Commitment to Student Success
Standard 3.A – Purpose and Organization

Introduction
Responsibility for student success is shared among all offices and departments at Montana State University (MSU) that deliver a broad range of student services. For instance, the Academic Advising Center reports to the Office of the Provost, Student Accounts reports to the Vice President for Administration and Finance, and the Associated Students of MSU (ASMSU) are represented by an elected student senate and slate of officers. The largest collection of offices and services dedicated to student success report to the Vice President for Student Affairs. The Vice President for Student Affairs is charged with representing the “voice” and administration of student affairs at MSU.

With the specific intention of advancing student success at MSU, the Division of Student Affairs (DSA) incorporates a diverse collection of responsibilities. Its commitment to enhance student success by recognizing and attempting to meet individual needs of students is characterized by the division’s array of offerings. In addition to enhancing the student experience at MSU, staff from the division are particularly mindful of their role in relation to recruitment, retention, and graduation rates. To that end, as demonstrated in this self-study many new services and initiatives have been, or are in the process of being, implemented to enhance the student experience while bolstering MSU’s recruitment, retention, and graduation rates.

The Vice President for Student Affairs oversees the day-to-day operation and strategic planning of the division. Offices within the division work cooperatively with other offices.
and departments on campus, while exhibiting leadership and innovative methods to deliver services to students. The contents of this standard demonstrate an abiding commitment to student success and engagement while maintaining institutional integrity through sound policy development and enforcement.

3.A.1 The organization of student services is effective in providing adequate services consistent with the mission and goals of the institution.

Consistent with its Mission Statement, “To provide a challenging and richly diverse learning environment in which the entire university is fully engaged in supporting student success,” and Vision Statement, “for those seeking a student-centered learning environment,” MSU places student services at the forefront of its institutional goals.

Under the direction of the Vice President for Student Affairs, a wide range of programs and services are offered to support the academic mission and promote student success at MSU. The division consists of a diverse collection of offices actively involved in meeting the mission and goals of the institution and division.

Examples of current institutional goals for FY 08–FY 13 that require participation of the Student Affairs offices include, but are not limited to, the following:

A. MSU will increase enrollment to approximately 13,000 headcount students, with 11,200 undergraduates and 1,800 graduate students.

B. As MSU achieves national prominence, and as the number of Montana high-school students declines, MSU will attract a greater number and proportion of non-resident students. Approximately 27% of undergraduate students will be non-residents.

C. The student body will be more diverse than it is today. For example, the number of Native American students enrolled will increase to 375.

D. The number of international students will increase to 500.

E. Incoming freshmen will be better prepared than they are today. The number of freshmen with 3.60 and higher high-school GPAs will increase to 715. The percentage of Montana University System Honors Scholarship recipients who choose MSU will increase to 55%.

F. The Fall-to-Fall retention rate of incoming freshmen will increase to 75%, which will ultimately lead to an increase in graduation rates.

G. Student engagement at MSU will continue to increase, leading to increased student retention and stronger alumni affinity upon graduation.

H. MSU will continue to offer need- and merit-based financial awards. Grants, scholarships, and waivers will increase by 10%.

I. MSU will increase the number of graduates citing an internship or cooperative educational experience to 50%. The yield on “internship-to-employment” conversions will increase to 25%.

J. MSU will have enhanced the natural beauty, sustainability, and functional character of the campus in ways that improve the learning and teaching environment. MSU will make better use of space and information technology for teaching and learning, research, and student services.

The above goals are listed in the Five-year Vision Document and are reviewed annually by the Strategic Planning Committee (SPC) and the Vice President for Student Affairs to track successes and challenges. Individual offices and departments have also articulated goals to advance student success at MSU; for instance, in light of changes to the GI Bill, Disability, Re-entry, and Veterans Services (DRVS) has established a goal to increase the enrollment of veterans through new programs including matching scholarships and veteran orientation programs. The effort to achieve the above institutional goals combined with individual office goals creates an environment centered upon student success.
In addition to centrally articulated goals, each unit, as part of the University Planning, Budget, and Analysis Committee (UPBAC) budget process, must submit key performance indicators (KPIs) with the annual budget requests. Essentially, KPI metrics openly demonstrate successes and challenges in meeting individual department goals and tie those goals to the budget process, which translates to services provided to students.

3.A.2 Student services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.

As demonstrated in Table 3.01, the staff profile of individuals employed in student services and related programs are varied and well balanced (both educationally and experientially). The majority of senior managerial positions are filled through national searches. Other positions are hired through regional, local, or campus searches.

In addition to meeting education and experience qualifications, all classified and professional positions are guided by a position description outlining the required responsibilities and expectations of the position. Further, all staff members participate in an annual performance evaluation. During the performance appraisal, professional staff members discuss their goal achievements for the previous year and articulate goals for the upcoming year.

<table>
<thead>
<tr>
<th>Table 3.01 – Student Affairs Staff Profile, November 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Degrees</td>
</tr>
<tr>
<td>Ph.D., Ed.D.</td>
</tr>
<tr>
<td>M.D., J.D., M.S.W.</td>
</tr>
<tr>
<td>M.A., M.S.</td>
</tr>
<tr>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>A.A., A.A.S., Certificate, Etc.</td>
</tr>
<tr>
<td>Not reported</td>
</tr>
<tr>
<td>Years experience in field</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Less than 5</td>
</tr>
<tr>
<td>5 – 10</td>
</tr>
<tr>
<td>11 – 15</td>
</tr>
<tr>
<td>16 – 20</td>
</tr>
<tr>
<td>More than 20</td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>9/10 months</td>
</tr>
<tr>
<td>12 months</td>
</tr>
<tr>
<td>Part-time</td>
</tr>
<tr>
<td>9/10 months</td>
</tr>
<tr>
<td>12 months</td>
</tr>
</tbody>
</table>
3.A.3 Appropriate policies and procedures for student development programs and services are established. The objectives of each operating component are compatible and support the goals of student services.

Policies and procedures reflect careful consideration of best practices, technological advances, and general innovation within higher education in addition to specific interests or issues facing MSU. Individual department heads and their staff are charged with maintaining current policies and procedures promoting student success so as to minimize liability exposure to the university. Professional staff members are evaluated on their ability to observe current policies and procedures in their program administration.

In addition to formally articulated institutional policies affecting students, policies and procedures for student development are created, supervised, and revised by one or more of the following entities:

- **Committees** — Committees consist of individuals from a variety of academic and student affairs departments and offices, including students representing ASMSU. While the charge of each committee varies, policies and procedures are regularly developed, debated, revised, and instituted to support student success on campus. Student affairs professionals and students participate on the university committees detailed in Table 3.02.

### Table 3.02 – Student and Student Affairs Professional Committee Involvement

<table>
<thead>
<tr>
<th>Committees</th>
<th>Student Affairs Participation</th>
<th>Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising Council</td>
<td></td>
<td>X X</td>
</tr>
<tr>
<td>Campus Sustainability Advisory Council</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dept Planning &amp; Management Committee</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Facilities Services Advisory Committee</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Space Management Committee</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Strategic Planning Committee</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>University Facilities Planning Board</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Affairs Committee of Faculty Senate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Assistant Deans’ Council</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CEPAC – Staff Senate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Deans’ Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Affairs Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Senate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>President’s Executive Council</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Council</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University Governance Council</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University Governance Council Nominating Committee</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University Governance Council Steering Committee</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University Planning, Budget, &amp; Analysis Committee</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Research
- Institutional Animal Care and Use Committee
- Biosafety Committee
- Human Subjects Committee
- Intellectual Property Committee
- Radiation Safety Committee
- Research Faculty Alliance Executive Committee

### Policy
- Athletics Committee | X | X
- Library Committee | X
- MSU Benefits Committee | X
- Salary Review Committee
- University Promotion and Tenure Committee
- Web Advisory Committee | X | X
- Wellness Advisory Committee | X

### Curriculum
- Assessment and Outcomes Committee
- Core 2.0 Curriculum Committee | X
- Core 2.0 Steering Committee
- Core 2.0 Research / Creativity Steering Committee
- Core 2.0 Diversity Steering Committee
- Core 2.0 Contemporary Issues in Science (CIS) Steering Committee | N/A
- Genetics Minor Steering Committee
- Student Progress Oversight Committee | X | X
- Teaching Learning Committee | X
- Undergraduate Studies Committee | X | X
- University Honors Program Advisory Committee | X
- University Teacher Education Committee

### Appeals
- Admission and Graduate Requirements Board | X
- Committee on Grievance Hearings
- Core Equivalency Review Board
- Graduate Student Academic Appeals Board
- Personal Board
- Residency Appeals Board | X
- Scholastic Appeals Board | X
- Student Conduct Board | X | X
- Parking Appeals Board | X | X
### Campus Technology

<table>
<thead>
<tr>
<th>Committee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Governance Council</td>
<td></td>
</tr>
<tr>
<td>Academic Technology Advisory Committee</td>
<td>X</td>
</tr>
<tr>
<td>Computer Fee Allocation Committee</td>
<td></td>
</tr>
<tr>
<td>Equipment Fee Allocation Committee</td>
<td>X</td>
</tr>
<tr>
<td>Enterprise Technology Advisory Committee</td>
<td>X</td>
</tr>
<tr>
<td>Internet Services Service Providers</td>
<td>X</td>
</tr>
<tr>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Centralized Information Systems Management</td>
<td>X</td>
</tr>
<tr>
<td>University Technology Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>MSU Learning Management Systems Evaluation Committee</td>
<td></td>
</tr>
<tr>
<td>Portal Steering Committee</td>
<td>X</td>
</tr>
</tbody>
</table>

### Miscellaneous

<table>
<thead>
<tr>
<th>Committee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Animal Care and Use Committee</td>
<td></td>
</tr>
<tr>
<td>Commemorative Tributes Committee</td>
<td>X</td>
</tr>
<tr>
<td>Commencement Tributes Committee</td>
<td>X</td>
</tr>
<tr>
<td>Commencement Committee</td>
<td>X</td>
</tr>
<tr>
<td>Enrollment Management Committee</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid Committee</td>
<td>X</td>
</tr>
<tr>
<td>Honorary Degree Committee</td>
<td>X</td>
</tr>
<tr>
<td>International Programs Committee</td>
<td></td>
</tr>
<tr>
<td>Orientation Committee</td>
<td>X</td>
</tr>
<tr>
<td>Parking and Transportation Advisory Committee</td>
<td>X</td>
</tr>
<tr>
<td>To Improve Productivity Committee</td>
<td>X</td>
</tr>
<tr>
<td>University Marketing Committee</td>
<td>X</td>
</tr>
</tbody>
</table>

- **Unit Directors** — Directors of offices within the division are expected to develop appropriate policies and procedures for their respective offices. Policies and procedures are established to consistently serve the best interests of both students and the institution and must not violate any Montana University System (MUS), local, state, or federal laws, policies, or ordinances.

Several MSU offices have participated in formal evaluation or accreditation processes which require an extensive review of policies and procedures:

- The policies and procedures of Counseling and Psychological Services (CPS) are continually reviewed and updated as part of the center's ongoing accreditation by both the International Association of Counseling Services (IACS), with an anticipated site visit in 2011, and the American Psychological Association (APA), with an anticipated site visit in 2015 for re-accreditation. CPS recently received full accreditation by the APA.

- MSU will undergo third cycle NCAA Certification beginning in the fall of 2009 with a self-study. The NCAA will be on-campus to conduct the certification.
visit in the fall of 2010. Previously, MSU was certified by the NCAA on August 18, 2003 after undergoing an extensive self-study and on-campus certification visit.

- Financial Aid is subject to periodic comprehensive federal program review by the U.S. Department of Education (USED). The last federal program review was conducted in 2003 for the preceding three award years. Montana’s Legislative Audit Division conducts financial, compliance, and information systems audits on a yearly rotating basis.
- As detailed in Standard 3.B.4, Family and Graduate Housing (FGH) and Residence Life (RL) participated in a Threat Analysis Group (TAG) audit during spring 2007 and adjusted policies and procedures accordingly.
- TRiO submits an annual performance report to the USED.
- The Student Health Service (SHS) has been accredited by the Accreditation Association for Ambulatory Heath Care (AAAHC) since 1988 and was re-accredited in 2008 for an additional three years.
- Auxiliary Services is regularly audited by the Legislative Audit Division and the MSU Internal Auditor for appropriate accounts receivable, accounts payable, and Information Technology (IT) security procedures.

Offices or positions within the DSA also manage and, in some instances, direct formal university policies/procedures; examples include:

- The SHS enforces immunization requirements.4
- The SHS manages the requirement that all students taking seven or more credits maintain a form of health insurance.
- The First Year Initiative Office (FYI) coordinates the D and F warning “list” with the academic assistant deans and department heads in an effort to enhance student retention.
- Career, Internship, and Student Employment Services hosts the centralized repository of alumni, new college graduate, internship, and student employment on MyCatCareers.com.
- The Dean of Students Office is responsible for administering all student conduct violations and student withdrawals.
- The Registrar’s Office advises non-resident students on policies relevant to in-state residency.
- The Office of Disability Services assists new and continuing students who self-identify as having a disability. These students are directed by staff to appropriate service(s). Services provided by DRVS assist special populations with their matriculation through MSU, emphasizing self-advocacy and responsibility toward their school and career paths.
- Students who are not regularly admissible to the institution are admitted into the MSU-Great Falls College of Technology. This program provides developmental courses and advising to these at-risk students to help ensure a positive transition into regular MSU curricula.
- Students who qualify for TRiO programs are identified during new student orientation sessions and provided with appropriate support opportunities.
- The Orientation Program works with the MSU Retention Program to identify potentially at-risk new students for MSU’s FYI intervention. Roughly 2,000-2,100 students are referred each year.
- The Orientation Program provides a wide variety of programs several times during the year to all new students to help promote a smooth transition into MSU. Approximately 3,000 students participate in orientation annually.
3.A.4 Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered.

As demonstrated in this section, strategic, statutory, and/or historical requirements drive physical, financial, and human resource allocations for student programs and services. For instance, in response to the Five-Year Vision Document, MSU has invested heavily in the recruitment of non-resident students with success (MSU had 174 non-residents students in the 1991 freshman class, in 2008 MSU enrolled 663 non-resident freshmen students). The institution has also constructed additional classroom, research, and recreational space to better attract and educate students. While new classified, professional, or faculty lines are difficult to generate, new programs, and services have been developed demonstrating increasing efficiency in staffing portfolios and the use of technology to achieve goals.

Physical Resources
The majority of student services and programs are physically housed in the Strand Union Building (SUB).

- Vice President for Student Affairs
- Dean of Students
- Office of Retention/First Year Initiative
- Financial Aid
- Disability, Re-entry, and Veteran Services
- TRiO
- Career, Internship, and Student Employment Services
- New Student Services, Admissions, and Orientation
- Satellite office for the Office of Community Involvement
- ASMSU
- Strand Union Administration
- CatCard
- Conference Services

- Student Activities
- Greek Life
- SUB Food Service and Catering
- VOICE Center
- Women’s Center
- Procrastinator Theatre
- KGLT (student radio station)
- Exit Art Gallery
- SUB REC Center (Bowling Alley, Video Games, Pool Tables, etc.)
- Exponent (student newspaper)
- ASMSU Leadership Institute
- Restaurant/Food/Beverage Service

To facilitate convenience for students, student services offices located outside the SUB coincide with the program being offered. Specifically, ASMSU’s Recreational Sports and Fitness Office is located in the Marga Hosaeus Fitness Center, and SHS and CPS are located in the Swingle Health Services Building adjacent to the SUB.

