

2009

Comprehensive
Self-Study Report

MONTANA STATE UNIVERSITY



Prepared for the Northwest Commission on Colleges and Universities
Bozeman, Montana, October 5-7, 2009

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Glossary of Abbreviations

Abbreviation	Term	Standard
A&E	Architecture and Engineering	8
AAHC	Accreditation Association for Ambulatory Health Care	3
AACRAO	American Association of College of Registrar's and Admissions Officers	3
AA/EO	Affirmative Action Equal Opportunity	6
AAUP	American Association of University Professors	4, 9
ACUHO-I	Association of College and University Housing Officers-International	3
ADA	Americans With Disabilities Act	3, 8
ADAAG	ADA Accessibility Guidelines	8
AED	Automated External Defibrillators	8
AFSCME	American Federation of State, County, and Municipal Employees	6
AHEAD	Association on Higher Education and Disability	3
AISTI	Alliance for Information Science and Technology Innovation	5
ANT	Alert Notification Team	3
AOC	Assessment and Outcomes Committee	2
AP	Advanced Placement	2
APA	American Psychological Association	3
APR	Academic Progress Rate	3
ARC	Agricultural Research Center	5
ARL	Association of Research Libraries	5
ASGL	Association of Shared Governance Leaders	6
ASMSU	Associated Students of Montana State University	3, 4, 6, 8
ATAC	Academic Technology Advisory Committee	5
AY	Academic Year	3, 4
BART	Behavior Assessment and Response Team	3
BATE	Borderless Access to Training and Education	2
BCR	Bibliographical Center for Research	5
BEST	Buy-out for Enhancing Scholarship and Teaching	4
BIA	Bureau of Indian Affairs	7
BOR	Montana University System Board of Regents	1, 2, 3, 4, 5, 6, 7, 8, 9
BPR	Business Process Redesign	7
BSI	Big Sky Institute	8
CA	Community Assistant	3
CASE	Council for Advancement and Support of Education	7
CCC	Core Curriculum Committee	2
CCIS	College Consortium for Interantional Studies	2

CC/IFTE	Course Credits/Instructional Full Time Equivalent	4
CDS	Common Data Set	1
CEM	Certified Energy Manager	8
CEO	Chief Executive Officer	6
CEPAC	Classified Employees Personnel Advisory Committee	4
CERC	Core Equivalency Review Committee	2
CERT	Community Emergency Response Team	3
CETF	Campus Expectations Task Force	5
CEU	Continuing Education Units	2, 3
CFAC	Computer Fee Allocation Committee	5, 8
CHE	Commissioner of Higher Education	6, 8
CIS	Contemporary Issues in Science	3
CISES	Career, Internship, and Student Employment Services	3
CIEQ	Course/Instructor Evaluation Questionnaire	4
CIO	Chief Information Officer	5, 6
CLEP	College Level Examination Programs	2
CLTW	Center for Learning and Teaching in the West	2
COPS	Clery Operations and Public Safety	3
CPS	Counseling and Psychological Services	3
CPI	Consumer Price Index	5
CSI	College Student Inventory	3
CSRDE	Consortium for Student Retention Data Exchange	1
CSWC	Campus Safety and Welfare Committee	3
CUPA	College & University Professional Association	1, 6
C2C	CORE 2.0	2
DAO	Diversity Awareness Office	3
DDC	Dewey Decimal Classification	5
DGE	Division of Graduate Education	2, 3
DoS	Dean of Students	3
DRVS	Disability, Reentry, and Veteran Services	3
DSS	Disabled Student Services	3
DSA	Division of Student Affairs	3
EADA	Equity in Athletics Disclosure Act	3
EBI	Educational Benchmarking, Inc.	3
EFAC	Equipment Fee Allocation Committee	5
ELI	English Language Institute	2
ENS	Emergency Notification System	8
EOC	Emergency Operation Center	3
EOC	Executive Oversight Committee	8
EPSCoR	Experimental Program to Stimulate Competitive Research	5
ERM	Emergency Response Team	3

