3%	3.7%	5.4%	4.9%	6.9%	6.6%
Washington	3.0%	4.7%	5.3%	8.2%	6.6%	10.7%
Wyoming	2.7%	4.0%			4.9%	7.5%
WICHE avg w/CA	3.0%	3.7%	5.4%	6.7%	6.5%	8.1%

Source: Western Interstate Commission for Higher Education (WICHE), Regional Fact Book, Data Tables- Table 24

Affordability may be measured by several factors: the ratio of college tuition and fees to median household income is one measure that takes into account both the absolute level of tuition/fees charged and the income levels in that state. Other factors that can impact affordability include the level of state-based financial aid available, particularly need-based aid for low-income students.

In 1992-93, it took 7% of a family's annual income ($26,470) to pay for their yearly tuition and fees bill toward a baccalaureate degree. In 2002-03, that percentage grew to almost 11% of a median income of $34,108. Montana University System data using this measure of affordability reflects a decline both over time (1992-1993 to 2002-2003) and relative to other states. This decline has occurred at all institutional levels (Two-Year, Four-Year, and Research/Doctoral) with the greatest decline occurring at the Research/Doctoral level (MSU-Bozeman and UM-Missoula).

Resident and Nonresident Undergraduate Tuition and Fees
at Public Four-Year Institutions - State Averages

STATE	2003-03		1992-93		Ten-year change	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
Colorado	$3,151	$11,886	$2,124	$6,966	48.4%	70.6%
Idaho	$3,004	$9,272	$1,298	$3,933	131.4%	135.7%
Montana	$3,733	$10,753	$1,772	$5,286	110.7%	103.4%
Nevada	$2,235	$10,088	$1,665	$5,700	34.2%	77.0%
North Dakota	$3,315	$7,437	$1,846	$4,582	79.6%	62.3%
Oregon	$3,884	$12,014	$2,583	$6,129	50.4%	96.0%
South Dakota	$3,919	$8,168	$2,016	$3,365	94.4%	142.7%
Utah	$2,639	$7,964	$1,649	$4,872	60.0%	63.5%
Washington	$3,823	$12,447	$1,941	$6,313	97.0%	97.2%
Wyoming	$2,997	$8,661	$1,430	$4,502	109.6%	92.4%
WICHE Average	$3,084	$9,869	$1,752	$5,407	76.0%	82.5%
US Average	$3,900	N/A	$2,260	N/A	72.6%	N/A

Looking at the dollars paid for tuition, Montana's residents paid over 110% more for tuition and fees in 2003 than they did in 1992-93. The increase was well above the WICHE Average of 76% (but less than South Dakota) or the U.S. average of under 73%. Nonresident student tuition and fees in Montana increased 103% over the ten-year period.

Policy Goal 2: Promote Access and Affordability

State Support per $1,000 of Personal and Per Capita Income

State Support of Higher Education per $1,000 Personal Income and Per Capita, FY 2004

State	Appropriations ($1,000's)	*FY02 Reported*	Per $1,000 Income			Per Capita		
			$	Rank	*Rank 02*	$	Rank	*Rank 02*
Colorado	591,511	*783,421*	3.88	48	*45*	129.98	47	*42*
Idaho	315,145	*330,776*	9.02	14	*12*	230.65	19	*15*
Minnesota	1,286,715	*1,382,576*	7.39	21	*20*	254.32	13	*10*
Montana	150,576	*149,738*	6.41	30	*34*	164.09	41	*44*
North Dakota	200,430	*201,497*	11.13	4	*3*	316.22	5	*4*
Oregon	588,920	*714,837*	5.72	37	*29*	165.45	39	*33*
South Dakota	152,299	*141,973*	6.94	25	*31*	199.26	31	*37*
Utah	603,196	*608,644*	10.54	5	*5*	256.52	11	*12*
Washington	1,323,134	*1,373,895*	6.42	29	*27*	215.79	22	*24*
Wyoming	196,935	*169,929*	12.47	2	*4*	392.89	1	*1*
Regional Mean (excluding MT)			**8.17**			**240.12**		

Source: Center for Higher Education & Educational Finance, 2002 Grapevine Report –Table 5: Rankings of States on Appropriations of State Tax Funds for Operating Expenses of Higher Education per $1,000 Personal Income and per Capita, FY 2004

State support of higher education affects both access and affordability of higher education in a state. State support as a percent of personal income takes into account both higher education state appropriations and state income levels. State support per capita reflects state support (appropriations) on an average basis over the state population.