In addition to services delivered from physical locations, student access to virtual services has greatly increased over the past ten years, in part to meet student demands. Using technology to deliver offerings to students has improved convenience and service hours without requiring significant growth in staffing or physical space. Virtual/web-based student services include but are not limited to the following:

- Registration
- Course schedule viewing
- Tuition/fee payment
- Admission/application
- Housing application/contract cancellation fee payment
- Mid-year housing contract modification
- Student employee reference forms for Resident Assistant (RA) and Student Desk Clerk positions
• Financial aid tracking and award notifications
• Stafford loan promissory notes and entrance/exit counseling
• Work-study job database
• Student employment, internship, full-time, and alumni job postings
• Family and Graduate Housing application/deposit payment
• Transcript service
• Ticket reservation system
• CatCard deposit system
• Student portal
• Teacher Credential File service – Career and Internship Services
• Newsletter – TRiO
• Learning style inventory – TRiO
• Student list-serve – TRiO
• Career assessment tools – Career and Internship Services
• Employer application and interview registration – Career and Internship Services
• Appointment check-in and evaluation – Career and Internship Services
• Appointment scheduling, pre-entrance immunization submission, and secure messaging – CPS

Student services’ physical space has been remodeled, constructed, or accounted for in the campus 50-year master plan. For instance, the SUB, Marga Hosaeus Fitness Center, and the Black Box Theatre were remodeled or constructed in 2008 through a combination of student fee increase and institutional support. The Office of Admissions and Enrollment Services moved into a new facility in 2008 to better recruit and serve prospective and incoming students; the project was supported with institutional funds.

Auxiliary Services has an ongoing commitment to maintain its physical infra-
structure through the re-investment of repair and replacement (R&R) monies back into the enterprise. The financial allotment for R&R is dependent on the profitability of the previous fiscal year. In 2006-07, RL requested $1,428,600 and was allocated $719,600 for R&R, which resulted in a reallocation of needs and adjustment of priorities. Over the past five fiscal years, the total allotment for RL has ranged from $657,000 (2005) to $1,645,000 (2004) per year. In contrast, the SHS and CPS facility is aging (built in the mid-1950s) but continues to provide viable service offerings to students.

Human Resources

Staffing levels within the division meet the student services program demands. Organizational hierarchy is logical and efficient. MSU classified staff are paid in accordance with State of Montana criteria with little room for flexibility. MSU administration and shared governance has had some success improving wages for custodial, food-service, and administrative-assistant staff. Until the recent economic downturn, hiring qualified staff in some strategic areas proved challenging; recent searches have been highly successful with improvement in both number and quality of candidates applying.

Table 3.01 demonstrates education, time in position, and job classification for employees working in Student Affairs as of November 2008.

Financial Resources

Similar to many public institutions of higher education in the country, MSU receives limited funding from the state; this scenario is not expected to change in the near to midterm. The Vice President for Student Affairs is responsible for budget allocation in the DSA. Since the last accreditation, the division has not experienced a budget deficit, although contingency plans have been made in the event of such an occurrence. Institutional support for the DSA has remained constant since the last accreditation and is expected to remain so
in the future. The FY 09 state budget for the DSA is $9,306,328 – 7.1% of the total institutional operating budget. Additional details of the total Student Affairs budget allocation can be found in Table 3.03.

<table>
<thead>
<tr>
<th>Table 3.03 – Total Budget Allocation for Student Affairs FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Entity</strong></td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Non-state/Designated</td>
</tr>
<tr>
<td>Auxiliary</td>
</tr>
<tr>
<td>Grants*</td>
</tr>
</tbody>
</table>

* Grants are not budgeted FY 08; actual expense was $539,813

Developing new programs and services or enhancing current offerings within offices can be challenging given the present funding model. However, it is not impossible, if the new program or service can provide a meaningful benefit to student recruitment or retention and is approved through the university budgeting process. At present time, student demand for programs and services is met successfully with current funding levels.

In terms of financial aid resources for students, the evolution and expansion of new scholarship programs designed to dramatically increase student scholarship opportunities have had a direct impact on the department. Recent regulatory changes, the implementation and development of new federal aid programs, and increased tuition rates require more direct contact with students and parents. Total aid recipients have increased by 125 students in a five-year period; total volume of aid has increased by $21.8 million in a five-year period; 60% – 70% of the student body is on some form of financial aid.

**Standard 3.B. – General Responsibilities**

3.B.1. The institution systematically identifies the characteristics of its student population and students’ learning and special needs. The institution makes provision for meeting those identified needs, emphasizing students’ achievements of their educational goals.

With the intention of assisting students in achieving their educational goals, units within the institution routinely monitor characteristics of the student population through formal and informal assessment. Assessment occurs at the division and departmental levels in addition to individual student assessment. Examples of formal assessment include:

**Table 3.04 – Division of Student Affairs Formal Assessment of Student Characteristics**

<table>
<thead>
<tr>
<th>Assessment/Instrument</th>
<th>Department/Committee</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman College Student Inventory</td>
<td>FYI (with info routed to other departments)</td>
<td>Annually at Orientation</td>
</tr>
<tr>
<td>National Survey for Student Engagement (NSSE)</td>
<td>Planning &amp; Analysis and Student Progress Oversight Committee (SPOC)</td>
<td>Annually - Spring Semester</td>
</tr>
<tr>
<td>Survey of MSU Freshman Persisters and Withdrawers</td>
<td>Retention – SPOC</td>
<td>Annually - Fall Semester</td>
</tr>
<tr>
<td>Disabled Student “Intake” Assessment</td>
<td>Disability, Re-entry, and Veteran Services</td>
<td>Case-by-case as each student self identifies</td>
</tr>
<tr>
<td>TRIO Student “Intake” Assessment</td>
<td>TRIO</td>
<td>Case-by-case as each student self identifies</td>
</tr>
<tr>
<td>Strong Interest Inventory</td>
<td>Career, Internship, &amp; Student Employment Services</td>
<td>Case-by-case as each student self-identifies or instructor requires class participation; perform 600 assessments annually</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Focus Groups of Freshman Students</td>
<td>Retention/SPOC</td>
<td>Used to inform SPOC committee of student perspectives/experiences</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Career, Internship, &amp; Student Employment Services</td>
<td>Used to enhance student career development; information shared with academic departments</td>
</tr>
<tr>
<td>Five-year Vision Document Assessment Outcome</td>
<td>Planning &amp; Analysis Division of Student Affairs</td>
<td>Annual review of goal outcomes</td>
</tr>
<tr>
<td>Graduate Destinations Survey</td>
<td>Career, Internship, &amp; Student Employment Services</td>
<td>Annually</td>
</tr>
<tr>
<td>Cost-of-Attendance Assessment and Development</td>
<td>Financial Aid</td>
<td>Annually</td>
</tr>
<tr>
<td>RA Evaluation</td>
<td>Residence Life Office</td>
<td>Twice Per Semester</td>
</tr>
<tr>
<td>Residence Director Evaluation</td>
<td>Residence Life Office</td>
<td>Semesterly</td>
</tr>
<tr>
<td>Residence Life Staff Evaluations – Student Based</td>
<td>Residence Life Office</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>Residence Hall Discipline Statistics/Survey</td>
<td>Residence Life Office</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>Individual Residence Hall Student Exit Surveys</td>
<td>Residence Life Office</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>Association of College and University Housing Officers (ACUHO)I/EBI Apartment Assessment</td>
<td>Family &amp; Graduate Housing</td>
<td>Annually - Spring Semester</td>
</tr>
<tr>
<td>Tenant Exit Survey</td>
<td>Family &amp; Graduate Housing</td>
<td>Continuous – initiated with 30 day notice from tenant</td>
</tr>
<tr>
<td>Student Surveys</td>
<td>University Food Services</td>
<td>Continuous throughout the school year</td>
</tr>
<tr>
<td>Student Focus Groups</td>
<td>University Food Services</td>
<td>Continuous throughout the school year</td>
</tr>
<tr>
<td>TRIO – Annual Performance Report submitted to the U.S. Department of Education</td>
<td>TRIO</td>
<td>Annually</td>
</tr>
<tr>
<td>Enrolled and Non-enrolled Student Survey</td>
<td>Admissions and Institutional Research</td>
<td>Annually</td>
</tr>
<tr>
<td>Orientation Satisfaction Survey</td>
<td>Admissions</td>
<td>Annually</td>
</tr>
<tr>
<td>Logistical regression of key performance indicators from the freshman class to identify “persister” and “withdrawers” – retention analysis</td>
<td>SPOC</td>
<td>Annually</td>
</tr>
<tr>
<td>Enrollment Management Assessment</td>
<td>Frequent review of admissions and current student enrollment data</td>
<td>Weekly/nine months per year</td>
</tr>
</tbody>
</table>
Additional examples of meeting student learning and special needs through staff intervention and interactions include the following:

- Using the College Student Inventory (CSI) assessment, the FYI Office conducts between 800 and 900 one-on-one student contacts a year to assist with the transition from high school or occupation to MSU. Contacts are made through phone calls, e-mail, office visits, instant messaging, and online chat.

- Providing on-site English and writing tutoring for 20 hours per week to students who live in the residence halls at no charge.

- Offering Academic Advising in residence halls prior to class registration during fall and spring semesters.

- Determining on a case-by-case basis accommodations for disabled students. Each disabled student visits with a staff member, and between the student’s history, submitted documentation, and the professional assessment of the staff member, accommodations are determined. Many times accommodations are re-evaluated each semester as classes change.

- Providing “study break” social interaction evenings at the close of each semester.

- Hosting “Catapolooza” on the Centennial Mall at the beginning of each session to connect students to the campus and local community. Over 140 tables are set up with information and resources to assist students.

- Participating in the Office for International Programs fall and spring New International Student Orientation Fairs.

- Participating in the graduation fair, hosted by the Alumni Association, to provide students with instruction and resources as they finish their last semester at MSU.

- Hosting a Career Week of informational seminars and one-on-one drop-in advising sessions to assist students with developing a career plan or job/internship search strategy.

Informal assessment through meetings and communication acts as a catalyst for change or improvement to programs benefitting students. Examples include:

<table>
<thead>
<tr>
<th>Assessment/Instrument</th>
<th>Department/Committee</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round Table - Division of Student Affairs</td>
<td>Student Affairs Deans &amp; Directors Meetings</td>
<td>Weekly</td>
</tr>
<tr>
<td>Round Table</td>
<td>Indian Program Directors</td>
<td>Monthly</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>Residence Life Office</td>
<td>Weekly</td>
</tr>
<tr>
<td>Review of Living Options</td>
<td>Residence Life Office</td>
<td>Annually</td>
</tr>
<tr>
<td>Round Table – Meeting</td>
<td>Assistant Deans</td>
<td>Weekly</td>
</tr>
<tr>
<td>Academic Advising Council</td>
<td>Academic/Student Affairs Advisors</td>
<td>Monthly</td>
</tr>
</tbody>
</table>
In contrast to the above examples which target student success at the departmental or divisional level, at a macro level, the institution measures student retention and graduation rates. Over the course of the past few years, MSU has experienced moderate success in freshman to sophomore retention rates (see Table 3.06). The data have been used as a catalyst to develop an infrastructure to develop retention initiatives on campus which will be discussed in Standard 3.B.6. In addition to institutional analysis, MSU recently began participating in the National Survey for Student Engagement (NSSE) survey which allows the institution to compare with other institutions key indicators that lead to enhanced retention. Comparisons are detailed in Table 3.07.

<table>
<thead>
<tr>
<th>First Fall Class Size</th>
<th>Percent Enrolled Each Subsequent Fall</th>
<th>Cumulative Percent Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 1809</td>
<td>71.6</td>
<td></td>
</tr>
<tr>
<td>2007 1855</td>
<td>71.4</td>
<td></td>
</tr>
<tr>
<td>2006 1942</td>
<td>70.6</td>
<td></td>
</tr>
<tr>
<td>2005 1985</td>
<td>70.3</td>
<td></td>
</tr>
<tr>
<td>2004 2000</td>
<td>70.5</td>
<td></td>
</tr>
<tr>
<td>2003 2011</td>
<td>70.3</td>
<td></td>
</tr>
<tr>
<td>2002 1924</td>
<td>72.2</td>
<td></td>
</tr>
<tr>
<td>2001 1722</td>
<td>72.8</td>
<td></td>
</tr>
<tr>
<td>1999 1894</td>
<td>70.8</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.07 – MSU 2007 NSSE Benchmark Scores

<table>
<thead>
<tr>
<th></th>
<th>MSU First Year</th>
<th>Peer First Year</th>
<th>MSU Senior</th>
<th>Peer Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>51.8</td>
<td>51.4</td>
<td>55.2</td>
<td>54.8</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>41.1</td>
<td>39.5</td>
<td>50.9</td>
<td>47.7</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>29.8</td>
<td>30.5</td>
<td>38.8</td>
<td>39.3</td>
</tr>
<tr>
<td>Enriching Educational Experiences</td>
<td>21.9</td>
<td>28.5</td>
<td>36.3</td>
<td>38.6</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>55.8</td>
<td>58.1</td>
<td>51.9</td>
<td>54.2</td>
</tr>
</tbody>
</table>
3.B.2. The institution provides opportunities for students to participate in institutional governance. Faculty are involved in the development of policies for student programs and services.

Student input is a central component of institutional governance. ASMSU student leadership, or student representative designees, sit on a variety of committees that develop policies for student programs and services. Additional information is included in Table 3.02 under Student and Student Affairs Professional Committee Involvement.

The ASMSU president is an active member of the UPBAC, which is a key element of MSU’s commitment to shared governance. Student representatives on most campus-wide committees are selected by the ASMSU president.

Faculty members are involved in several committees that develop policies for student programs and services, including:

- Strategic Planning Committee
- OneTeam – Athletics
- Recreational Sports and Fitness Advisory Board
- Student Conduct Board(s)
- Teaching/Learning Committee
- Enrollment Management Committee
- Faculty Athletics Committee
- Student Progress Oversight Committee
- Web Advisory Committee
- University Governance Council

The outcome of a recent faculty satisfaction survey reveals that generally speaking, the faculty of MSU is pleased with the administration of student services’ functions on campus. Most of the qualitative remarks targeted improvement in student writing skills, an issue more aligned with academics.

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Don’t know or not applicable</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>5.0</td>
<td>49.4</td>
<td>4.7</td>
<td>2.5</td>
<td>38.4</td>
<td>2.08</td>
</tr>
<tr>
<td>Career &amp; Internship Services</td>
<td>6.3</td>
<td>42.7</td>
<td>7.0</td>
<td>1.9</td>
<td>42.1</td>
<td>2.08</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>4.7</td>
<td>37.9</td>
<td>2.8</td>
<td>0.3</td>
<td>54.3</td>
<td>1.97</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>9.5</td>
<td>37.9</td>
<td>6.9</td>
<td>1.9</td>
<td>43.8</td>
<td>2.02</td>
</tr>
<tr>
<td>Disability, Re-entry, and Veteran Services</td>
<td>5.7</td>
<td>35.2</td>
<td>3.2</td>
<td>1.0</td>
<td>54.9</td>
<td>1.99</td>
</tr>
<tr>
<td>First Year Initiative</td>
<td>2.8</td>
<td>26.2</td>
<td>4.1</td>
<td>1.3</td>
<td>65.6</td>
<td>2.11</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2.8</td>
<td>33.2</td>
<td>10.1</td>
<td>2.2</td>
<td>51.6</td>
<td>2.24</td>
</tr>
<tr>
<td>Math Learning Center</td>
<td>5.4</td>
<td>28.2</td>
<td>3.5</td>
<td>1.6</td>
<td>61.4</td>
<td>2.03</td>
</tr>
<tr>
<td>Office of Community Involvement</td>
<td>3.8</td>
<td>23.7</td>
<td>0.0</td>
<td>1.9</td>
<td>70.7</td>
<td>1.94</td>
</tr>
<tr>
<td>Registrar</td>
<td>8.8</td>
<td>53.3</td>
<td>5.4</td>
<td>1.3</td>
<td>31.2</td>
<td>1.99</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>7.6</td>
<td>34.8</td>
<td>2.5</td>
<td>0.9</td>
<td>54.1</td>
<td>1.93</td>
</tr>
<tr>
<td>TRIO</td>
<td>3.8</td>
<td>18.2</td>
<td>2.5</td>
<td>0.6</td>
<td>74.8</td>
<td>2.00</td>
</tr>
<tr>
<td>Writing Center</td>
<td>11.3</td>
<td>34.0</td>
<td>8.2</td>
<td>1.9</td>
<td>44.7</td>
<td>2.01</td>
</tr>
</tbody>
</table>

*(1=Very satisfied, 4=Very dissatisfied, don’t know excluded)
3.B.3. Policies on students’ rights and responsibilities, including those related to academic honesty and procedural rights are clearly stated, well publicized, readily available, and implemented in a fair and consistent manner.