ESIG	EPSCoR Science Information Group	5
ETAC	Enterprise Technology Advisory Committee	5
ETD	Electroning Thesis and Dissertation	2
EU	Extended University	2
FAFSA	Free Application for Federal Student Aid	3
FAS	Financial Aid Services	3
FCI	Facilities Condition Inventory	8
FFP	Family and Financial Planning	2
FGH	Family and Graduate Housing	3
FH	Faculty Handbook	6
FIPSE	Fund for the Improvement of Postsecondary Education	4
FISAP	Fiscal Operations Report and Application to Participate	7
FPDC	Facilities Planning, Design, and Construction	8
FS	Faculty Senate	6
FSAC	Facilities Services Advisory Committee	8
FTE	Full Time Equivalent	2, 5, 7
F&A	Facilities and Administrative	4, 7
FY	Fiscal Year	1, 4, 5, 7
FYI	First Year Initiative	3
GAAP	Generally Accepted Accounting Principles	7
GASB	Government Accounting Standards Board	7
GLBT	Gay Lesbian Bi-sexual and Transgender	3
GPIDEA	Great Plains Interactive Distance Education Alliance	2
GRA	Graduate Research Assistant	2
GTA	Graduate Teaching Assistant	2, 3
HB	House Bill	7
HB 4	House Bill 4	5
HFC	Marga Hosaeus Fitness Center	3
HP	Health Promotion	3
HR/AA	Affirmative Action/Human Resources	4, 6
HR/PPS	Human Resources/Personnel and Payroll Services	6
HRSA	Health Resources and Services Administration	3
IACS	International Association of Counseling Services	3
ICBA	Independent College Bookstore Association	3
ICE	Internet Course Exchange	2
IDF	Intermediate Distribution Facility	5
IFC	Intra-Fraternity Council	3
INRA	Inland Northwest Research Alliance	2
IRS	Internal Revenue Service	7
ISEP	International Student Exchange Program	2
IRHA	Inter-hall Residence Hall Association	3

IT	Information Technology	2, 3, 4, 5
ITGC	Information Technology Governance Council	5
ITC	Information Technology Center	1, 5, 7, 8
ITSS	Information Technology Support Specialist	5
KPI	Key Performance Indicator	1, 3
LAD	(Montana) Legislative Audit Division	7
LEAP	Long-term Education Administrator Program	2, 5
LEAP	Leadership, Education, Ability, Potential	2, 5
LOC	Library of Congress	5
LRBP	Long Range Building Program	7, 8
LRCDP	Long Range Campus Development Plan	8
LSG	Large Store Group of the National Association of College Stores	3
M	Million	4, 7
MAES	Montana Agricultural Experiment Stations	6, 8
MAS	Montana Associated Students	6
MCA	Montana Code Annotated	7
MCIS	Montana Career Information System	3
MNA	Montana Nurses Association	6
MOM	Montana Operations Manual	7
MOR	Museum of the Rockies	8
MOU	Memoranda of Understanding	2, 8
MPEA	Montana Public Employees Association	6
MEPI	Middle East Partnership Initiative	2
MEXT	Japanese Ministry of Education	2
MIP	Minor in Possession	3
MSSE	Master of Science in Science Education	2
MSU	Montana State University–Bozeman	1, 2, 3, 4, 5, 6, 7, 9
MSU-COT	Montana State University College of Technology	8
MTGEC	Montana Geriatric Education Center	2
MUS	Montana University System	1, 2, 3, 4, 6, 7, 8, 9
MUSSA	MUS Staff Associations	6
NCHEMS	National Center fo Higher Education Management Systems	7
NFPA	National Fire Protection Agency	8
NIRA	National Intercollegiate Rodeo Association	3
NPTT	Northern Plains Transition to Teachers	2
NRSRO	Nationally Recognized Statistical Rating Organizations	7
nsf	Net Square Feet	8
NSSE	National Study of Student Engagement	1, 2, 3
NTEN	National Teachers Enhancement Network	2

NWCCU	Northwest Commission on Colleges and Universities	2, 3
OCHE	Office of the Commissioner for Higher Education	3, 4, 6, 7, 8
OCI	Office for Community Involvement	3
OCLC	Online Computer Library Center	5
OCPA	Office of Communications and Public Affairs	9
OCR	Office of Civil Rights	3
OFS	Office of Facilities and Services	3, 8
OIP	Office of International Programs	2, 3
OMB	Office of Management and Budget	7
O&M	Operations and Maintenance	8
OPI	Office of Public Instruction	2
OPA	Office of Planning and Analysis	1, 6, 9
OR	Office of Retention	3
OSA	Office of Student Activities	3
OSP	Office of Sponsored Programs	4, 7
OSU	Oklahoma State University	1, 4
OTO	One time only	7
PAC	President's Advisory Council	6
PEC	President's Executive Council	7
PEPB	Postsecondary Education Policy and Budget subcommittee	6
PI	Principle Investigator	4, 7
PLI	Public Lands Institution	8
PQO	Productivity, Quality, and Outcomes Agreement	4
PTAC	Parking and Transportation Advisory Committee	8
P&T	Promotion and Tenure	4
RA	Resident Assistant	3, 8
RAP	Research Assistance Program	5
RD	Resident Director	3, 8
RL	Residence Life	3
RLD	Residence Life Director	3
RSF	Recreational Sports and Fitness	3
R&R	Repair and Replacement	3
RSFAB	Recreational Sports and Fitness Advisory Board	3
SCC	Student Code of Conduct	3
SCH	Student Credit Hours	2, 4
SCUP	Security for College and University Planning	8
SEC	Securities Exchange Commission	7
SHS	Student Health Services	3
SMC	Space Management Committee	8
SPBC	Strategic Planning and Budget Committee	4