Montana University System data indicate that Montana's rank relative to state support for higher education is low (30/50) per $1,000 of personal income but even lower (41/50) on a per capita basis. Montana's rank on a per capita basis is lower than on a per $1,000 of personal income basis as a result of Montana's low per capita personal income.

Table I: Transferability Among Institutions For MUS Graduates from Summer 2003 through Spring 2004

Campus	Average Total Credits Earned by Students Without Transfer Credits	Average Total Credits Earned by Students With Transfer Credits	*Reported In 02*	Average # of Transfer Credits for Transfer Students
MSU Billings –Main	132.40	146.98	*141.20*	59.56
MSU-Bozeman	135.10	150.24	*148.46*	44.88
MSU-Northern	141.38	155.59	*157.39*	60.42
UM-Missoula Main	134.25	143.61	*142.65*	42.16
MT Tech of UM-Main	142.94	144.84	*149.46*	40.54
UM-Western	143.67	158.50	*160.61*	42.42
Average	138.29	149.96	*149.96*	48.33

Source: Office of the Commissioner of Higher Education, Data Warehouse

Transfer refers to the increasingly frequent student practice of withdrawing from one educational institution or course of study to enroll in another. Student transfer among institutions often involves a change of "major." This means that course work from the first institution may bear relatively little relationship to the requirements of the new institution/program of study. ***Transferability*** indicates the ease with which students' previous courses move between institutions and are applied to new requirements of the new institution and/or curriculum.

The U.S. Department of Education studied 10,000 students enrolled since 1996 and found that 32 percent transferred at some point. In Montana, more than 60 percent of 4,820 Montana University System bachelor's degree graduates in 2003-2004 had transferred at least once.

There is no nationally accepted indicator to measure *transferability*. States are experimenting how to assess this practice with several indicators: Four-Year Graduation Rates of Transfer Students, Comparisons of Transfer Students' Performance to "Native" Students, Comparison of Percent of Students Graduating with Accumulated Hours @ 115 Percent of Degree Requirements.

Table II: Transfer Audit for Academic Year 2003-04 Plus Summer 2003

Campus	# BA/BS Degrees	# Students	# Students w Transfer Credits and % of Campus Student Total	Campus Share of all MUS Students with Transfer Credits Current/Last Reported
MSU Billings	516	509	330 / 64%	11% / 10%
MSU-Bozeman	1,817	1,781	1,081 / 61%	37% / 40%
MSU-Northern	221	211	142 / 67%	5% / 4%
UM-Missoula	1,797	1,746	1,121 / 64%	39% / 38%
MT Tech of UM	267	265	159 / 60%	5% / 5%
UM-Western	128	124	77 / 62%	3% / 4%
Total	4,746	4,636	2,910 / 63%	100% / 100%

Source: Office of the Commissioner of Higher Education, Data Warehouse

Table II shows the frequency of transfer within the Montana University System. Of 4,636 students that were awarded bachelor's degrees from Summer 2003 through Spring 2004, 2,910 or some 63 percent had transferred credit to the institution, which awarded the degree. As might be expected, the two largest institutions received the largest number of transfer students.