Dean of Students

The governing university policy on students’ rights and responsibilities is found in MSU’s Student Conduct and Instructional Guidelines and Grievance Procedures (Guidelines). This document includes information on the expectations, rights, and responsibilities of students and instructors, and addresses both behavioral and academic conduct. The document further provides procedures for grieving academic decisions, filing instruction complaints, and appealing adverse decisions. The document is provided in hard copy to all first-year students living in residence halls and is available online. An abbreviated Student Rights and Responsibilities is provided on the Dean of Students’ webpage.

The Dean of Students Office provides advice and assistance concerning matters of university policy on student absences, university withdrawals and extraordinary course drops, retroactive university withdrawals, academic and student misconduct, student grievance and complaint procedures, academic advising and support resources, student-student and student-faculty conflicts, confidentiality (FERPA) regulations, and other general university policies. The Dean of Students Office staff and the deans themselves commonly field queries from campus constituents and, if unable to directly answer the question, make referrals to the appropriate office or agency.

Printed copies of the Guidelines are provided to individual university faculty members, academic departments and colleges, and administrative offices on request. The Dean of Students also meets on request with faculty, administration, and student leaders to describe the processes and procedures described in the Guidelines. The Dean of Students further informs individual faculty, staff, and students, usually in response to allegations of violations of proscribed behaviors or for clarification of provisions in the Guidelines.

In consideration of the growing population of military veterans returning to higher education after completing their service, the associate dean in collaboration with the director of DRVS was recently confirmed by the Office of Veterans Affairs as a “university certifying official,” which will alleviate the heavy workload on the director and office staff.

Record of the implementation of the behavioral and academic provisions of the Guidelines are maintained in the office of the Dean of Students. Information concerning the number and nature of actions taken, sanctions imposed, appeals, and results for AY 2006-07 are found in Table 3.09.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Conduct*</th>
<th>Academic</th>
<th>Personal</th>
<th>Withdrawal**</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>99</td>
<td>28</td>
<td>32</td>
<td>114</td>
<td>63</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>87</td>
<td>14</td>
<td>16</td>
<td>126</td>
<td>38</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>37</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>42</td>
<td>50</td>
<td>277</td>
<td>116</td>
</tr>
</tbody>
</table>

* Only
** Students formally referred for possible violations of the Student Conduct Code
*** Students who request to withdraw from the university are individually counseled by a dean, and first-year students may also have had some interaction with the FYI office.
Family and Graduate Housing

Tenants are required to review and sign the FGH contract upon check-in. At that point, they are provided a supplementary FGH calendar, which includes information on policies and procedures. Policies are reiterated throughout the semester as appropriate in monthly newsletters. The FGH website also features a policies and procedures section, which can be found online. When the FGH office is notified of a policy violation, a review is scheduled with the tenant to discuss the report and determine necessary sanctions. Tenants have the right and ability to appeal decisions that result in disciplinary action.

Residence Life

A standardized procedure for students checking into the residence halls ensures the distribution of the Student Code of Conduct (SCC) and the Residence Hall Handbook. These documents are discussed at a mandatory floor meeting which occurs the night before classes begin for the semester. This information is also available on the MSU RL website. The participation of students on Judicial Boards means they share responsibility of policy enforcement and sanctioning with the RL staff assigned to manage a building.

Student conduct is a crucial component in student development and in maintaining a healthy living environment for all residents. During 2006-07, a total of 605 hearings were conducted, representing 1,909 documented conduct violations and 1,437 students. The primary violations were related to alcohol/drugs, disruptive behavior, noise, and visitation policy violations.

ResNet

All students have the opportunity to read—and must verify that they have read—the Acceptable Use Permit each time they register their ResNet connection; the permit is also available online. Additionally, the Acceptable Use Permit is printed in the Residence Hall Handbook and in the FGH calendar. Furthermore, students agree to abide by the policy when accepting the key to their room or apartment.

3.B.4. The institution makes adequate provision for the safety and security of its students and their property. Information concerning student safety is published and widely distributed.

Students are informed of measures to secure and safeguard personal property, and how to protect themselves from individual harm, by the office of the Dean of Students in coordination with numerous university agencies. The Dean of Students coordinates with the University Police Department (UPD) to establish, practice, and implement procedures for student safety and emergency preparedness including Clery Act crime reports and mandated Timely Warnings. The Dean of Students' responsibilities include chairing the Clery Operations and Public Safety (COPS) committee, which meets monthly and as needed to discuss the monthly Campus Crime Report and other matters affecting student safety on campus. In cooperation with the University Counsel, the COPS committee recently conducted an informal Clery Act Audit provided by the non-profit organization Security On Campus and the USED. Perceived weaknesses identified by this audit are being addressed.

Other committees involved in securing the safety of the campus community include:

- Campus Safety and Welfare Committee (CSWC), chaired by the Dean of Students, which reviews applications to attend MSU submitted by persons who have in the past committed felony crimes or have self-reported dismissal from other colleges or universities for misconduct, and recommends to the Office of Admissions whether the applicant should be admitted and under what conditions;
- Behavior Assessment and Response Team (BART) which meets as required with CPS, UPD, and other stakeholders to
assess reports of aberrant, dangerous, or potentially self-destructive student behavior and to recommend appropriate interventions;

- Alert Notification Team (ANT) which meets in the event of an emergency that may require implementation of the campus-wide emergency notification system to discuss and determine the nature of the message(s) to be delivered and the scope of the population to receive the message(s); and

- Emergency Response Team which is chaired by the Vice President for Student Affairs and administered by the Dean of Students to respond to natural and man-made emergencies and disasters in accordance with the provisions of the university’s Emergency Response Manual (ERM).

In addition to formal committee responsibilities, the Dean of Students is frequently asked to take the lead in reviewing campus policies that directly affect the safety and welfare of the campus community. Following the 2006 tragedy at Virginia Tech, the Vice President for Student Affairs led a review of the university weapons policy that resulted in a more comprehensive and articulate policy published in 2007. This effort also included discussion and implementation of a campus-wide emergency notification system that, on the instruction of the ANT, is capable of sending carefully constructed messages to all subscribers—students, parents, staff, and community members—via e-mail, telephone, and cell phone. The committee is chaired by the Vice President for Student Affairs and when necessary is designated to meet via conference call or virtually to respond quickly to incidents. The UPD has refined and presented an educational program addressing how to manage disruptive and dangerous clients, and respond to perceived threats to safety of office workers and other staff. A “Blue Phone” emergency telephone system of nine stations has been completed. Discussions on how to make campus buildings physically safer from external threats are still in process. Finally, the Dean of Students partners with the Office of International Programs (OIP) to address international students on issues of race and gender bias, state and local laws and ordinances, and matters pertaining to personal safety and safeguarding property. All incoming international students are briefed on issues at fall and spring semester orientation.

Information concerning the nature and frequency of the various committee activities is provided in Table 3.10. A complete listing of violations of state and local laws and the SCC may be found in the Campus Crime Report maintained by the UPD and posted online and in Table 3.12.

<table>
<thead>
<tr>
<th>Clery Operations &amp; Public Safety Committee</th>
<th>Campus Safety &amp; Welfare Committee</th>
<th>Behavioral Assessment Response Team</th>
<th>Alert Notification Team</th>
<th>Emergency Response Team</th>
<th>Residence Life and Campus Programs</th>
<th>Office of International Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>18*</td>
<td>7 **</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>23</td>
<td>2</td>
</tr>
</tbody>
</table>

* Scheduled monthly, but convenes as needed to address new/continuing issues.

** Meets as needed when sufficient applicants are identified to warrant convening the group.
Under the direction of the Vice President for Student Affairs, the Dean of Students is further tasked with planning, and operating aspects of, MSU’s disaster and emergency response. For example, the Dean of Students maintains and updates biennially, or as required, the university ERM. The ERM is provided in hard copy to selected university agencies and may be found online. In conjunction with the ERM, the Dean of Students publishes an Emergency Response Contact Card listing the name and office-, home- and cell-phone number of key university officials. The contact card is updated quarterly. Distribution of the card is restricted to those listed.

The Dean of Students also chairs the MSU/Gallatin County Community Emergency Response Team (CERT), which has trained over 200 MSU employees and other university community members since its inception in 2004. MSU/Gallatin County CERT holds a seat on the Gallatin County All Hazards Emergency Management Council and has participated in numerous local, county, and state emergency management exercises, most recently the annual evaluation of the 83rd Civil Support Team, an element of the U.S. Department of Homeland Security based in Helena, Montana.

The Dean of Students collaborates with the UPD and RL staff in providing educational presentations and materials to new students and residence hall staff and students regarding personal safety and safeguarding personal property. Examples include quarterly safety meetings with residence hall staff, a semi-annual briefing on weapons handling for residence hall desk clerks, Residence Directors (RD), and Residence Assistants (RA), and other briefings as requested by the Director of Campus Housing.

The Dean of Students collaborates with the office of University Health Promotion to develop and implement programs targeted at unhealthy and dangerous behaviors, such as drug and alcohol abuse. Programs offered provide safe alternatives during high-risk weekends and support programs and groups addressing a variety of health-related issues.

This office works with the local community to devise and implement programs to address off-campus student behavior particularly with regard to the harmful effects of underage consumption of alcohol. The Dean of Students and assistant deans also partner with University Athletics and Auxiliary Services to provide support for Game Management Teams, which monitor student behavior during tailgate activities for each football home game for the purpose of ensuring a safe environment for all participants.

Behavioral and academic student misconduct allegations by students, faculty, and staff are referred to the Dean of Students’ Office. Residence hall infractions are adjudicated internally. The procedures for reporting and adjudicating student misconduct are found in the Guidelines. The publication is provided in hard copy to all new residence hall students and to other students, faculty, and staff on request and can be found online.

The Dean of Students exercises jurisdiction over student behavior both on and off campus, although off-campus jurisdiction is limited principally to incidents that adversely affect the safety and welfare of students and other members of the university community. The Dean of Students annually adjudicates approximately 150 to 200 violations of all types of the SCC. The greatest number of violations involve underage possession of alcohol on university premises as seen in Table 3.1. Fewest in number, but of a more serious nature, are violations involving violence toward other members of the university community: harassment, stalking, and sexual assault. Alcohol, drug, and weapons violations are Clery-reportable crimes and are reflected in the Campus Security Report. Harassment, stalking, assault, and sexual assault are also among the reportable crimes under the Clery Act, but the nature of the crime is more narrowly defined than violations involving alcohol, drugs, and weapons.

Most infractions are adjudicated by the Dean of Students’ Office in discussion with the charged student. Appropriate sanctions are agreed upon by the dean and student. Infrac-
tions of a more serious nature are referred for adjudication by the University Student Conduct Board. The Student Conduct Board is a fixed structure, a university committee with a revolving membership consisting of faculty, students, and professional staff. The board convenes in a formal hearing as needed to hear complaints of student misconduct, and the board decides, based on the evidence and testimony presented in the hearing, whether the charged student violated the SCC. If the board finds that the student violated the code, it recommends sanctions. The Dean of Students is responsible for imposing sanctions. The findings of the board and the sanctions may be appealed to the Vice President for Student Affairs, who is the final authority for the university.

On occasion, the Dean of Students and the charged student may agree on sanctions in lieu of a hearing before the board. In these cases, referred to as Administrative Agreements, the student relinquishes the right of appeal in agreement to accept the sanctions offered by the university. Further, if the student does not agree to administrative sanctions imposed by the Dean of Students, his/her case is referred to the Student Conduct Board. The Student Conduct Board hears only appeals of instructor findings and sanctions for academic misconduct. Students who believe that they have been unjustly accused of academic misconduct have a guaranteed avenue of appeal to the board. As stated previously, this process is under review and may pass to the Office of the Provost for AY 2010.

Tables reflecting the nature and frequency of violations of the SCC adjudicated by the Dean of Students and the University Student Conduct Board are provided below.

---

### Table 3.11 – Conduct Code Actions by Number and Type AY 2006-07 (DoS only)

<table>
<thead>
<tr>
<th></th>
<th>Behavioral Misconduct</th>
<th>Academic Misconduct</th>
<th>Unresolved</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dean</strong></td>
<td>192</td>
<td>34**</td>
<td>5*</td>
<td>239</td>
</tr>
<tr>
<td><strong>Conduct Board</strong></td>
<td>3</td>
<td>5</td>
<td>NA</td>
<td>8</td>
</tr>
<tr>
<td><strong>Administrative Agreement</strong></td>
<td>5</td>
<td>2</td>
<td>NA</td>
<td>7</td>
</tr>
</tbody>
</table>

* Student did not respond to charge(s), withdrew, or did not reenroll
** Student did not choose to appeal instructor’s finding and sanction to Student Conduct Board

### Table 3.12 – Conduct Code Violations by Number & Type* AY 2006-07 (DoS only)

<table>
<thead>
<tr>
<th></th>
<th>Alcohol</th>
<th>Drugs</th>
<th>Weapons</th>
<th>Harassment</th>
<th>Assault</th>
<th>Sexual Assault</th>
<th>Disruptive Conduct</th>
<th>Theft</th>
<th>Electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>189</td>
<td>11</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

* Descriptions of violations are found in Student Conduct Code Part 600.00. Not all allegations of misconduct result in charges. Especially in cases of assault and sexual assault, the rule of “informed consent” applies, wherein the university proceeds with action only with the informed consent of the victim.
Table 3.13 – Student Conduct Code Sanctions Imposed* AY 2006-07

<table>
<thead>
<tr>
<th>Expulsion</th>
<th>Suspension</th>
<th>Probation</th>
<th>Reprimand</th>
<th>Restitution</th>
<th>Other**</th>
<th>Group***</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>15</td>
<td>26</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

* Multiple sanctions may be imposed for single offenses, i.e., for an assault where alcohol was a factor the sanctions may include suspension or probation; mandatory anger-management counseling; and mandatory substance dependency evaluation and counseling. Often, mandatory counseling requirements must be met as a condition of reenrollment or continued enrollment. Since 2004, the State of Montana imposes mandatory alcohol education requirements for persons cited for underage possession of alcohol (MIP). This was the preferred sanction for the Dean of Students in such cases, and is reflected in the near-zero number of sanctions imposed for simple alcohol infractions. In these cases, the meeting with the dean is considered sufficient, since the court imposes fines of approximately $250, orders 20 hours of community service, and instigates a referral to the Insight Program, an educational sanction which costs the student $100.

** Includes mandatory counseling and other educational requirements, community service, restrictions on access to university property and events, etc.

*** Group sanctions are imposed on student organizations such as clubs and Greek chapters.

**MSU Police Department**

A critical element of the UPD is to provide students, employees, and visitors at MSU with a safe and secure environment for living and learning. The UPD provides the following services: law enforcement; safety, security, first responder for fire, medical, and hazardous material incidents; public safety; answering point (9-1-1); parking lot maintenance; traffic control; accident investigation; crime prevention education; services to motorists; snow removal; key distribution; liaison with local, state, and federal law enforcement and security organizations; and oversight of the Emergency Operations Center (EOC). The UPD has responsibility for first response in the event of an active shooter or similar incident and as such routinely trains to respond to such threats. Additionally, the department has responsibility for the security and protection of all university physical property and assets. Expansion of mandates under the Clery Act and the USED role in enforcing these mandates has placed an increased level of responsibility on the law enforcement and administrative functions of the department.