SPC	Strategic Planning Committee	1, 2, 3, 4, 6, 7, 8
SPOC	Planning & Analysis and Student Progress Oversight Committee	3
STIP	Short Term Investment Pool	7
SUB	Student Union Building; Strand Union	3, 5, 7, 8
TAG	Threat Analysis Group	3
TFBP	Trust Fund Bond Pool	7
T/LC	Teaching/Learning Committee	2, 4,
TRiO SSS	TRiO Student Support Services	3
UBS	University Business Services	7
UFPB	University Facilities and Planning Board	8
UFS	University Food Service	3
UGC	University Graduate Council	2
UGSC	Undergraduate Studies Committee	2
UM	University of Montana	6, 7
UPBAC	University Planning, budget, and Analysis Committee	1, 3, 4, 5, 6, 7, 8, 9
UPD	University Police Department	3
UPMIFA	Uniform Prudent Management of Institutional Funds Act	7
UPTC	University Promotion and Tenure	4
USA	User Support Agreement	8
USED	United States Department of Education	3
UTAC	University Technology Advisory Committee	5
UWA	University of Western Australia	2
VMB	Veterinary Molecular Biology	4
VOICE	Victim Options in the Campus Environment	3
VP	Vice President	6
VP for GE	Vice Provost for Graduate Education	2
VPR	Vice President for Research, Creativity, and Technology Transfer	4
VSA	Voluntary System of Accountability	1
WTI	Western Transportation Institute	5
WUE	Western Undergraduate Exchange	7
WWAMI	Wyoming, Washington, Alaska, Montana, Idaho	2, 5



Letter from the President

Montana State University is pleased to present this self-study to the evaluation committee for the Northwest Commission on Colleges and Universities.

Over the past ten years, Montana State University has focused on engaging the entire campus community in supporting student success. This priority is prominently reflected in our mission, which includes the following:

- To provide a challenging and richly diverse learning environment, in which the entire university community is fully engaged in supporting student success;
- To provide an environment that promotes the exploration, discovery and dissemination of new knowledge;
- To provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued.

To these ends, the university implemented Core 2.0 in 2004, an undergraduate core curriculum emphasizing critical thinking and communications skills across the disciplines. The curriculum prepares students for the challenges of a world where the sciences and humanities are fundamentally connected. Key to the curriculum is that every undergraduate participates in a research or creative experience to equip them with the problem-solving skills that will be critical to their success after college.

This emphasis on a research or creative experience for students is a cornerstone of the university's mission to integrate teaching with the discovery of knowledge. This commitment is vital to our efforts to enrich the traditional academic experience for undergraduate students by providing hands-on active learning opportunities. And the infrastructure for offering these experiences is the university's growing research enterprise, which has increased from \$61 million in 2000 to an all-time high of \$103 million in 2006. That same year, the Carnegie Foundation for the Advancement of Teaching classified MSU as one of 96 research universities with "very high research activity." MSU is the only research institution with this classification in the five-state region of Montana, Wyoming, Idaho, and North and South Dakota.

For students, the growth in research has meant a significant increase in the number of opportunities available to them. In 2008, university research provided \$7.96 million in undergraduate and graduate salaries, scholarships, and fellowships. To date, 49 MSU students have won the prestigious Barry M. Goldwater Scholarship, the nation's premier scholarship for undergraduates studying math, natural sciences, and engineering. MSU is currently ranked 11th in the nation for the number of Goldwaters earned, just behind Yale and MIT.

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In accomplishing our mission, we remain committed to the wise stewardship of resources through meaningful assessment and public accountability. To that end, I am very proud of the culture of shared governance that has matured at MSU in the past decade and become a part of the fabric of the university. Our shared governance processes provide the opportunity for students, faculty, and staff to work collaboratively to address the many issues facing the university.