The Legislative Audit Division recently completed a performance audit of transfer credits in the Montana University System. The report (#04P-06) may be viewed online at http://leg.state.mt.us/css/audit/reports.asp#perf

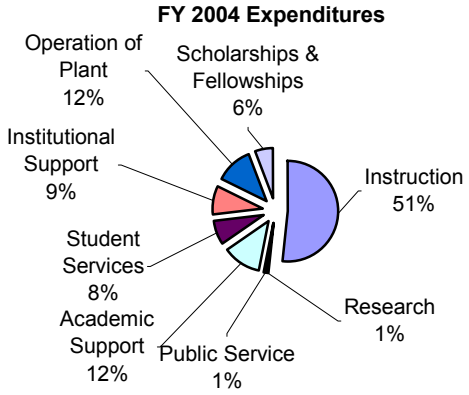
Expenditures by Function

MONTANA UNIVERSITY SYSTEM
Current Unrestricted Funds
Educational Units Only

Expenditures by Function

	1984	1994	2004
Instruction	53%	55%	52%
Research	1%	1%	1%
Public Service	0%	1%	1%
Academic Support	11%	11%	12%
Student Services	9%	9%	8%
Institutional Support	10%	9%	9%
Operation of Plant	13%	12%	12%
Scholarships & Fellowships	2%	3%	6%

Expenditures by Function



The Montana University System has been reasonably consistent in maintaining its commitment to the instructional component by spending 52%-55% of current unrestricted funds on instruction for the past 20 years. However, with tuition growing 114% over the past 10 years, scholarships and fellowships (fee waivers) have taken a larger piece of the campus operating budgets and grown to 6% of the expenditures (from 2% in 1984). See glossary for definitions of the functional categories (pg. 16).

Policy Goal 4: Be Responsive to Market and Employment Needs and Opportunities

JOB PLACEMENT
Montana University System Employment Statistics
Based on a Survey of 2003 Graduates

Baccalaureate	Total # Graduates	Respondents	Employed in Degree Field	Employed Other	Seeking Employment	Not Seeking Employment	Furthering Education	Other of Unknown	Totals
MSU-Bozeman	2180	1336	630	298	107	56	220	25	1336
UM-Missoula	1709	767	284	167	52		248	16	767
MSU-Billings	519	391	239	97	17	11	25	2	391
UM-Western	164	78	46	23	4	1	4		78
MSU-Northern	218	86	75	4	3		6		88
UM-MT Tech	267	267	176	36	2	6	42	5	267
Total	5057	2925	1450	625	185	74	545	48	2927
Percent of Respondents			**50%**	**21%**	**6%**	**3%**	**19%**	**2%**	**100%**
Associate									0
COT-Missoula	252	169	88	11	33		36	1	169
COT-Billings	133	112	61	29	6	2	13	1	112
COT-Helena	166	44	28	12	4		1		45
COT-Great Falls	127	105	40	13	4		48		105
COT-Butte	77	77	19	8	0	1	49		77
Total	755	507	236	73	47	3	147	2	508
Percent of Respondents			**47%**	**14%**	**9%**	**1%**	**29%**	**0%**	**100%**

Some respondents answered multiple categories.

Percent of Graduates Responding:
Baccalaureate 58%
Associate 67%

Source: 2004 Montana University System Campus- Career Placement Offices: Annual Survey of Graduates

Montana University System campuses conduct annual placement surveys of the previous year's graduates:

1. To evaluate the marketability of the various MUS degree offerings in the competitive job market.
2. To gather data for use as a marketing tool by admissions when courting prospective students.
3. To inform parents and students about job prospects of certain majors.
4. To assist faculty to keep curricula current given the changing needs of employers/job market.

Alumni response is voluntary, so rates of response may vary widely across disciplines and institutions. Surveys collect data on the job search, current employers, signing bonuses, salaries earned, graduate schools, military service and other factors. Those compiling survey data aggregate results by field of study and publish summary reports annually, both in print and on campus Web sites.

Campus Career Services offices also survey employers after a campus recruiting visit or a career fair to solicit employers' views of the students interviewed, the services offered them, the facilities and the logistics of the event. Finally, campuses participate in on-going surveys of employers in cooperation with the national professional association to gather information on recruiting trends and salaries in the current job market.