The national standard for police staff on university campuses is one police officer per 650 people; MSU’s ratio is one police officer per 716 people. All universities are required to report their levels of reported crime through the USED; these are referred to as Clery statistics. The number of Clery crimes reported to the police department is reported here in relation to the number of police officers and to the number of full-time employees of the police department. For 2007, MSU had 26 Clery crimes, 17 police officers (14 male, three female), and 33 total police department employees. The campus had a crime to police ratio of 1.53 and a crime to employee ratio of 0.79.

Under the Clery Act, MSU is required to report annual crime statistics showing reported occurrences of specific types of crime for the benefit of current/prospective students and employees. MSU’s reported Clery Crimes are found in Table 3.14.
Table 3.14 – MSU Police Department Campus Crime Statistics by Year

<table>
<thead>
<tr>
<th>Offense</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offense (Forcible)</td>
<td>2*</td>
<td>7*</td>
<td>11*</td>
</tr>
<tr>
<td>Sex Offense (Non-Forcible)</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>22</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Data for (on-campus) sex offenses were also reported anonymously to a Victim’s Advocacy Center for these reporting years and are included in these totals. A vast majority of non-forcible sex offenses are acquaintance assaults. MSU’s strong victims’ assistance resources and public education programs on women’s safety encourage reporting and reflect sensitivity and trust in campus services.

Family and Graduate Housing

Staff members of FGH are trained to properly report issues that cause breaches in safety and security, to confront residents directly, or to solicit assistance from the UPD to resolve the issue. The FGH office is staffed from 7:45 a.m. to 5 p.m. on business days, and features on-call/on-premise staffing 24-hours a day on weeknights, weekends, and holidays. Emergency assistance is available by phone after hours, and apartments for on-call staff are clearly marked and located in the vicinity of the FGH office. Community Assistants (CAs) conduct security rounds throughout FGH after 10 p.m. every evening and the UPD patrols the area through the evenings and into the early morning hours. The FGH CA staff provide periodic educational programming focused on enhancing safety. The Safety Fair is an annual program that takes place during the first week of school in the fall semester. The event showcases presentations on fire safety and how to properly utilize a fire extinguisher, bicycle safety, automobile safety, and a visit from the UPD. Educational programming on detecting child abuse, protecting children from predators, and symptoms of abusive relationships are examples of programs offered to tenants and their families. Newsletters with safety tips are also distributed to residents by their CAs.

Examples of recent initiatives to enhance safety and security in FGH include but are not limited to the following:

Table 3.15 – Recent Initiatives to Enhance Safety and Security in Family and Graduate Housing

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Awareness Training each semester (for tenants)</td>
<td>Implemented</td>
<td>Security programs for fall and spring semester as well as monthly newsletters, safety tips/information, and orientation during check-in appointment.</td>
</tr>
<tr>
<td>Training for FGH patrols</td>
<td>Implemented</td>
<td>Fall, spring, and summer training for all CA staff members on security patrols and procedures.</td>
</tr>
<tr>
<td>Pairs for FGH patrols</td>
<td>Implemented</td>
<td>Mandatory participation of at least two CA staff members on each set of security rounds.</td>
</tr>
</tbody>
</table>
### Initiative Status Description

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duress alarm in FGH central office</td>
<td>Modified</td>
<td>Portable communication for after hours CA staff in case of emergency.</td>
</tr>
<tr>
<td>Door viewers and deadbolts for FGH apartments</td>
<td>On-Going</td>
<td>Door viewers and deadbolts added to apartments at tenant request, as apartments vacate, and as opportunity exists.</td>
</tr>
<tr>
<td>CPTED strategies</td>
<td>On-Going</td>
<td>Encompasses many of the issues listed above; on-going efforts to properly train and address safety issues/concerns.</td>
</tr>
<tr>
<td>Door closers for all exterior doors</td>
<td>On-Going</td>
<td>Added to exterior doors as on-going improvements and upgrades.</td>
</tr>
</tbody>
</table>

### Residence Life

Safety and security of the students living in residence halls are the primary concern of the Residence Life Department (RLD). Student safety and security is ensured through on-going programs and enforcement of policies, which include the following:

- **Number of evictions, sanctions, or warnings for unsafe behavior during the 2006-07 academic year** amounted to a total of 1,909 documented policy violations, which involved 1,437 students. These policy violations ranged in severity from minor acts of vandalism and quiet-hour violations to more serious acts of possession of alcohol and assault. A total of 605 residence hall judicial hearings were conducted resulting in 36 evictions from either an individual residence hall or the entire residence hall system.

- **A hall-specific Security Brochure** is distributed to each student at check-in which highlights personal safety behaviors that students should be aware of, and adhere to, inclusive of residence hall policy.

- **Prior to classes beginning,** a mandatory floor meeting is conducted to review the Residence Hall Handbook and emphasize rules, regulations, and expectations of student behavior as they relate to safety/security.

- **A planned and unannounced fire drill is conducted in every residence hall each semester.** The UPD and the Bozeman Fire Department are in attendance to observe and comment.

- **A week of scheduled safety and security programs are conducted campus-wide each year.** During 2006-07, the RLD provided 33 active educational programs, which were attended by 994 students. Additionally, there were 52 passive programs that targeted the entire residence-hall student community.

- **The RL fall staff training that is provided,** prior to the student’s arrival, includes sessions with the UPD, Fire/Life Safety, and the MSU Voice Center. The intent is to educate and sensitize the staff to the issues with which students may need the assistance and expertise of these professionals.

- **MSU conducted a review of the gun/weapon policy** in 2007 which included RL and FGH policies and procedures.

  During fall 2006, the UPD and Auxiliary Services/Residence Life hired a nationally respected security consultant to conduct an independent audit of residence hall security policies and protocol. The report was submitted to MSU in January 2007, which has resulted in continuous evaluation and progress related to safety and security throughout the past 18 months. Noteworthy changes made to the operational program based upon feedback from the audit include:

- **Strategic installation of nine direct-dial, blue-light phones around campus;**

- **Implementation of a photographic Persona Non Grata list to identify more easily people who are restricted entry to the residence halls;**
• Installation of a closed circuit security camera system which monitors exterior doors of the residence halls;
• Trimming of shrubs around residence halls which may have prevented students from having a clear view of entrances to and pathways around the buildings;
• Security awareness training is offered at least once per semester with the UPD.

**VOICE Center**

The MSU VOICE Center provides advocacy and education to the campus community on sexual and domestic violence, dating violence, and stalking. This program targets a specific safety risk on campus and reflects the goals of Health Promotion and Student Affairs. The program is funded by the SHS, CPS, and outside grants. Program services for students include:

- 24-hour confidential crisis line during the school year;
- information on criminal and administrative options;
- accompaniment for victims accessing services;
- assistance with obtaining protective orders;
- coordination of university response and services; and
- a resource and referral library.

The program is staffed by one full-time professional staff member, two part-time professional staff members, and approximately thirty student advocates. During the 2006-07 academic year, program staff and volunteers provided services to approximately 125 persons.

**3.B.5** The institution publishes and makes available to both prospective and enrolled students a catalog or bulletin that describes: its mission, admission requirements and procedures, students’ rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy and other items relative to attending the institution or withdrawing from it. In addition, a student handbook or its equivalent is published and distributed. A student handbook normally will include information on student conduct, a grievance policy, academic honesty, student government, student organizations and services, and athletics. The student handbook may be combined with the institution’s catalog.

MSU publishes and makes available to both prospective and enrolled students a MSU catalog and University Bulletin, that describes its mission; admission requirements and procedures; students’ rights and responsibilities; academic regulations; degree-completion requirements; credit courses and descriptions; tuition, fees, and other charges; refund policy; and other items relative to attending the institution or withdrawing from it. The University Bulletin is edited by the Provost’s Office, and all the information is approved by the appropriate centers of responsibility to ensure policies and procedures are up to date and accurate. The University Bulletin is published online via the MSU website and a hard copy is also available to prospective and current students, faculty, and staff. The Office of the Registrar maintains the accuracy of all academic department requirements, course descriptions, and academic policies approved by the faculty and MUS Board of Regents (BOR). The admissions policies are reviewed and updated by the Office of Admissions.

As a reference and resource, a Registration Handbook is distributed to new, current, and returning students, as well as academic advisors as a reference resource. This printed handbook was developed by the Office of the Registrar to provide academic calendar and policy information, registration instructions, terminology definitions, exam schedule, and website resources. The information contained in the Registration Handbook is also available online to students and the general public.
A Student Code of Conduct Handbook is published and distributed by the Dean of Students’ Office. This publication includes information on student conduct, a grievance policy, academic honesty, student government, and student organizations and services. Policies related to sexual and domestic violence and hazing are included in the handbook, which is also available online.

3.B.6 The institution periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change.

All departments within the DSA participate in MSU’s strategic planning process and ensure that a major focus on students is a priority for the institution. Offices are required annually to present a collection of KPIs that quantitatively measure activity from the prior year. In addition to their role in the budgeting process, KPIs are used to promote the assessment of utilization and provision of services. Through this system, offices are encouraged to consider their strategic planning goals and determine if they are aligned with MSU’s Five-year Vision Document. If a department head decides to present a new initiative, he/she may submit a new goal to the SPC for consideration.

Examples of evaluation and activities for DSA offices are:

Residence Life
The department is responsible for the collection and evaluation of the annual student satisfaction surveys. In spring semester 2007, a 66-question survey of 694 students out of 2,468 residents—a 28% response rate—was administered to assess student satisfaction with staff, programs, and services. Results from the survey were generally positive:

- Residence halls were safe - 95%
- Desk personnel were competent, helpful, friendly, and receptive to student needs - 89%
- Residents believed they knew their Resident Directors - 85%
- Matters pertaining to the floor were attended to fairly - 60%
- RAs cared about the students - 76%
- RAs were positive role models - 80%
- While a minority of respondents were satisfied with student discipline (38%) an additional 49% indicated they had no opportunity to observe or comment on the question
- Floor bathrooms were usually kept neat/clean - 91%

In addition to the annual student satisfaction survey, a performance appraisal is conducted twice per semester that includes feedback from students in the following areas: desk service, RA performance, maintenance, and custodial services. RL utilizes the information from evaluations, student satisfaction surveys, and exit surveys in combination with student and staff input to modify policies, procedures, and living options.

Disability, Re-entry, and Veteran Services
Evaluation for Disability Student Services (DSS) is determined by reviewing published best practices through the Association on Higher Education and Disability (AHEAD). DSS belongs to an AHEAD listserv that provides continuous information on different issues affecting the disabled community. Because DSS providers are so successful in supplying services to constituents, the lack of complaints and formal grievances are considered when evaluating a DSS program.

Since the last accreditation visit, DRVS has had one complaint filed through the USED Office of Civil Rights (OCR) alleging violations by DSS of the rights of a person with a disability. After an intensive investigation, officials from OCR found no violations of the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973.
In 2005, MSU underwent an OCR compliance review. Findings relayed to the campus in 2008 resulted in changes which have been, or are scheduled to be, made throughout the campus.

In summer 2008, a survey was created to assess the process as well as the quality of alternative text access, and during spring 2009, a faculty survey was sent to assess how faculty members view disabilities services provided. An interactive access map was posted online in the summer of 2008 that was jointly created through MSU’s Office of Facilities Service (OFS) and DRVS. This office also maintains informational updates on access issues affecting the campus during construction and other events.

Veteran Services at MSU serves more than 300 veterans each year, and numbers continue to increase especially in the area of Disabled Veterans. Veteran Services is required to go through a Department of Veteran Affairs compliance review every two years. Thirty to thirty-five files are randomly selected for review, and, in each of those years, Veteran Services at MSU has had exemplary reviews.

Student Health Service
The SHS has been accredited by the AAAHC since 1988. Reaccreditation occurs every three years. The most recent accreditation was in fall 2008. AAAHC standards include requirements to have an active quality improvement program including patient satisfaction surveys. As part of an ongoing review of best practices in delivering health care, the CPS moved from paper to electronic medical records in summer 2008.

The Office of Retention
The Office of Retention (OR) supports the mission of MSU through a wide range of activities designed to promote student persistence. In conjunction with the Student Progress Oversight Committee (SPOC), the OR has advanced the concept and importance of student retention on campus. Operationally focused, the OR has promoted supplemental instruction, student interventions, data collection and analysis, and improved faculty-to-student ratios for classes that will enhance student retention.

The OR and SPOC are currently in the process of assessing freshman-to-sophomore persistence findings and developing a comprehensive strategic retention plan for MSU. The large scope of this plan will take several years to implement and develop to its full potential. However, campus constituents have laid a strong infrastructure to move student retention on campus in a meaningful direction.

Women’s Center
The Women’s Center maintains a record of every walk-in, e-mail, or call-in client, as well as attendance at all programs. These numbers indicate the center is being widely utilized and programming, resource, and referral efforts are valuable at MSU.

For FY 07, the Women’s Center recorded 2,541 total contacts including walk-in, call-in, and e-mail.

- 194 referrals
- 79 library visits
- 100 contacts for QSA
- 1,299 program attendees
- Bi-monthly newsletters are sent out to a mailing list of 410 people on the MSU campus and in the Bozeman community

To assess the quality of programming, evaluation sheets are distributed at most events, thus providing feedback about that particular program plus other areas of interest for the students, staff, faculty, and community members in attendance. Categories surveyed are format, educational value, presenter’s speaking skills, and presenter’s knowledge of materials. Of the 834 total responses:

- 462 rated the program excellent,
- 306 rated the program good,
- 50 rated the program average, and
- 16 rated the program poor.
Future programming ideas are solicited to discover needs and interests; annual programming is set accordingly. The director is evaluated annually to determine the work completed by the Women’s Center, strengths and weaknesses of the program, and to set goals for the upcoming year.

Office of Student Activities

The Office of Student Activities (OSA) evaluates programs through direct, solicited feedback and one-on-one interviews with participants. In addition, committees for programs with an attendance of 150 students or more meet at the completion of each program to record participant feedback as part of a debriefing process. Information from the debriefing sessions is used to modify and improve current events and to determine additional events that may be offered in the future. Student participation at events varies from 20 students attending films to over 200 attending a lecture or comedian.

Annually, the OSA evaluates all student organization registration applications for appropriateness and completeness of information gathered. OSA provides each of the 150 registered student organizations with a handbook that includes MSU policies and procedures regarding, but not limited to, use of facilities, use of university vehicles, and use of alcohol. Policies addressed in the handbook are critical components of student responsibility and student development. Advisors of registered student organizations also receive an Advisor Handbook developed by OSA addressing the policies and procedures registered student organizations are encouraged to follow. The office also provides oversight, expertise, and guidance to student government committees. These committees facilitate numerous campus events from dances to comedians to noon concerts.

Strand Union Building

The SUB has recently completed an extensive $12.2 million dollar renovation. As a means of gathering input in the planning process and identifying how best to accelerate the building’s ability to offer student services, several public meetings were conducted and attended by students, staff, and faculty. Additionally, members of the planning committee visited other universities that had a recently renovated union building. Through this structured assessment process, the following goals for renovation emerged and generally were accomplished:

- Increase seating capacity by 20%
- Increase student activity in the building during the evening hours
- Increase the ability to accommodate more students during peak hours
- Address long-term deferred maintenance issues
- Increase meeting spaces
- Increase the efficiency of the catering food production areas
- Relocate New Student Services and Admissions from Hamilton Hall to the SUB

The SUB provides an exceptionally broad range of facilities, services, and programs to the campus. Even though several meeting spaces were unusable due to remodeling during the 2007 calendar year, meeting facilities for 254,702 people with an average attendance of 60 people were available and walk-through traffic in the SUB continued to range from 5,500 to over 8,000 per day during the academic year.