One of the most important shared governance bodies is the University Planning, Budget & Analysis Committee, which consists of 25 members – including student and community representatives. The committee ensures our fiscal resources are allocated in line with our strategic priorities. A recent focus of this committee has been recommending how a projected \$1 million shortfall for FY10 should be incorporated into our operating budget for the university.

This self-study represents contributions from the entire university community. It was an enormous undertaking by the many faculty and staff who helped in its creation. We look forward to the review by the Northwest Commission on Colleges and Universities and to your recommendations for changes, that could contribute to our future success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Geoffrey Gamble', written in a cursive style.

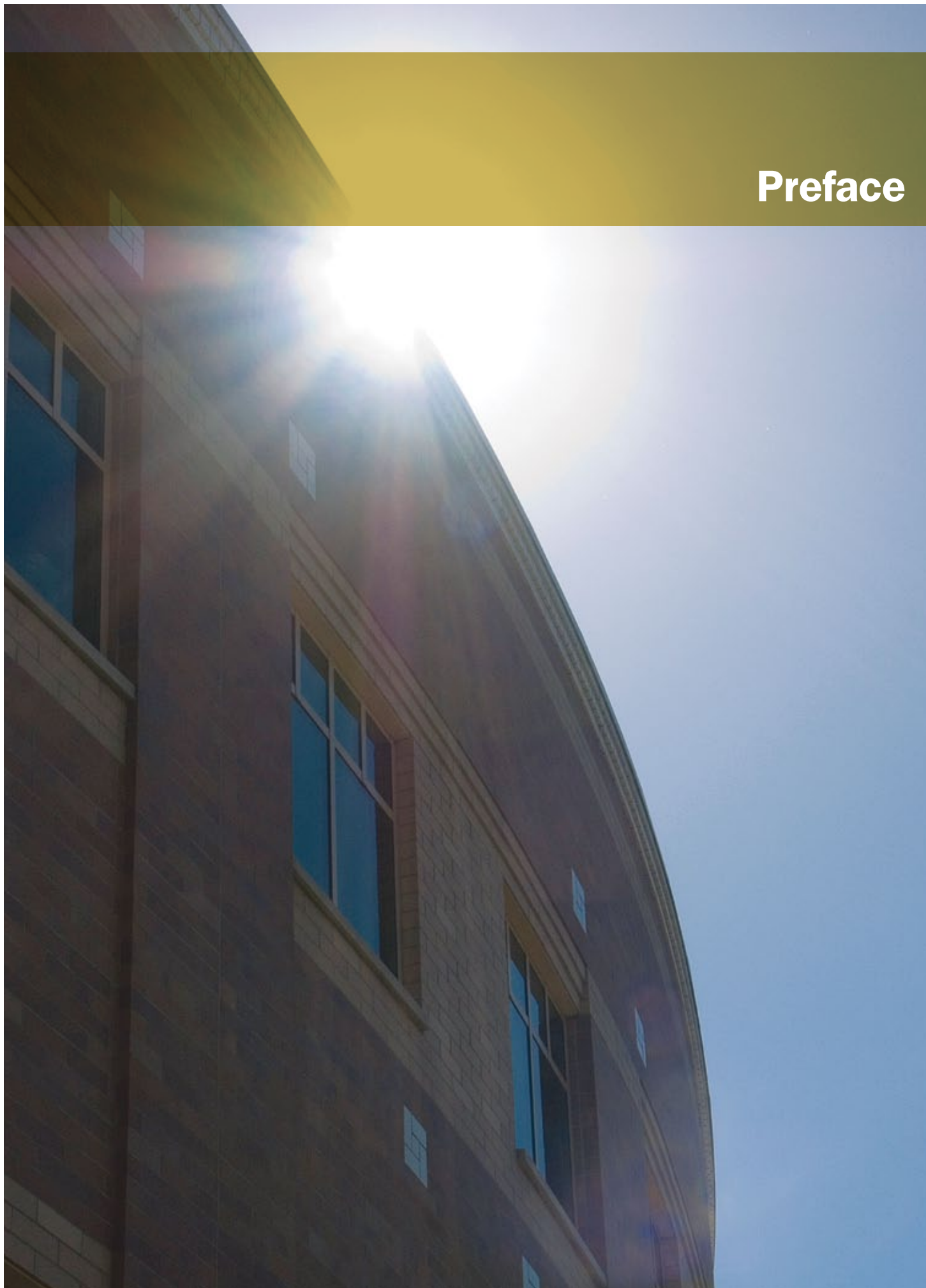
Geoffrey Gamble
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Preface



Preface



PHOTO BY STEPHEN HUNTS

Dr. Joseph Fedock, Senior Vice-Provost was named by President Gamble to head MSU's re-accreditation process and to be the institution's liaison with the Northwest Commission. Bruce Morton, former Dean of Libraries and current Associate Director of the MSU Honors Program was appointed to assist him in leading the work on the accreditation self-study.