Policy Goal 4: Be Responsive to Market and Employment Needs and Opportunities

Growth in FTE Enrollments in 2-year Education

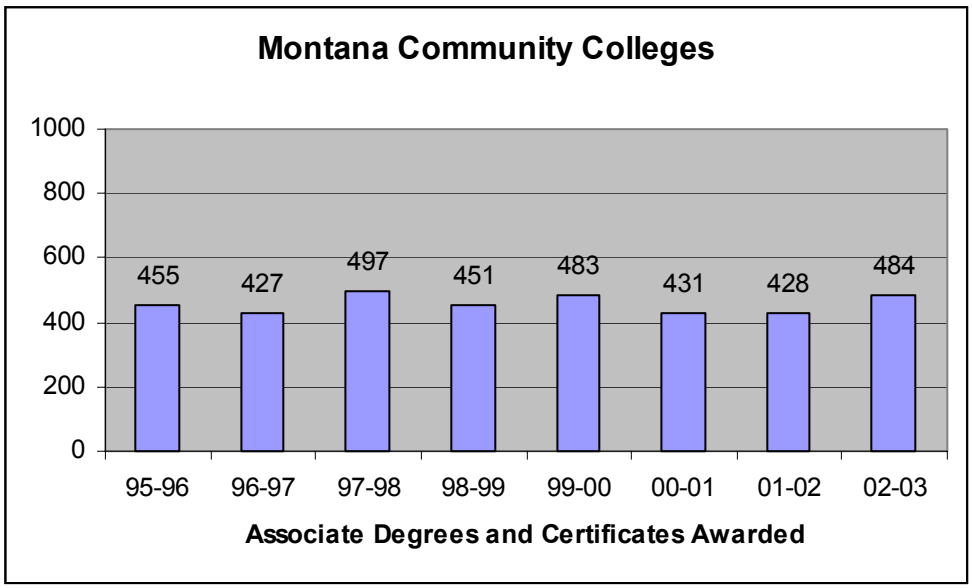
Montana University System Colleges of Technology and Community Colleges

Unit	1996	1997	1998	1999	2000	2001	2002	2003	2004
Billings COT	436	462	469	507	509	474	509	580	660
Great Falls COT	727	714	705	750	766	834	952	1053	1098
Missoula COT	629	748	794	766	776	797	803	886	895
Butte COT	329	363	354	334	310	285	295	233	260
Helena COT	467	543	663	664	704	724	736	738	749
Total Colleges of Technology	2588	2830	2985	3021	3065	3114	3295	3490	3662
Year-to-year % change		9.4%	5.5%	1.2%	1.5%	1.6%	5.8%	5.9%	4.9%
Dawson CC	423	379	472	467	429	413	445	415	450
Flathead Valley CC	1200	1174	1205	1236	1186	1174	1289	1414	1642
Miles CC	537	553	526	460	465	506	509	473	509
Total Community Colleges	2160	2106	2203	2163	2080	2093	2243	2302	2601
Year-to-year % change		-2.5%	4.6%	-1.8%	-3.8%	0.6%	7.2%	2.6%	13.0%

FTE enrollments in MUS Colleges of Technology have grown steadily since 1996. In the Community Colleges, enrollments have fluctuated some reflecting, at least in part, varying economic conditions by region and over time.

Source: Montana University System Registrar Reports on Fall 15-Day Enrollment Report C: A.