Students are the primary constituency; however, the SUB serves the entire campus community including students, faculty, staff, alumni, and campus visitors. Fortunately, the popularity and use of the building continued despite the inconvenience of construction. Groups must reserve space at least a semester in advance in order to assure meeting space for their organizations.
The SUB offers a complete compliment of services to students and visitors. These include eating and meeting spaces; OSA; student government offices; an information desk that also sells stamps and tickets to athletic and non-athletic events; a quick service copy, mailing, and card shop; a recreation center; a full-service bank; multiple ATMs; a bookstore; student affairs departments; and the most recent addition, University Admissions. The addition of the Admissions department is mutually beneficial; visiting potential students find themselves in the mainstream of campus life and the SUB has the benefit of increased traffic from people using a wide range of food services including a cafeteria, a convenience store with a deli-sandwich shop, a fast food court, and a sweet shop with cookies, candy, and frozen yogurt.

Family and Graduate Housing

FGH currently utilizes the Educational Benchmarking Inc. (EBI) survey tool to solicit program evaluation from tenants. This survey is conducted each spring and is e-mailed and advertised to all tenants of FGH. This tool assists with assessing trends and areas for improvement from one year to the next and provides a comparative basis with other regional university apartment systems. Areas assessed through the survey are overall satisfaction, value, assignment process, apartment condition, maintenance, grounds, noise/disruption levels, staff availability and helpfulness, policy enforcement, activities and educational programs, social factors, community, safety and security, parking, and the FGH newsletter.

Results are used in shaping modifications to the contract, to business practices, and to the staff evaluation process. Each tenant is required to fill out an exit-survey as part of his/her 30-day notice process. This exit-survey offers feedback on areas such as satisfaction with apartment cleanliness, staff friendliness and helpfulness, facility maintenance, safety and security, newsletter, and grounds maintenance. It also offers a snapshot of services utilized by the tenant, the duration of the stay for the tenant, and the reason why the tenant is leaving FGH. Both surveys offer room for general comments or suggestions, which are reviewed and utilized to assess operations and initiate positive change.

Office of Fraternity and Sorority Life

The Assistant Dean of Students and Coordinator of Fraternity and Sorority Life assists seven fraternities and four sororities with recruitment, orientation, and administration of the Greek Life system at MSU. Through regular advising and assessment activities guided by the Coordinator of Greek Life, fraternity and sorority life achievements include:

- Sorority recruitment numbers doubled in fall 2008 through a re-tooled recruitment process.
- Grades continue to improve; the all-fraternity average (2.895) is above the all-men’s average (2.88).
- Intra-Fraternity Council (IFC) and Panhellenic received awards for marketing, council cohesiveness, and academic achievement at the 2008 Western Regional Greek Leadership Conference in San Francisco.
- In fall 2008, MSU was awarded the National Panhellenic Conference “Something of Value.” Participants identified risky behaviors such as abusive relationships, substance abuse, academic dishonesty, eating disorders, financial mismanagement, hazing, harassment, personal safety concerns, and other issues specific to their campus environment. An action plan was developed and Panhellenic officers are leading the sorority community to implement the plan.

First Year Initiative

Over the past several years, FYI has tracked the number of interventions, submissions, and referrals as detailed in Standard 3.D.10. Student trends and needs are tracked through the internal December Survey, CSI
results, program data, and national publications. After evaluating the information from these sources, FYI has added an additional online faculty referral form, increased evening advisor hours, provided an online version of the annual survey, and made assistance available to students and families through online chat and instant messaging. The program has also added several new workshops and made the format of existing programming more interactive. FYI staff has also worked more with other MSU student support services to make referrals through personal meetings and from CSI data. With information security becoming an increased concern on college campuses, all sensitive FYI data has been moved to a secure server with access provided only to authorized office personnel.

TRiO Student Support Services

TRiO submits a quantitative Annual Performance Report to the USED. Since the grants are outcomes based, if objectives are not met, grants are not funded in subsequent years. The table below documents the six-year graduation rate of TRiO eligible participating students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>41%</td>
</tr>
<tr>
<td>2001-02</td>
<td>54%</td>
</tr>
<tr>
<td>2000-01</td>
<td>35%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>32%</td>
</tr>
</tbody>
</table>

Other examples of evaluation and assessment include:

- **Informal assessment:** TRiO staff engages in weekly staff meetings to assess service delivery, determine the academic progress of students, and address program and student problems or concerns. At the end of each semester, TRiO staff participate in a staff meeting to evaluate student progress, review transcripts, note student grade point averages, and list graduates.

- **Formal assessment:** An Annual Performance Report is submitted to the USED every November. In addition to student demographic data, it reports retention rate (60%), good academic standing rate (85%), and graduation rate (38%).

**Career, Internship, and Student Employment Services**

Career and Internship Services annually publishes the Career Destinations Survey data for the graduating class from the prior year. The data are cited regularly by various colleges and departments in their discipline-centered accreditation processes. In addition to the Career Destinations Survey, employers are asked to complete a bi-annual survey, and their feedback is shared with the appropriate college or department and used to modify programs and services within the office.
Table 3.17 – Employer Assessment of Quality of MSU Graduates and Interns – compared to students/graduates from other institutions

Q: Compared to recent graduates or interns from other universities, how do you rate the quality of MSU-Bozeman graduates and interns overall?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Count</td>
<td>Count</td>
</tr>
<tr>
<td>Much Better</td>
<td>14.70%</td>
<td>8.10%</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Better</td>
<td>42.70%</td>
<td>39.40%</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>Equal</td>
<td>32.00%</td>
<td>38.40%</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Worse</td>
<td>0.00%</td>
<td>3.00%</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Much Worse</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Don’t Know/NA</td>
<td>10.70%</td>
<td>11.10%</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 3.18 – Employer Assessment of Specific Qualities of MSU Graduates and Interns

Q: On a scale from one to five with five equaling strongly agree, please answer the following question if you have hired an MSU graduate/intern in the past three years.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate knowledge in appropriate field</td>
<td>3.947</td>
<td>3.976</td>
</tr>
<tr>
<td>Ability to apply knowledge in practice</td>
<td>4.189</td>
<td>4.110</td>
</tr>
<tr>
<td>A desire to continue learning</td>
<td>4.260</td>
<td>4.003</td>
</tr>
<tr>
<td>Capacity to work with minimum supervision</td>
<td>4.185</td>
<td>3.926</td>
</tr>
<tr>
<td>Ability to communicate verbally</td>
<td>4.181</td>
<td>3.930</td>
</tr>
<tr>
<td>Ability to communicate well in writing</td>
<td>4.000</td>
<td>3.691</td>
</tr>
<tr>
<td>Capacity for co-operation and teamwork</td>
<td>4.280</td>
<td>4.187</td>
</tr>
<tr>
<td>Capacity to make decisions</td>
<td>4.041</td>
<td>3.817</td>
</tr>
<tr>
<td>Strong management/supervisory skills</td>
<td>3.624</td>
<td>3.407</td>
</tr>
<tr>
<td>Ability to access and use information</td>
<td>4.315</td>
<td>4.128</td>
</tr>
<tr>
<td>Ability to think creatively</td>
<td>4.130</td>
<td>4.141</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>4.150</td>
<td>3.982</td>
</tr>
<tr>
<td>Capacity to function in multicultural/global</td>
<td>3.798</td>
<td>3.659</td>
</tr>
<tr>
<td>Capacity to act ethically</td>
<td>4.260</td>
<td>4.239</td>
</tr>
</tbody>
</table>

Career, Internship and Student Employment Services also coordinates the MSU Employer Advisory Board that meets twice a year. Information gathered from the meetings is used to better understand current employment trends and demands as well as inform the office and campus community of employer expectations. Employers are also asked to provide feedback on individual students they interview while on campus. The information is tabulated in aggregate form and is shared with departments and Career Coaches and Peers.

Financial Aid Services

Financial Aid Services (FAS) participates in the USDA’s Quality Assurance Program. Two annual internal assessments are performed to evaluate the effectiveness of policies and procedures, to ensure compliance with
regulations and continuous improvement in program delivery, and to enhance services. Analysis of verification selection criteria to evaluate the effectiveness of the program is performed each year. Changes are made based on study findings.

FAS staff continuously evaluate compliance with federal, state, and institutional rules and regulations relative to the awarding of financial assistance programs. FAS implements or revises policies and procedures as necessary. All processes are reviewed annually during the set-up of the Banner system for the new award year. In addition, FAS staff tracks phone volume and the number of people in the hold queue for customer service purposes and planning. FAS holds weekly management meetings, monthly all-staff meetings, customer service team meetings, and biannual meetings with the Student Accounts Office to discuss student feedback and to evaluate services and programs; changes are made based on these discussions.

FAS is subject to yearly audits by the Legislative Audit Division and periodic program reviews from the USED. When potential problem areas are identified, immediate corrective action is taken.

Health Promotion

Health Promotion (HP) is a division of the CPS, which focuses on prevention and health education services for the campus population. The formal mission of HP is to enhance the personal, social, and academic well-being of all MSU students by supporting healthy behaviors and creating an environment that is conducive to positive relationships, student safety, and educational success. HP oversees the Insight Program and the VOICE Center, both specialized programs addressing specific needs described later in this section. HP also provides primary health education and prevention programming specific to substance abuse, sexual health, general wellness, and mental health promotion. HP works collaboratively with other divisions within Students Affairs and with community, state, and national agencies.

HP utilizes evidence-based, data-driven strategies to address known sources of harm for the college population; all strategies used are advocated by top, national research and prevention organizations. These include efforts that have been shown nationally to impact the culture of drinking on college campuses, including mandatory skill-based education for all incoming first year students, alcohol-free social events, motivational enhancement interventions for at-risk students, and working with the broader campus community to create and enforce campus, community, and state policy. HP is funded by the CPS, with additional funding provided by grants, most recently a two-year substance abuse prevention grant from the USED. Emphasis is placed on the misuse of alcohol since this has been identified nationally as the top public health problem facing U.S. colleges and universities.

All programs and services provided by HP fit within national standards and guidelines for best practice, and incorporate the most current theory, research, and data. HP staff members regularly attend state and national conferences to ensure all efforts reflect current knowledge. Funding allocations from the CPS limit the number of professional-level staff available to achieve program objectives. However, undergraduate and graduate students are able to provide suitable programming and services.

Insight Program

During the 2006-07 academic year, over 400 students were involved in the early intervention substance abuse program at MSU. The Alcohol and Drug Assistance Center/Insight Program works closely with HP staff and Alcohol Drug Services of Gallatin County, as well as the Gallatin County Adolescent Resource Center to ensure all practices and intervention strategies comply with current standards and requirements of the State of Montana.

The coordinator of MSU’s Alcohol and Drug Assistance Center is a Licensed Addiction Counselor as well as a Licensed Clinical Professional Counselor who is able to work with chemical dependency issues as well as
any co-morbid diagnosis a client might bring into the center. The Alcohol and Drug Assistance Center employs one graduate student and two upperclassmen undergraduates as facilitators in the Level I Substance Education class.

- **Level I** – first offense, involves four hours of small group substance abuse education; 355 students completed the course during 2006-07. Class curriculum incorporates current theory and research related to known and effective harm reduction and behavior change strategies. At the conclusion of the class students are asked to evaluate both the content and structure of the program, as well as the group facilitator. Findings are consistently positive: students report high levels of satisfaction and learning, meeting the goal of increasing knowledge and skills in a non-judgmental learning-based environment.

- **Level II** – second offense, consists of a one-on-one counseling-style appointment where students engage in a structured substance use assessment and feedback protocol that has been shown to be effective in national studies to reduce alcohol-related harm. Motivational Interviewing techniques predominate this level, as well as social norms theory. Information gathered from students is given back to the student in a non-judgmental way, allowing the student to assess whether changes are in line with his or her own goals. Approximately 50 students completed this level during 2006-07.

- **Level III** – third and subsequent offenses, involves sending the student off campus for a formal chemical dependency evaluation and subsequent counseling if needed. Only three students completed this level last year.

**VOICE Center**

VOICE Center services are improved and evaluated through a variety of methods, including a Sexual Victimization Survey, student focus groups, as well as training and presentation assessments. The last victimization survey was conducted in 2006, the results of which have been utilized to direct advocacy and outreach efforts on campus, to determine student perceptions related to sexual assault, and to gauge prevalence. Survey results are also used to track awareness of campus services. Awareness of the VOICE Center increased from 39% in 2001 to 50% in 2006. Outreach and education protocols are regularly reviewed and revised to reflect current data and student input.

**Counseling and Psychological Services**

The CPS center continues to conduct evaluation of services and training through both internal and external means. Client evaluations indicate that 60-65% of the students report not functioning effectively upon intake versus only 10% reporting lack of effective functioning after counseling. The center has maintained annual accreditation by the International Association of Counseling Services (IACS) and the internship training program is accredited by the APA.

The center is actively involved in recruitment and retention efforts. Parents and potential students frequently request information about the availability of mental health services prior to coming to campus. At intake, 70% of clients report that the issues that brought them to counseling were impacting their grades, life as a student, and continued enrollment. Despite this, the attrition rate for students who utilize the center has ranged from 1.6 to 3.7% for the past five years.

**Admissions and Orientation**

Admissions conducts enrolled and non-enrolled surveys each fall. The data collected are analyzed by the Office of Planning and Analysis and is used to determine appropriate recruitment strategies and to validate areas of concern to students including pricing, academic rigor, lack of scholarships, etc. The orientation program surveys the summer orientation participants and their
parents each year. Data gathered from these surveys are regularly used to inform the Orientation committee on program changes and enhancements.

Registrar’s Office

The Registrar’s Office is annually reviewed by Legislative Auditors to ensure that enrollment reporting meets the criteria as established by the BOR. The office is also reviewed for effectiveness through the annual evaluation of the administrators and staff within the office.

Standard 3.C. – Academic Credit and Records

3.C.1. Evaluation of student learning or achievement and the award of credit are based upon clearly started and distinguishable criteria. Academic records are accurate, secure and comprehensive. Credit is defined and awarded consonant with the Glossary definition.

At MSU, evaluation of student learning or achievement, and the award of credit are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive as the maintenance of these records is in keeping with guidelines recommended through the American Association of College of Registrars and Admissions Officers (AACRAO).

The Registrar’s Office provides an unabridged record of students’ academic performance while attending MSU. All courses providing academic credit must be approved through the appropriate academic department, college, and administrative office, in this case the Provost’s Office. Additionally, the state of Montana is now implementing common course numbering for all state institutions of higher education. Policies and standards for awarding academic credit are developed using the guidelines from the Northwest Association along with policies established by the BOR. Grading policies are determined through standards established by the university faculty.

Security of academic records is paramount and all procedures for providing information are determined in compliance with FERPA laws. The IT staff members monitor the security of online records and the Registrar’s Office provides the approval for viewing or editing access to online documents. Students can access all their academic and financial information online via a secure server. Additional information relative to IT security is available online or in Standard 3.C.5.

3.C.2 Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented.

MSU criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented. See Standard 2.C. and 2.D. for details.

3.C.3 Clear and well-publicized distinctions are made between degree and non-degree credit. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit, is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.
Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit or is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by MSU. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.

3.C.4 Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure high academic quality and relevance to the students’ programs. Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 Transfer and Award of Academic Credit. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.

New student transfer credit is initially evaluated by the Office of Admissions while continuing and former student transfer credit is evaluated by the Registrar’s Office. In both cases, credit is accepted from regionally accredited institutions. If students request credit from non-accredited institutions, they are referred to an appeal process through the Graduation and Admissions Committee and the academic department. This process allows students to have a full review of the potential acceptability of awarding credits. Both processes include adequate safeguards to ensure high academic quality and relevance to the students’ programs. Implementation of MSU transfer credit policies is consistent with Standard 2.C.4 as well as Policy 2.5 Transfer and Award of Academic Credit. The final judgment for determining acceptable credit for transfer lies within the academic department for major requirements and within the Office of Admissions and the Registrar’s Office for CORE determinations.