Early in December, 2007, President Gamble invited those who came to comprise the Accreditation Steering Committee to participate. Members of the Steering Committee were chosen on the basis of their knowledge of the particular standard topic and their ability to marshal and motivate others to successfully accomplish the work relating to the self-study.

The Steering Committee first convened mid-January, 2008 to begin the work that led

to this self-study. At this time there was an article released through the University News Bureau to internal and external constituencies via various media, which spoke about what the accreditation cycle, what accreditation is, and the process that MSU was utilizing.

The steering committee decided, with the blessing of President Gamble, to shape its self-study by strictly adhering to the format and substance outlined in the NWCCU's *Accreditation Handbook*. In so doing it would tell a story of a decade of progress, a spartan fiscal environment, a dedicated faculty and staff, the Montana ethic of hard work, great productivity, and the stress inherent in such an environment.

The Steering Committee set about establishing a liaison with the Information Technology Center to establish an accredi-

tation web site, through which information relating to accreditation preparation could be shared with the campus community and public in general. The accreditation web site (<http://www.montana.edu/accreditation/>) was brought online in April, 2008. Drafts of the report by standard and the aggregate results of the self-study surveys of staff were promptly posted on the web site and announced to the campus community would the request to feedback.

The steering committee twice comprehensively reviewed and discussed draft iterations of drafts of the self-study, with the intent that the various threads represented by each standard would be woven into whole cloth, accurately depicting Montana State University in its entirety.

Many people, reflecting a broad array of institutional constituencies, have been involved in managing, conducting, and producing MSU's accreditation self-study. The individuals who comprised the Steering Committee were charged with assembling a work group for the standard to which they are assigned responsibility to respond to the various points outlined in the *NWCCU Accreditation Handbook*. In addition to those individuals listed as "contributors", hundreds of others responded to surveys administered electronically in October, 2008 to faculty, professional staff, and classified staff; the results of these surveys has substantially informed the self-study. Under the aegis of the faculty Senate, focus groups of Faculty Senate members and department heads were also conducted so as to gain further insights from these key leadership groups.

MSU's goal for its self-study was to take an introspective snapshot of the university. The commitment was to be accurate and frank. While it should be evident that the entire MSU community takes great pride in that which it has accomplished, it is hoped that what is learned in the process of doing the self-study and from the self-study report, will position MSU to become even better. In this vein, it should be apparent that the concerns expressed by the NWCCU visitation team in 1999 and the recommendations conveyed in the NWCCU "Fifth-Year Interim Report" in 2004 have been heeded and that there is evidence of remediation to the extent that it has been within the power and means of the university to be responsive.

With this self-study it is recognized that there is an opportunity for stock taking in regard to the university's commitment: to shared governance, to open and transparent budgeting, to a process of continual dynamic strategic planning, to the conflation of undergraduate education and research/scholarship/creativity, and general accountability to all constituencies. Although unknown at the outset of work on the self-study, President Gamble's announcement of his pending retirement, will give the self-study an added usefulness as a *de facto* baseline for his successor.

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Eligibility Requirements

Montana State University (MSU) meets the eligibility requirements of the Northwest Commission on Colleges and Universities (NWCCU) for consideration of reaffirmation of accreditation. The 20 eligibility requirements, representing an expected level of performance or pre-condition related NWCCU Standards and/or Policies, are addressed as follows:

Authority. MSU is authorized by the Montana University System Board of Regents to grant degrees at the undergraduate and graduate levels. The Montana Constitution contains appropriate language authorizing the Board of Regents with powers and responsibilities to oversee the operation of MSU.

Mission and Goals. The Mission Statement for MSU has been formally adopted by the Montana Board of Regents, and is periodically reviewed. As the land-grant university for the state, MSU's mission is well defined and is focused on the tripartite purpose of providing undergraduate and graduate educational programs; conducting research and creative activity; and providing service through outreach to the state, region, and nation.