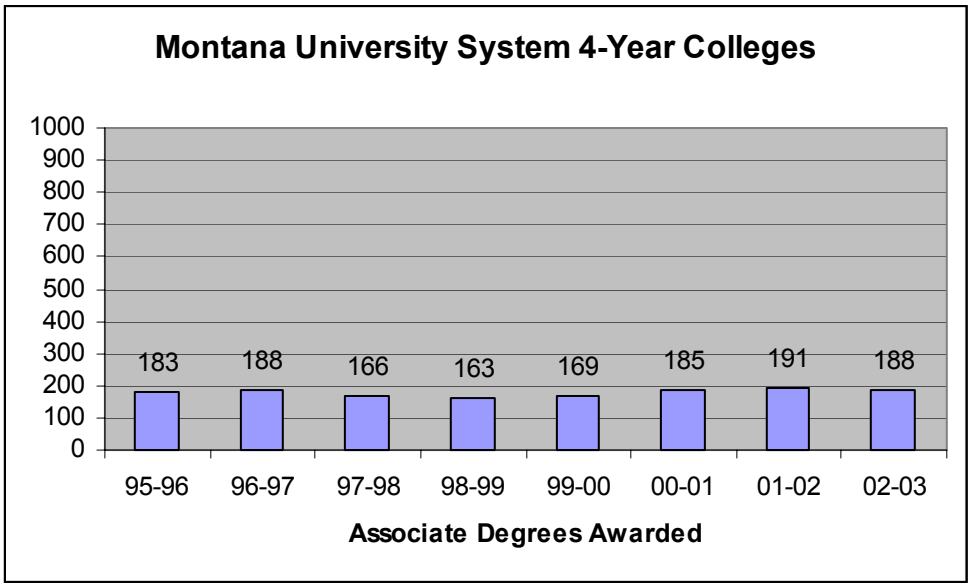
Degrees Conferred 2-Year Education

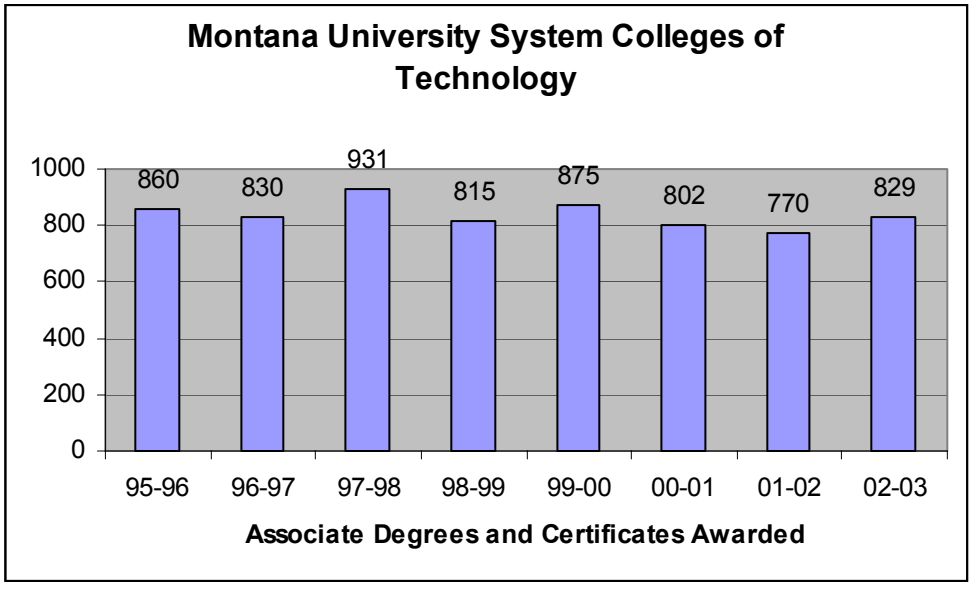


Source: Federal Integrated Post-secondary Education Data System (IPEDS) Report- Degree Completions,

Policy Goal 4: Be Responsive to Market and Employment Needs and Opportunities

Degrees Conferred 2-Year Education





Source: Federal Integrated Post-secondary Education Data System (IPEDS) Report- Degree Completions

The tables report the number of certificates and associate degrees awarded by sector: community colleges, four-year institutions, and colleges of technology. Many four-year campuses with an affiliated college of technology shifted most two-year programs to the college of technology when the two were formally affiliated.