The Montana Transfer Initiative and MSU Transfer equivalencies are available online and this site becomes more robust as students transfer from more and more institutions from outside the state of Montana. Presently, there is a ten year history of transfer articulations on the site.

3.C.5 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage and are backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.

The institution makes provision for the security of student records including both admission records and progress records. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage and are backed by duplicate files.

All academic records are protected through the IT security system provided by MSU. Release of records is granted only with written consent of the student or to appropriate academic staff at MSU who fall within the educational “need to know” guidelines of FERPA.

From an IT standpoint, all academic and personal contact information for students is stored in the MSU Enterprise Information System, Banner. Banner has multiple security features in place to coordinate with FERPA and confidential information. Employees are required to attend classroom training before gaining access to view student information and they must enter Banner with a Banner ID and strong password. Banner has security roles that allow specified query or editing
access types, and employee Banner accounts are created upon request per job duty requirements. Students are given a brief training during their orientation classes as to how to use Banner Self Service. Banner Self Service requires a student to enter his/her student ID number and password before entering into areas where FERPA information is held.

**Standard 3.D. – Student Services**

3.D.1 The institution adopts student admission policies consistent with its mission. It specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices.

Student admission policies are consistent with the MSU mission which is approved by the BOR. These criteria provide access to a wide variety of students both within the state of Montana and beyond. MSU specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices. These policies are publicized online in the University Bulletin, and in all admissions publications. The policies are strictly followed when making admission determinations.

3.D.2 The institution, in keeping with its mission and admission policy, gives attention to the needs and characteristics of its student body with conscious attention to such factors as ethnic, socioeconomic and religious diversity while demonstrating regard for students’ rights and responsibilities.

MSU, in keeping with its mission and admission policy, is mindful of the needs and characteristics of its student body with conscious attention paid to such factors as ethnic, socioeconomic, and religious diversity while demonstrating regard for students’ rights and responsibilities. This attention is reflected both in policy and programming that addresses the needs of many special populations including the disabled, non-traditional aged students, women, international students, Native Americans, and African Americans.

MSU admission determinations are made without regard to ethnicity, socioeconomic status, or religion. However, the student services area provides various supportive programs and services for a wide variety of students with diverse backgrounds and needs. The Office of Admissions does employ a Minority Representative to assist with specific strategies targeted at attracting increasing numbers of new students from diverse backgrounds.

Students who self-report disability, re-entry, and veteran status are referred to DRVS for information and services. DRVS collaborates with the Office of Admissions concerning ADA issues, and provides training for all admissions representatives on an annual basis.

3.D.3 Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution’s expectations. Special provisions are made for “ability to benefit” students (see Glossary).

MSU has appropriate policies and procedures that guide the placement of students in courses and programs based upon their academic skills. Such placement ensures a reasonable probability of success at a level commensurate with MSU’s expectations. Special provisions are made for “ability to benefit” students.

MSU new student placement policies and programs (as referenced above) are implemented as part of the new student orientation programs. Placement procedures in math and English are determined by the BOR and various placement exams. The math exam is provided by MSU and placement with regard to English can be accomplished via ACT, SAT, or an exam provided to schools through the Montana Office of the Commissioner of Higher Education. Policies also exist
for appropriate language level placement for those wishing to study a foreign language at MSU.

Those students who choose to attend MSU on a part-time basis (because they are not fully admissible) are identified and advised through affiliated College of Technology programs. Academic advisors are sensitive to the deficiencies such students may face upon entering college.

**TRiO**

Students are placed in courses based on math test scores or by meeting with the TRiO counselor who reviews transcripts during the intake process. They are also referred to the Academic Advising Center to assist in course selection and registration. The TRiO director represents Student Affairs as part of the following work groups: Indian Program Directors, American Indian Research Opportunities, and Academic Advising Council. **Standard 2.C.5** contains additional information on academic advising.

**3.D.4** The institution specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process. The policy for readmission of students who have been suspended or terminated is clearly defined.

The MSU Bulletin clearly defines the academic suspension and probation policies and minimum standards that are needed to stay in good academic standing at the institution. Students who are suspended from MSU have the opportunity to appeal for reinstatement if they wish to enter prior to the required sit-out time for re-admission to the institution. The review of students being placed on academic suspension and probation is done through collaboration with departments, colleges, and the student affairs area. **3.D.6** Consideration for re-admission is based upon both academic potential and personal situations identified and presented by the student.

**3.D.5** Institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in required publications.

All MSU degree requirements are established by the MSU faculty with the approval of the BOR. University requirements are clearly stated in the academic policy section of the University Bulletin and individual department course requirements are identified in the degree section of the catalog. The Student Right-to-Know is publicized annually on the MSU home page.
2. educating students and their families about financial aid programs and processes through quality consumer information and services;

3. assisting students in the achievement of their postsecondary educational goals by making every effort to remove financial barriers; and

4. utilizing federal, state, and institutional resources judiciously, respectfully, and in support of MSU’s mission.

Goals include streamlining and automating manual processes for better service, timely and accurate delivery of financial aid, compliance with regulations, education and outreach, a student-centered approach to operations, and excellent customer service.

In order to provide a full-range of financial aid resources, MSU participates in the federal student aid programs as authorized by Congress, programs through the Health Resources and Services Administration (HRSA), as well as many State of Montana financial aid programs. These state programs include:

- American Indian Tuition Waiver
- Montana High School Honors Scholarship
- Governor’s Post-Secondary Scholarship
- Community Service Program
- Montana Higher Education Grant
- Montana Tuition Assistance Program
- Montana Campus Corps Science Scholars Program

In addition, MSU has established comprehensive scholarship and tuition waiver programs, both to assist students who have financial need, and to recognize students with academic ability and special talents. MSU is able to encourage students to continue their education beyond high school or to return as adult learners by removing financial barriers. While every effort is made to provide a balance of aid including loans, grants, and work-study, limited grant and scholarships funding places a heavier reliance on loans for students who need financial assistance.

FAS plays a critical role in meeting MSU’s recruitment, retention, and graduation rate goals. Some form of financial assistance is utilized by 60-70% of the student body, many of whom would not be able to attend or remain at MSU without the benefit of aid. Over $80 million in aid was disbursed this past 2007-08 academic year in the form of federal, state, institutional, and private grants, scholarships, tuition waivers, student and parent loans, and work-study.

Incoming students are automatically considered for recruitment scholarships based on their SAT/ACT test scores and grade-point average. Returning students are advised to apply for scholarships by completing a Free Application for Federal Student Aid (FAFSA) and/or by completing the appropriate college or departmental scholarship form.

March 1st is the financial-aid priority filing date. Students filing their FAFSA by this date will be considered for all federal and state programs for which they are eligible. Late filers will be awarded aid based on availability of funds. The tracking and awarding process is automated to provide timely notification of aid requirements and eligibility. Students are sent e-mail notification to inform them of missing requirements, aid offers, and aid revisions. Students can access their personal financial-aid records and accept their financial aid through a secure website. FAS disburses aid to students’ accounts on a nightly basis.
To provide optimal service and coordination, FAS works cooperatively with other student services offices including Admissions, Registrar’s Office, Veteran Services, and Student Accounts.

FAS must file yearly fiscal reports with the USED, HRSA, and the State of Montana. FAS staff members are knowledgeable and competent and are required to participate in training and professional development. Continuous training and oversight is essential due to the regulatory nature of financial aid. Appropriate division of duties and checks and balances in the computer system ensure accountability and compliance with regulations. FAS operations are highly automated and many rules are enforced through the Banner system. Reports are reviewed by the management team to identify discrepancies and to make sure required tasks are being completed in an appropriate and timely manner.

The state legislative audit division performs compliance, systems, and financial audits on a yearly rotating basis. The most recent USED federal program review was conducted in 2003-04 for the 2000-01, 2001-02, and 2002-03 award years. MSU had only one finding during the federal program review related to the determination of withdrawal dates and the corresponding Title IV return-of-funds calculations. This resulted in an institutional liability of $19,235. Corrective action was taken and the liability was repaid to the USED by the deadline.

All institutional aid awards are processed through FAS to make sure that student-aid packages are appropriate and IRS reporting regulations are met.

3.D.7 Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students.

Financial aid and scholarship information is included in the MSU ViewBook and Application. This resource is made available to all prospective freshmen and transfer students who apply for admission. Financial-aid presentations and handouts are given to prospective students and their parents at annual, regional High School Night events, MSU Fridays, new freshman and transfer orientation sessions, as well as to various staff and student groups around campus including TRiO, Native American groups, RAs, FYI Advisors, Veterans, etc. FAS advisors meet individually with prospective, new, and current students on a walk-in, appointment, and referral basis. Advisors also use phone and e-mail to communicate with students.

Extensive aid information including the categories of financial assistance is available to all students and the public on MSU’s financial-aid website. Publications are available in the FAS lobby and MSU is an official site for the annual College Goal Sunday event.

An information guide is provided to students each year with their aid award notification and is also available in the FAS office and on their website. This thorough guide contains information on the various financial-aid programs offered, the procedures to receive aid, important policies and procedures, student rights and responsibilities, and other important information. Students must attest that they have read and understood the contents of this guide before accepting their aid offers.

3.D.8. The institution regularly monitors its student loan programs and the institutional loan default rate. Informational sessions which give attention to loan repayment obligations are conducted for financial aid recipients.

As a Quality Assurance federal program school, MSU ensures that its FAS takes considerable care in monitoring compliance, student loan programs, and institutional default rate. MSU takes pride in its low default rate. The steady decline in MSU’s default rate may be attributed to counseling efforts and default prevention activities at both the school and state level. MSU’s draft cohort default rate for FY07 is 1.3%.

The Student Assistance Foundation has a branch manager (and office) on campus who...
assists students with loan issues such as default prevention, debt management, and consolidation. This individual also assists financial-aid staff with group exit-counseling sessions.

In order to achieve and maintain the lowest possible default rate, the following procedures have been developed for new borrowers and borrowers entering repayment status: completion of entrance counseling is required before releasing the first disbursement of a student loan to a first-time borrower and students are advised of interactive online entrance counseling. Students may also print a Rights and Responsibilities Summary Checklist form from the financial-aid website or request a paper version from the office.

Loan borrowers are given several options with regard to exit-loan counseling. Students are informed during entrance-counseling that exit-counseling will also be required. At each term’s calendar midpoint, graduating seniors are invited to in-person group exit-counseling sessions. The web site for online exit-counseling is also provided in case a student cannot attend a session. Exit-counseling sessions are offered for several days in multiple sessions throughout the day. Students can also schedule individual appointments, or they can choose to receive counseling materials through the mail. An exit-counseling information packet is provided upon request and to all borrowers attending the sessions. The packet includes a “Repayment Book”; an “Exit Counseling Guide for Borrowers”; and ombudsman, service contract, and additional information which include all the required elements of exit-counseling.

As stated above, both entrance and exit-counseling materials are provided online through the FAS’ webpage. Providing web-based loan counseling allows students to absorb information at their own pace and parents to become involved in loan-counseling sessions to improve their understanding of loan programs and the implications of indebtedness.

Knowledgeable staff members are available to answer questions from student borrowers during office hours. Wise student debt management and default prevention is encouraged by utilizing a variety of student consumer information methods.

**Exhibits**
- www.montana.edu/wwwfa
- Organizational chart
- Program Overview, Mission, and Goals
- 2008-09 Information Guide
- Default rate history
- Statistical Information
- Director’s resume

**3.D.9 The institution provides for the orientation of new students, including special populations, at both undergraduate and graduate levels.**

The Office of Admissions provides new student orientation and registration programs for all new students at the undergraduate level. These programs focus on acclimation to MSU, teaching of MSU policies and procedures, as well as peer and faculty advising and registration for classes. Appropriate programs are also provided at the graduate level through the Division of Graduate Education (DGE). Complete orientation details are available online. [41]

Academic information and presentations on navigating the MSU system; retention, rights, and responsibilities; safety and security; and student extracurricular involvement are offered to new students and parents during orientation programs prior to each term. New freshmen entering in the fall and their parents have the opportunity to attend 2½ day summer orientation ‘camps’ while new transfers can make an advising appointment during the summer to complete the registration process or attend an organized orientation program prior to the term they intend to enter MSU. These programs are mandatory and in all cases include meetings with faculty advisors. Students receive notification about, and registration forms for, orientation in the mail once they have been admitted to MSU.
Disability, Re-entry, and Veteran Services

DRVS provides informational sessions at all undergraduate orientations, along with presenting at the graduate orientation for all incoming students. DRVS also provides informational cards and brochures for students, staff, and faculty about services and policies. Any accommodations needed by students at orientations are coordinated through DRVS. The office is also a member of the orientation committee.

Office of International Programs (OIP)

The OIP staff provides support for international students enrolled at MSU. This support includes a required orientation for all students, assistance with general academic advising, a review of compliance with immigration and immunization laws, and suggestions regarding campus and community groups that are particularly interested in including international students in upcoming activities. The OIP staff also supports international students who are seeking an MSU degree regarding MSU application and admission procedures, transcript evaluations, and compliance with immigration and immunization laws. International student enrollment trends and quality of international student services are discussed in Standard 2.

OIP conducts an extensive orientation, required for all new international undergraduate and graduate students that includes the following: welcome by MSU President or his designee; discussion of issues of immediate concern (housing, meals, student ID card, money and banking, credit cards, e-mail advising); academics (how to succeed in the U.S. Classroom); Dean of Students presentation on personal safety (campus safety resources, scams, driving, social issues, racism, alcohol and drugs); laws and regulations (visa status, employment, taxes, documentation and reporting requirements); health center/counseling center (discussion of immunizations, health care services and insurance); cultural adjustment panel presentation and small group break-outs; interactive Information Fair (booths representing 20 campus services, organizations, and activities); English placement test (for conditionally admitted undergraduates); meeting for J-1 exchange students; document check-in and a question and answer period; SPEAK test (for international graduate teaching assistants); course registration information session; library tour; optional city walking tour and recreational activities, registration, and fee payment activities.

Native American Students

The American Indian advisor, Student Support Specialist, serves all self-identified American Indian and Alaskan Native MSU students (370) and families. Services include:

- campus orientation
- academic and personal counseling
- free individual and group tutoring
- emergency loan assistance
- scholarships
- weekly counseling group
- weekly study group
- recruitment initiatives – Rockin the Rez and campus visits
- retention initiatives
- community advocacy and referral
- campus liaison
- transition adjustment assistance
- partner with counseling center on referrals
- facilitate/advise and fundraise for annual pow-wow
- native specific US 101 seminar
- pow-wow leadership/fundraising class
- 24/7 on-call line for native related support services.

The Division of Graduate Education

The DGE provides orientation for new graduate students prior to each term. The graduate student orientation is intended to help incoming graduate students acclimate
to campus life and their new role. The DGE hosts two orientations per semester: The first is for all graduate students where various departments are invited from campus to speak to new graduate students about services and opportunities available to them. The second orientation is designed for Graduate Teaching Assistants (GTA) to address their role in teaching and research on campus. All new graduate students are invited to attend an orientation dinner each semester.

3.D.10 A systematic program of academic and other educational program advisement is provided. Advisors help students make appropriate decisions concerning academic choices and career paths. Specific advisor responsibilities are defined, published, and made available to students (Standards Two and Four, Standard Indicators 2.C.5 and 4.A.2).

Academic Advising at MSU

It is the responsibility of each department to assign a departmental academic advisor to each student majoring in particular areas within their department. Students must consult advisors before registering for classes. To ensure that students actually meet with advisors, students cannot receive access to their registration unless they have received registration codes from their advisor. All schedule adjustments, curriculum changes, graduation applications, and any other academic forms processed through the Registrar’s Office must have the appropriate advisor’s signature in order to initiate any change. Standards 2.C.5 and 4.A.2, have additional information on academic advisors’ responsibilities.