Institutional Integrity. MSU is committed to nondiscrimination towards students, staff, faculty, and other constituencies. Its policies are administered with respect towards the individual and it does not discriminate on the basis of age, race, ethnicity, gender, sexual orientation, marital status, religion, creed or political belief, mental or physical handicap or disability, or veteran status in admission, access to, or conduct of, its educational programs and activities, nor in its employment policies and practices.

Governing Board. The authorized governing board for MSU is the Montana Board of Regents, composed of seven (7) voting members appointed by the Governor. Those members serve seven (7) year terms, except for the student member who serves one (1) year. Members of the Board have no contractual, employment, or personal financial interest in MSU.

Chief Executive Officer. MSU is guided by a President, appointed by the Board of Regents, who is a full-time employee of the institution. The President does not serve as a member of MSU's governing board.

Administration. Appropriate levels of administrative and support services are provided by MSU towards achievement of its mission and goals. Its resources are committed in support of its goals and objectives, with the educational advancement of its students as among the highest of priorities.

Faculty. MSU employs full-time and part-time faculty, adequate for the educational levels offered, including a core of full-time, professionally qualified faculty representing every discipline in which it offers major work. Through its organizational and governance structures, MSU faculty members are engaged in development of institutional policy and academic planning. Faculty members are evaluated in a periodic and systematic manner and faculty workloads reflect the fundamental mission and goals of MSU.

Educational Program. MSU offers baccalaureate, master's and doctoral degrees, in recognized fields of study consistent with its mission. Those degrees are granted through seven (7) academic colleges of the university with appropriate levels of quality and rigor commensurate with the degree offered. The programs are structured with sufficient content and length, utilization of library and information resources, and levels of faculty-student interaction that help ensure program quality.

General Education and Related Instruction. All baccalaureate programs at MSU require the completion of a general education core, designated CORE 2.0, with required elements in communication, quantitative reasoning, arts, humanities, natural sciences, social sciences, diversity, and a research/creative experience. These baccalaureate degrees additionally require a prescribed program of specialized study appropriate to each degree program.

Library and Learning Resources.

Through the operation of its core library facility, Renne Library, and its centralized and de-centralized information technology resources, MSU provides appropriate services for students and faculty for meeting its mission and supporting its educational program. Those resources are diverse, continually updated, and sufficient in breadth and depth to provide a quality learning experience.

Academic Freedom. MSU values and encourages the academic freedom of its faculty and students. Through its policies and practices, the university provides an academic environment that supports open dialogue among all constituencies, and maintains an atmosphere of intellectual freedom and independence.

Student Achievement. Educational objectives and learning outcomes for each program are identified and published in the MSU 2008-2010 Course Bulletin, on appropriate MSU web sites, and/or in individual department materials. By means of its assessment and outcomes program, MSU demonstrates that students achieve stated learning outcomes.

Admissions. MSU is consistent in the application of its student admissions policies, specifying the required qualifications for its degree programs. These policies and procedures are appropriately documented on websites and in printed materials, and its practices are congruent with Board of Regents policies.

Public Information. Through a variety of electronic and printed sources, MSU disseminates current information to all constituencies regarding its purpose and objectives. Specifically, significant effort is devoted to informing new and current students regarding rights, responsibilities and regulations impacting their educational programs and activities.

Financial Resources. MSU practices responsible financial planning and development in support of its mission and goals, by demonstration of an annual balanced budget for general operating funds, and an appropriate level of debt service.

Financial Accountability. The institution's financial records are externally audited on a regular basis by the Montana Legislative Audit Division. This division provides an audit report of unqualified opinion that includes findings and recommendations.

Institutional Effectiveness. The planning and evaluation processes for MSU are systematically applied, and the results of these assessments are published at appropriate periods. Through its governance structure, MSU ensures that all constituencies are apprised of its fulfillment of mission and achievement of goals.

Operational Status. MSU meets this requirement by virtue of the operation of its educational programs for students pursuing its degree offerings.

Disclosure. The institution discloses to the NWCCU all information required for the purposes of evaluation and accreditation functions.

Relationship With The Accreditation Commission. MSU accepts the policies and standards of the NWCCU, and agrees to comply with these standards and policies as currently stated or as modified in accordance with due process. MSU continues to be responsive to requests from the Commission for accreditation-based information, and agrees that the NWCCU may, at its discretion, make known to any agency or members of the public the nature of any action regarding its status with the Commission. MSU has been in operation since 1893 and has adhered to the standards of its regional accrediting body since its initial accreditation in 1932.