Research and Development Receipts/Expenditures at Doctorate-granting Institutions by State and Source of Funds: Fiscal Year 2002

Division and State	Total	Federal Government	State and local governments	Industry	Institu-tional funds	All other sources
Alaska	116,279	66,169	3,117	22,907	24,086	0
Arizona	531,106	287,052	14,553	31,455	171,237	26,809
California	4,758,520	2,738,083	254,315	253,002	1,021,318	491,802
Colorado	617,093	475,572	24,123	33,225	58,756	25,417
Idaho	93,323	42,376	21,328	7,469	21,077	1,073
Montana	117,578	62,598	21,597	7,413	24,212	1,758
Nevada	126,713	85,085	5,925	4,120	28,370	3,213
New Mexico	289,985	193,430	13,471	10,936	64,449	7,699
North Dakota	106,078	46,418	2,569	6,505	46,964	3,622
Oregon	161,823	110,882	29,126	9,957	11,858	0
South Dakota	38,145	21,895	9,040	280	3,682	3,248
Utah	359,556	234,918	22,715	11,246	55,334	35,343
Washington	739,742	543,419	16,077	50,503	103,833	25,910
Wyoming	41,632	20,017	2,038	2,581	16,216	780

Table B-23. R&D expenditures at doctorate-granting institutions, by geographic division and State: fiscal years 1993-2002
[Dollars in thousands]

	1995	1996	1997	1998	1999	2000	2001	2002	Growth Rate 1995 to 2002	Ranking among 50 states for growth
Montana	66,879	71,518	70,591	72,425	79,847	94,914	103,128	117,578	75.81%	15
Average (50 states)									65.85%	

Source: National Science Foundation/Division of Science Resources Statistics, Survey of Research and Development Expenditures at Universities and Colleges, Fiscal Year 2002; Table B-23. R&D expenditures at doctorate-granting institutions, by geographic division and State: fiscal years 1993-2002

The top table shows total R&D expenditures for peer states and the sources of that funding: Federal, State/Local, Industry, Institutional and Other.

Table B-23 above shows the six-year trend in Research and Development expenditures at Montana's doctoral degree-granting institutions, Montana State University-Bozeman and the University of Montana-Missoula. Growth in the R&D expenditures at these institutions was 75.81 percent as compared to the 50-state average of 65.85 percent.

Policy Goal 5: Contribute to Montana's Economic and Social Success

Technological Transfers for FY 2003

Name of Institution	Montana State University, Bozeman	The University of Montana - Missoula	Montana Tech of The University of Montana
Licensing FTEs in Technology Transfer Office	2.0	0.5	0
Other FTEs in Technology Transfer Office	1.0	0	0
Total Sponsored Research Expenditures for FY 03	$82,353,322	$49,071,601	$6,885,530
Research Expenditures: Federal Govt. Sources	$66,423,680	$40,375,745	$5,135,116
Research Expenditures: Industrial Sources	$15,929,642	$875,146	$506,779
Licenses/Options Executed	21	4	0
Licenses/Options Executed that included Equity	0	0	0
Licenses/Options Executed to Start-Ups	4	1	0
Licenses/Options Executed to Small Companies	13	3	0
Licenses/Options Executed to Large Companies	4	1	0
Invention Disclosures Received	31	3	0
Total U.S. Patent Applications Filed	33	6	0
New U.S. Patent Applications Filed	26	6	0
U.S. Patents Issued	7	1	0
Start-Up Companies Formed	4	1	0
Start-Up Companies formed in the **previous** five (5) fiscal years	2	4	0
Licenses/Options which became Available for Commercial Use	0	2	0

Data Source: *2004Montana University System Licensing Survey*

The table above shows survey responses from three of Montana's institutions, Montana State University-Bozeman, The University of Montana-Missoula, and Montana Tech regarding technology transfers. The survey includes measures of research expenditures, licensing activities, patents and inventions, and start-up company formations.

Research expenditures include all expenditures made by the institution in support of research activity. Since monies for projects are received only after a claim for expenditures is submitted, institutions use their research expenditures as one of the measures in determining their success in attracting research funding.

For 2003, federal government sources made up over 80% of research expenditures for MSU-Bozeman and UM-Missoula, and almost 75% for Montana Tech. Montana Tech received 7% of its research funding from industry sources; MSU-Bozeman received 19% in industrial funding for research and UM-Missoula industrial research funding was under 2%.