Office of Retention/ First Year Initiative

The OR’s primary outreach vehicle is the FYI program which serves all MSU students from initial campus visits through graduation. However, many interventions completed by the FYI program are focused on making the transition from high school to college successful. It is a free service open to all MSU students which makes over 900 one-on-one, small-group, or student and parent contacts a year. Contacts are made through phone calls, e-mail, office visits, instant messaging, and online chat.

FYI provides programming and information at MSU Friday, New Student Orientation, upon request in the residence halls, to individual students, and in the classroom. This programming serves parents, family members, incoming first-year students, and the entire MSU undergraduate population improve study skills and assist in making the transition into higher education. It maintains a hotline for parents, students, and their families which is staffed during regular business hours throughout the week. The FYI program also has two offices: one within the Dean of Students Office and another in the South Hedges residence hall.

The FYI program maintains three primary one-on-one interventions throughout the academic school year, especially targeting first-year students. The CSI addresses a student’s areas of confidence and concern, and provides the OR with information on students requesting student services, assistance, and those who may be in danger of not persisting in the MSU environment. The program has been successful in working with staff to increase submissions to the early alert system from 1,400 students in the 2006-07 school year to over 1,600 in 2007-08. For fall semester 2008, the FYI staff received over 1,400 submissions. The staff has also worked to increase the number of students served through probationary intervention by 5% in one year, increasing intensive interventions to 73 students in the spring of 2007.

FYI advisors facilitate discussions and development of success plans to promote student growth in each of the above initiatives. Individuals are contacted via e-mail, letter, and phone calls to participate in each intervention, with additional contacts focused on students who appear to meet high-risk criteria according to the CSI taken at orientation. A student is able to schedule any
meeting time from 8 a.m. to 8 p.m. in one of two office locations. Advisors work with each student not only to address academic performance issues, but also to advise students about campus resources, explain MSU policies, and assist in making a successful student transition as a MSU undergraduate. Topics of interactions with FYI advisors often include academic tips, comfort level with a current major, understanding of the student’s financial plan, instructor-student relationships, current employment, personal health choices, and new social support system integration. Advisors help students adjust to MSU by assessing how a student fits into his/her new social, physical, and intellectual spaces.

<table>
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<tr>
<th>Meeting Type</th>
<th>Schedule</th>
<th>2006-07</th>
<th>2007-08</th>
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<tbody>
<tr>
<td>CSI Meeting*</td>
<td>First Seven Weeks of Fall</td>
<td>161</td>
<td>72</td>
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<tr>
<td>Fall DF</td>
<td>Last Seven Weeks of Fall</td>
<td>237</td>
<td>247</td>
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<tr>
<td>MRI</td>
<td>First Seven Weeks of Spring</td>
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<td>Spring DF</td>
<td>Last Seven Weeks of Spring</td>
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<td>170</td>
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<td>Documented Parent Contacts</td>
<td>Year Round</td>
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<tr>
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<td>Year Round</td>
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<td>Year Round (piolated Spring 07)</td>
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<tr>
<td>Documented Follow Up</td>
<td>Year Round</td>
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<td>159</td>
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<tr>
<td>Total Documented Student Contacts</td>
<td>Year Round</td>
<td>901</td>
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</tbody>
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* Over 700 CSI reports were run through first-year seminars, and thus were not counted as a one-on-one intervention in 2007-08

Career, Internship and Student Employment Services

Career and Internship Services assists students with career planning, both through individual coaching and advising appointments and group coaching (see Standard 3.D.11 for specific information). Student clients are given the opportunity to anonymously provide feedback about their coaching/advising session, and the counselor/coach/advisor is appraised of the information through electronic means. Career and Internship Services also sponsors an eight-hour workshop for academic advisors who wish to practice career advising for their student advisees. Defined coach/advisor responsibilities are outlined on the Career and Internship Services website and in promotional materials offered to new and potential students.

Disability, Re-entry, & Veteran Services

DRVS collaborates with advisors in all majors when assisting students with disabilities, of non-traditional age, and/or with veteran status. This office provides training for individual departments and participates in staff meetings if concerns arise in a department. Staff members are permanent members of the Academic Advising Committee. The office investigates student ADA complaints.
about a faculty member or department and
advises students and departments about
ADA law. Since advising is in conjunction
with departments across campus, no advisor
responsibilities are defined or published.

**TRiO Student Support Services**
TRiO Student Support Services (TRiO SSS) provides academic support including special
classes in math to increase math competency,
tutoring in a variety of subject areas, learning
strategies classes and workshops, and referral
for supplemental instruction. TRiO SSS also
offers supplemental academic advising, career
counseling, personal counseling, cultural en-
richment activities, financial aid application
assistance, graduate application assistance,
and referral. Counselors contact students a
minimum of three times per semester.

3.D.11 Career counseling and place-
ment services are consistent with stu-
dent needs and institutional mission.

Career, Internship, and Student Employ-
ment Services (CISES) employs a four-step
Career Planning Model:

- Step 1 – self assessment
- Step 2 – understanding of the world of work
- Step 3 – personal decision making
- Step 4 – networking/marketing

This model guides office function and
services. Counselors and coaches use this
model to assist students to determine their
best career path. Students may choose to meet
with an individual career advisor, participate
in a group coaching cohort, or partake in a
presentation or class lecture. A cadre of aca-
demic advisors on campus have also been
trained in an extensive eight-hour workshop
intended to better link academic advising and
career advising. The office, in conjunction
with the individual academic department,
the Provost’s Office and the Academic Advis-
ing Center, hosts a weekly presentation series
titled “What Can I DO with a Major In...”
intended to highlight potential career oppor-
tunities for students.

The professional and counseling intern
staff members are qualified to use the follow-
ing assessment and career-information tools:

- Strong Interest Inventory
- Myers-Briggs Type Indicator
- Discover
- Montana Career Information System
  (MCIS)
- ONet
- Occupational Outlook Handbook

In FY 2007-08 the staff of CISES met the
following key performance indicators:

- Conducted 812 individual career counsel-
ing appointments
- Hosted 130 presentations/workshops on
campus
- Hosted 126 employers in on-campus
recruiting
- Hosted 843 students for full-time employ-
ment on-campus interviews
- Hosted 451 students for internship employ-
ment on-campus interviews
- Received 1,462 “clean” responses to the
salary survey data (62% response rate)
- Conducted 23 employer development
meetings
- Hosted 383 employers at four career fairs
- Hosted a “Career Week” of activities and
workshops

CISES maintains a web employment portal system called MyCatCareers.com. This
service is free to both employers and students
and provides an interface for students to view
jobs and opportunities posted by employers.
Other departments and offices on campus (i.e.,
Office of Community Involvement, Financial
Aid Office, and Health Professions) also use
the portal to communicate opportunities to
their constituent group. Recent salary survey
data indicate 13% of graduates credit MSU’s
CISES with placement. Students and alumni
may apply for student employment, intern-
ship employment, and full-time employment as well as download documents from the virtual resource library. All job, internship, and volunteer activity information is sent to the appropriate college or department for posting on bulletin boards. In addition to the job portal, CISES hosts an extensive webpage that parallels the logic of the Career Planning Model.

The concepts of career planning and development are growing in interest for several of the academic departments on campus. The professional staff are regularly invited to guest speak in classes about an aspect of the career planning model. In 2006-07, 160 class presentations were conducted and in 2008 the director taught a class entitled “Globalization, the World of Work and You” with the intention of highlighting shifts in the employment market. Information from the class is presented at Summer Orientation, MSU Friday, and during other class presentations.

In 2007, Career Services changed its name to Career, Internship, and Student Employment Services with the expectation of increasing the number of students who participated in both for-credit and not-for-credit internships. The change in name also directly correlated with the institution’s vision and strategic plan. In an attempt to improve internship participation, a second Career Fair titled “Almost Spring Job and Internship Fair” is scheduled for each spring semester.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Organizations Fall</th>
<th>Number of Organizations Spring</th>
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**Office of Community Involvement**

Students can learn about the world around them by participating in service-learning and volunteer programs. The Office of Community Involvement (OCI) provides an important link and experiential learning for students who are contemplating a career in non-profit organizations.

The mission of the MSU OCI is to better connect campus resources to meet community needs. The student body is mobilized and engages in building community both on and off campus. Students are encouraged to become active and responsible citizens, which complements their in-class, campus-based university experience.
The OCI provides the following services:

- Supports student-initiated community involvement by providing resources and coordination assistance;
- Acts as a liaison between community non-profit and tax-exempt agencies and students, faculty and staff;
- Provides service-learning partnership building assistance to faculty and non-profit leaders who are seeking a curricular-based service learning relationship;
- Coordinates annual faculty/community partner recognition for service-learning work in the form of the President's Award for Excellence in Service Learning;
- Provides access to Service Scholarships in the form of Education Award Only AmeriCorps positions to students annually – over the 2006-07 program year 80 students served a total of 35,850 volunteer hours and were granted AmeriCorps education awards totaling $100,112;
- Promotes and facilitates the flow of students into community-based work-study and internship positions with local agencies;
- Develops and implements a variety of programs that involve students and faculty in meaningful service to the community; and
- Collaborates with other student affairs and academic departments, outreach services, and student organizations at MSU such as Financial Aid, Career and Internship Services, RL, OSA, College of Nursing, Education Department, Architecture Department, and Health and Human Development Department, etc.

OCI actively supports the following ongoing programs:

- MSU Campus Corps and MTCC VISTA: AmeriCorps is a national service initiative to engage individuals, 17 years of age or older in service to their communities. These volunteers commit to a set term of service to meet needs and upon completion of the service, they receive an education award to be used to finance past or future educational debt. Students and recent graduates alike may serve in either part-time or full-time positions meeting the needs of a partner organization in the community utilizing MSU resources into that work. In the 2006-07 academic year, four part-time AmeriCorps Member students served alongside a full-time team leader and six VISTA members serving in the Bozeman area community.
- MSU America Reads* America Counts: Started as a national effort and adopted locally 11 years ago, this effort utilizes general community members and MSU student volunteers and work-study students in work with area children to help them achieve and succeed academically. This program is evaluated annually by tutors who have served and feedback is also sought from supervising teachers in the classroom setting on the effectiveness of the tutoring on a student-by-student basis.
- MSU BreaksAway: The OCI manages an alternative spring-break program, arranging for groups of students to travel to other parts of Montana or the United States to perform hands-on, direct service in an immersion-type setting each March. A non-profit organization hosts MSU students in these communities and facilitates student learning about the pressing issues while giving MSU students the opportunity to contribute by being a part of the effort to address these challenges.
- Into the Streets Community Involvement Fair: This annual fall event brings approximately 40 non-profit organization representatives to campus for two days to speak with students, faculty, and staff and solicit their involvement in meeting the volunteer, internship, and work-study needs of the organization. Roughly 2,000 students attended this event in the fall of 2006.
- Volunteer Connections of Southwest Montana: The OCI is a founding sponsor of

The total hours served by these MTCC VISTA volunteers to meet community needs in the 2006-07 program year is in excess of 15,900 hours.

Over the 2006-07 academic year, 311 children were served by 76 tutors who collectively gave over 1,900 hours of tutoring time to help these students perform closer to grade level in literacy or math.
this online volunteer center resource created for Gallatin and Park Counties and strongly promotes student use of this convenient and up-to-date service tool.

3.D.12 Professional healthcare, including psychological health and relevant health education is readily available to residential students and to other students, as appropriate.

Student Health Service

Through the SHS, MSU provides primary health care services to MSU students and their spouses. The SHS strives alongside MSU faculty and staff to build a healthy campus community. Clinical services include primary care medical services, a clinical laboratory, radiology services, a nutritionist, a psychiatrist, and a pharmacy. The SHS also provides dental services related to preventive care and dental emergencies.

During the academic year, the SHS is open on Monday through Friday from 8:00 a.m. to 4:30 p.m. and on Saturday mornings from 8 a.m. to 11:30 a.m. When the SHS is closed, students may choose to consult a nurse by phone via a contracted nurse advice service, or they are directed to a local urgent-care center or the Bozeman Deaconess Hospital which has a twenty-four hour emergency room.

The SHS is funded by a pre-paid health fee, which all students taking seven or more credits are required to pay. Students taking fewer than seven credits and the spouses of students have the option to pay the health fee and gain access to SHS services. The SHS charges additional fees for lab, x-ray, dental, and pharmacy services. To ensure that students have access to health services that the SHS does not provide (specialists and inpatient services), MSU requires that all students taking seven or more credits have some form of health insurance. Students who are not otherwise covered are automatically enrolled in an insurance plan sponsored by MSU. Approximately one third of MSU students participate in the MSU plan.

Counseling and Psychological Services

The role of the center for CPS is to provide supportive services aligned with both the university and the DSA mission statements.

The center for CPS has two major functions:

1. To provide a broad spectrum of both preventative and remedial clinical and counseling services that enable students to maximize their academic and personal development; and

2. To serve as an educational training site for the clinical preparation of future psychologists and professional counselors.

The CPS addresses the psychological needs of a student directly through growth-promoting and therapeutic services, and indirectly by impacting the student's various campus environments. The services provided are designed to respond to the mental health needs of students and to contribute integrally toward the achievement of the larger goal of MSU—student success.

Direct approaches that encourage student growth include a wide range of interpersonal programs including personal skill workshops, specific issue-oriented groups, and the training of paraprofessionals. CPS also responds to specific needs of student groups at their request. An equally vital part of the direct contact phase of the center's mission deals with behavioral emergencies, provision of short-term counseling, and therapeutic intervention for students with the staff of other offices within Student Affairs.

CPS also serves the division by working to improve the various environments in which students function. It identifies and attempts to change situations that reinforce feelings of alienation or passivity on the part of the student. To this end, consultation services are available to staff members of any unit, whether it be teaching or service, who wish to develop programs that affect the general climate of the learning or social environment on campus. These services are readily available
to all students, although limited resources in conjunction with a high demand for services have resulted in ongoing waiting lists for counseling.

CPS has maintained and updated a well-utilized self-help website and has continued to expand its outreach and psycho-educational programming reaching 1,000-1,600 participants per year. The increasing complexity of mental health concerns on campus as well as the increased concerns about self- or other-directed violence has elevated the center’s role in risk assessment and risk management. CPS has instituted increased crisis assessment appointments and been highly active in participation with MSU’s threat assessment team.

The CPS doctoral internship program continues to support the service mission of MSU. The interns have done summer rotations on four Indian reservations throughout the state. This program provides meaningful cultural awareness and insight for the interns and contributes to positive institutional relationships with the tribal constituencies.

CPS is actively involved in recruitment and retention efforts. Parents and potential students frequently request information about the availability of mental health services prior to coming to campus.

CPS continues to conduct evaluation of services and training through both internal and external means. Client evaluations indicate that 60-65% of the students report not functioning effectively upon intake versus only 10% reporting lack of effective functioning after counseling. CPS has maintained annual accreditation by the IACS and the internship training program is accredited by the APA.

CPS provides a full array of services to both residential and off-campus students. In 2006-07, 29% of clients lived on campus. CPS staff also provides training to the RA and serves as consultants for psycho-educational program development for residence halls, FGH, and fraternities and sororities.

Heath Promotion (HP)

One intervention involves mandatory alcohol education for all incoming freshmen: in the fall semester of 2007, 1,683 students successfully completed AlcoholEdu for College, an online, evidence-based interactive program. This includes pre- and post-testing over the course of the first semester. Results from this analysis have been consistently positive and similar with national findings. The VOICE Center also provides a mandatory program for all incoming first-year students; during the fall semester of 2007, 2,216 students attended this program. HP also oversees the coordination of large-scale alcohol-free social events on campus, including Midnight Mania, which is held during Homecoming weekend. In the fall of 2007, an estimated 2,600 students attended this event. HP also collects annual prevalence data related to a variety of college health and wellness issues via the National College Health Assessment. Also collected are data specific to tobacco use—results are utilized in conjunction with a state-wide collegiate tobacco prevention and cessation effort.
3.D.13 Student housing, if provided, is designed and operated to enhance the learning environment. It meets recognized standards of health and safety; it is competently staffed.