Executions to small companies made up the majority of licensing/options agreements, and none involved ownership interests for the institutions or employees. House Bill 349, passed, during the 2001 Legislative session, allowed University employees to have equity ownership in certain corporations.

A total of 34 invention disclosures were made by the three campuses and 39 patent applications filed. Of the total patent applications, 32 were for new patents rather than continuations, divisionals, or reissues.

The institutions were issued eight patents in 2003 and had five successful start-ups. Since 1998, six new Montana companies have started which depended upon licensing a Montana University System's institutional technology for initiation.

Policy Goal 6: Collaborate with the K-12 School System and Other Postsecondary Education Systems
Collaborative Programs

In accord with the agreement between the Legislature's Joint Subcommittee on Postsecondary Education Policy and Budget and the Board of Regents, campuses of the Montana University System were to report on four types of collaboration, with K-12 education, with community colleges, with tribal colleges and with private colleges.

Campuses were invited to provide four or five examples in each category but submitted more than 50 pages of examples. The unedited list of campus collaborations may be seen at:
http://www.montana.edu/wwwbor/LinkReports.htm

Policy Goal 6: Collaborate with the K-12 School System and Other Postsecondary Education Systems
Collaborative Programs

Average ACT/SAT Student Test Scores
Fall 2004 First Time, Full-Time Students

Fall 2004 First-Time, Full-Time Students		
	# of Students	Average Score
Average ACT Composite	4,870	21.88
Average ACT English	4,868	20.97
Average ACT Math	4,868	21.61
Average SAT Verbal	2,466	532.10
Average SAT Math	2,584	536.71

The average national composite ACT score for the class of 2004 was 20.9 as compared to the Montana composite average of 21.88. The Montana University System average ACT score in English for entering freshman was 20.97, which is higher than the 20.8 average for all Montana test takers or the 20.4 average of all national test takers. For mathematics, the University System average ACT score for entering full-time students was 21.61, which is also above the state average of 21.4 and the national average of 20.7.

For the SAT, Montana's scores compare favorably with the national averages of 508 on verbal and 518 on mathematics exams.

ACT: www.act.org/news/data/04/states.html.

The College Board. http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2004/table_3_mean_sat_verbal_math_by_state.

**Montana University System Data Source: OCHE Data Warehouse Census Event 200470 Fall Semester*

Glossary of Budget Terms

Instruction: This category includes expenditures for general academic instruction, vocational technical instruction, special session instruction, continuing education, and remedial instruction. It includes expenditures for department chairpersons but does not include expenditures for academic deans.

Research: The research category includes expenditures for activities specifically organized to produce research, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. Most of the budget of the Agricultural Experiment Station is recorded as research and is the biggest research component of the current unrestricted funds of the Montana University System.

Public Service: This category includes expenditures for community service, cooperative extension services, and public broadcasting services. The largest component of current unrestricted public service expenditures is the Extension Service. Also included in this category are expenses for the Montana Repertory Theatre, KUFM, KUSM, and the Montana Center for Handicapped Children.

Academic Support: This category of support includes expenditures for support of higher education's primary missions of instruction, research, and public service, as well as the retention, preservation, and display of educational materials. Typical expenditures include educational media services, academic administration, sabbaticals, and course and curriculum development.

Student Services: Student Services includes expenditures for student services administration, social and cultural development, counseling, career guidance and placement, financial aid administration, student admissions and recruitment, and student records. Expenditures for athletics are recorded in this program.

Institutional Support: Institutional Support is the program where most "administrative" expenditures are recorded. Expenditures for executive-level activities concerned with management and planning for the institution, legal services, fiscal operations, administrative data processing, employee personnel and records, purchasing, support services for faculty and staff, development, and alumni relations.

Operations and Maintenance of Plant: This category includes expenditures for physical plant administration, building maintenance, custodial services, utilities, landscape and grounds maintenance, repairs, and minor renovations.

Scholarships and Fellowships: Fee waivers are recorded in this program, as authorized by the Board of Regents. Generally, waivers of registration, incidental, and nonresident incidental are granted for certain eligible students.