Family and Graduate Housing

FGH staff members are dedicated to providing affordable, convenient, clean, and safe apartments to tenants. Communities are developed with a focus on tenant growth and development and production of living environments that are conducive and supplementary to the educational pursuits of students and student families.

All apartments meet code for occupancy; maintenance of apartments is performed as issues arise, with a focus on service to tenants. A tenant is only allowed to inhabit an apartment after it has been cleaned thoroughly and all appliances, hardware, electricity, and plumbing have been checked by professional trades staff. Examples of recent capital expenditures to enhance resident safety include:
1. a warranty replacement of fire-suppression sprinkler heads in McIntosh Court;
2. lighting upgrade to various community parking lots;
3. replacement of several front door locks using a common master key system; and
4. replacement of sidewalks.

FGH is directly managed by the Assistant Director, and is staffed by six classified employees, 30 part-time students, and 13 CAs. All staff members are trained appropriately in areas that pertain to their position upon their orientation, and many forms of ongoing training supplement and reiterate information pertinent to their positions. In addition, two community police officers are assigned to FGH to work within the community to provide programming opportunities and a positive presence at events. The UPD and FGH also work cooperatively to address any concerns about disciplinary and safety issues. Finally, resident satisfaction with safety appears to be improving based upon results from the annual EBI survey. On a scale of one to seven (with 7 equating to highly satisfied), the mean score of resident satisfaction with safety and security is 5.63 – compared to 5.29 in 2003.

Residence Life

RL is essentially a 24 hour-a-day, seven day-per-week operation employing approximately 240 students, 17 classified employees, a director, an associate director, and an assistant director. The educational and experiential requirements for employment are consistent with national trends for the RL professional staff positions (ACUHO-I). Classified personnel are hired and evaluated within the framework managed through the MSU Human Resources Office. A comprehensive position description is on file for each position.

The RL operation consists of ten residence halls that encompass 813,166 square feet, 1,850 individual student rooms, and a capacity for 3,250 beds. RL supervises application and lease forms, individual room assignments, and roommate assignments. Lease and application forms are reviewed and revised each year with attention to national trends, new state and federal laws, and individual student interest items.

Clients report, at a rate of 70%, the issues that brought them to counseling were impacting their grades, life as a student and continued enrollment. Despite this, the attrition rate for students who utilize the center has ranged from 1.6 to 3.7% for the past 5 years.
Throughout the academic year, the desk operation provides service 24 hours a day, seven days per week. Approximately 120 student desk clerks across campus are selected, trained, and supervised by the Resident Director and Program Assistant teams in each building. The desk provides front-desk services, which include equipment checkouts, managing U.S. Postal Service and UPS deliveries, maintaining weekly room key inventories, collecting sales and services revenue, and maintaining the integrity of the 10:00 p.m. to 6:00 a.m. lock-down and guest check-in policy.

The custodial staff consists of 31 full-time employees and one custodial supervisor. Full service is provided to public areas seven days a week with the addition of the student weekend custodial program in 2005-06. A call-out procedure is in place if custodial personnel is required afterhours or on weekends. The RL staff conducts up to six individual room inspections and public area inventories annually. All maintenance work is coordinated through the RL Maintenance Supervisor to MSU Facilities Services. Computer access to the network through “ResNet” and cable television service are provided to the individual rooms without additional fees for students.

RL conducts a lengthy selection process for the RA positions. During 2006, a total of 234 students requested applications for 50 open positions. Once hired, RL provides comprehensive staff development and peer advisor training programs for the incoming RA staff. This is accomplished by developing, presenting, and facilitating spring and fall RA camps; teaching three sections of an RA class that includes academic credit; and conducting monthly in-service training opportunities. Depending upon the individual employee’s success in the job, evaluations are conducted one to four times annually. The evaluations include feedback from students, self evaluations, and a performance appraisal from the immediate supervisor.

In addition to the management of infrastructure, the department expends resources to provide students with developmental programs and support services. Program efforts are student centered and are introduced with consideration to the student stress calendar. All program efforts are designed to promote a balanced lifestyle in support of MSU’s mission and are concentrated on intellectual, social, physical, cultural, and emotional needs.

ResNet

ResNet provides access to the campus computer network resources and the internet in the residence halls and FGH. Launched in fall 1998 and initially providing service only to the residence halls, about 55% of the occupants chose ResNet in the first year. Since 1998, all network switching has been upgraded to deliver 100 mbps to the desktop in the residence halls and added wireless access in most common areas and in all of the dining halls. ResNet usage in the residence halls increased to more than 88% of occupancy in the fall of 2006.

In 1999 and 2000, wiring and network switches were added in FGH with ResNet service delivered to those outlying buildings mostly via a wireless backbone. Since 1999, the wireless backbone has been replaced with a fiber backbone to all complexes and is in the process of having the network switches upgraded to deliver 100 mbps to the desktop. ResNet usage in FGH increased from 42% of occupancy in fall 2000 to more than 79% in the fall of 2006.

Residents also enjoy unlimited access to computer labs managed by ResNet in six of the seven residence halls and staffed access at a computer lab located in FGH. More than 45 computers are provided in the seven computer labs, offering access to campus-licensed software and campus network resources. Seven other computers are maintained at the front desks of the residence halls that provide quick access for e-mail and other campus network resources.
Free of charge, the ResNet Help Desk provides virtually all aspects of technical support and repair for students living in the residence halls and FGH: support for network connections, web/software applications, hardware problem diagnosis and repair or installation, hard disk recovery, operating system support and re-loads, and virus/spyware removal. Since MSU purchased anti-virus software licensing for all enrolled students, the ResNet Help Desk also supports students living off campus with virus/spyware removal and anti-virus software installation. Currently ResNet does not have any formal programs to promote cyber security, but will informally educate students while repairs are being completed on their computer.

3.D.14 Appropriate food services are provided for both resident and nonresident students. These services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards.

University Food Services

MSU manages and operates all food service operations on campus and offers a wide variety of food service options to residence hall students, faculty, and staff. University Food Service (UFS) operates three residence hall dining rooms and the Strand Union Food Service including a major food court on the main level, a small food court on the lower level, and a coffee shop, sweet shop, and a sandwich shop. The Strand Union Food Service also operates coffee bars in the Renne Library and the EPS building. In addition to these daily operations, UFS also operates catering, athletic concessions, and a restaurant. University Catering is capable of servicing multiple events and larger ones than other caterers in the area. With the information obtained from surveys and customer input, University Catering is considered one of the best in the region.

Meals are prepared under the supervision of professionally trained managers, chefs, and cooks. A registered dietitian is on staff to meet with students concerning dietary needs and to provide ongoing nutritional information. This dietitian meets with students on a regular basis consisting of approximately 12-15 visits per month by students. UFS employs a registered sanitarian who oversees the safe and healthy production and serving of food. In addition to following state sanitation rules, MSU was the first university in the country to be accepted into the federal food safety certification program to increase the safety of food served to its students.

The three residence dining halls on campus are modern, attractive, and comfortable. The facilities receive frequent updates to keep them looking fresh for students. During the last fiscal year, UFS spent $170,000 in repair and replacement funds to enhance the physical and operational facilities of the dining halls. In addition to two home-cooked entrees each meal, the dining rooms also offer pizza, sandwiches, tacos, a salad bar, a cereal bar, vegetarian foods, and low-fat foods. The “all you can eat” style of service allows students to enter the dining room whenever and as many times as they want from 7 a.m. to 7 p.m. every day. This program was developed with student input from a student focus group eight years ago. Today, surveys are conducted on a regular basis to determine if student needs and wants are being met.

The Strand Union Food Service was remodeled during 2007-08. The new look has been well received by customers based upon focus groups, surveys, and customer comments. The remodel replaced a coffee bar with a coffee shop, an enclosed sandwich shop with an open air sandwich shop, and a facelift for all areas.

UFS has developed a local foods program called “Montana Made” to increase the use of local foods to help with sustainability and the reduction of MSU’s carbon footprint. Currently 10% of UFS purchases are locally produced products with the goal of reaching 15% by the end of the next fiscal year. UFS is also working with student groups about recycling and composting; the newly formed Campus Sustainability Advisory Committee will be working with UFS in developing and expanding these programs.
UFS surveys its students and customers regularly and generally receives positive results. In the latest survey, 53.3% of respondents indicated they were satisfied or very satisfied with the dining services compared to only 4.9% who were unsatisfied. In the same survey, over 60% indicated the quality of the food was either “pretty good” or “awesome.”

In addition, UFS meets with students in focus groups, attends student meetings when requested, and has an open-door policy for students. Many of the changes made and the direction of the program are a result of student input. UFS holds many promotions and events throughout the year and has a marketing manager on staff to direct this function.

3.D.15 Co-curricular activities and programs are offered that foster the intellectual and personal development of student consistent with the institution’s mission. The institution adheres to the spirit and intent of equal opportunity for participation. It ensures that appropriate services and facilities are accessible to students in its programs. Co-curricular activities and programs include adaption for traditionally under-represented students, such as physically disabled, older, evening, part-time commuter, and where applicable, those at off-campus sites.

Office of Student Activities
Co-curricular activities and programs are rich, varied, and diverse and in some instances are specifically intended to meet the needs of traditionally under-represented students, such as the physically disabled; Gay Lesbian Bisexual and Transgender (GLBT); and older, evening, and part-time students. OSA and the Diversity Awareness Office (DAO) are committed to providing extracurricular programs that cultivate student development and complement academics. Some recent events include:

- Martin Luther King Lecture: Kenyan architect and social activist Ronald Omyonga (Engineers without Borders).
- Holtzer Leadership Conference, Fairmont Hot Springs
- Fall Activities Calendar
- The Biological Basis of Sexual Orientation, lecture by Dr. Anne Perkins
- The F Word (Feminism) Discussion Group
- Greg Mortenson Lectures, Central Asia Institute
- Margaret Mead Film Festival
- The Player Club Hip Hop Dance
- Wal-Mart, The Movie
- Mawi Asgedom Lecture: How To Overcome Almost Anything
- Bongo Love African Dance and Drumming
- National Coalition Building Institute Violence Prevention Workshop
- Molly Secours Lecture: Whispering Black–Code Talk for Whites
- Film Night with Rize, Kinky Boots, Land of Plenty and Paradise Now
- An Evening with Transgender Debra Davis titled Reading Rainbows
- Florence Garcia Lecture: Healing Moments
- Dr. Robert Jensen Lecture: The Skin I’m In: On Privilege in America
- Black Entertainment Exposition: poetry, comedy, hip hop and break
- THREADS Fair Trade Fashion Show and Sale with the Clintons
- Upheaval: A Revolution of the Arts
- Homelessness in America Panel
- Gay Comedian Vidur Kapur
- Kevin Connolly Lecture: The Rolling Exhibition
- Azouz Begag Lecture: Fighting Racism in France
- Dr. Peggy McIntosh Lecture: Understanding Privilege: The Surprising Journey
- Day of Student Recognition Awards Ceremony
Students are invited to attend every event through intense advertising on campus, which includes advertising in academic buildings, in residence halls, in FGH, on electronic running boards, via ASKUS announcements, and in the student newspaper. The OSA embraces the model of inclusion and utilizing student input for programs and services. Programming—including topics, presenters, dates, times and the set-up of the program space itself—is designed with the student in mind.

**Diversity Awareness Office**

The Multicultural Center was instituted in 2001 and aimed to support and raise awareness of the diversity in cultures that exist on campus. The center developed into the DAO, expanding the mission to encompass bringing together all members of the MSU community, and the community at large, by increasing understanding and providing support to those who identify with a wide spectrum of diversity issues including race, ethnicity, sexual orientation, class, gender, and ability.

One aspect of the DAO, a responsibility of the OSA, is to provide programming and extracurricular opportunities for traditionally under-represented groups including students with physical challenges; gays, lesbians, bisexual and transgender students; and students over traditional age. At the Day of Student Recognition Ceremony, awards are given to students with disabilities and to an African American student.

The office functions on a variety of levels within the university: ASMSU, student affairs, academic affairs, and training programs. It hopes to provide informational resources about services such as tutoring and scholarships available to students, as well as information and articles to enrich research and inquiry related to diverse issues and to aid in raising the level of awareness of the layers of diversity that exist on campus. Some of the events that the office is involved in include the following:

- A diversity art space, within the SUB displaying student art-work with themes centered around some aspect of diversity as defined in the mission statement of the DAO, artwork that heightens the level of student awareness of difference on campus by being located in a highly visibly area in one of the busiest buildings on campus.
- In order to encourage the development of leadership skills within the American Indian student population on campus, the DAO sponsored four students to attend the MSU Leadership Institute's Leadership Summit in the fall of 2008.
- The office is a sponsor of the Diversity Coffee held in conjunction with the CIS-ES's Career Fair.
- Workshops such as diversity training workshops have been offered to the community in the past and the office offers diversity training and teaching resources for Graduate Teaching Assistants, faculty, and staff.
- The DAO participates in recruitment opportunities such as Native American campus visits and outreach efforts such as sending letters to all prospective and admitted students of color.
- Co-sponsorship of the Diversity Dialogues, held with CPS, offers all students an opportunity to have guided and honest discussions about issues including racial and ethnic identities and class in a safe and confidential space.
- The office worked with Affirmative Action and the Office of Communications and Public Affairs to develop the statement regarding MSU’s commitment to diversity and is also working to further develop policies that provide a plan of action and protocol for reporting bias-related incidents.
- Undergraduate research mini-grants help support undergraduate research dealing with aspects of diversity, including race, class, ethnicity, and socio-economic standing.
• Scholarships in development aimed at increasing leadership and raising visibility of under-represented groups of students.

• Participation in the Indian Program Directors Meeting.

• Participation in Bobcat Student Athlete Mentor Program, where one student-athlete mentee is African American.

• Events that promote awareness of racial/ethnic/religious differences e.g., Peace…not Prejudice symposium on understanding Islam

• Co-sponsorship of Martin Luther King, Jr. lectures.

• Co-sponsorship of Native American Awareness events such as American Indian Heritage Day events.

• Hosting of Financial Aid workshop for all students, highlighting opportunities for students of color and underrepresented backgrounds.

• Sponsoring “Conversations on difference: A Diversity Essay Contest” where perspectives of people from different backgrounds are shared with both the MSU community and the Bozeman community through the DAO newsletter and the Bozeman Daily Chronicle.

• Thursday Afternoon Forums are developed for graduate students, undergraduate students involved in advanced research, and staff as a place to present research of interest to the campus community in a small, informal setting. These are excellent opportunities to prepare for conference presentations and job talks.

• DAO Movie night, featuring screenings of movies centered on topics and areas of diversity.

• Diversity Panels comprised of students for class discussions, allowing students of color and other underrepresented groups to have their perspectives voiced to students. Last year’s panels visited with the Advocats class and the Psychology of Prejudice Class.

• Student Diversity Advisory Board (in development), comprised of students from a variety of backgrounds that will lend guidance to the direction of programming the DAO sponsors as well as diversity-related issues on campus that may need attention from the university.

Office of Sports Facilities

Sports Facilities strives to provide professional services for its many diverse, distinct events and clients. Basic to the Sports Facilities mission is a commitment to produce quality activities and programs and to provide multipurpose facilities for university students, staff, faculty, and the Montana community, while progressively managing clean, safe, and well-maintained facilities.

The department is responsible for the management of the following facilities and grounds: Brick Breeden Fieldhouse, Bobcat Stadium, Marga Hosaeus Recreation and Fitness Center, Tennis Facilities, and the outdoor fields. Management includes scheduling, daily operations, event management, short and long term maintenance as well as daily custodial work. The facilities are the largest available in the area and are utilized heavily – accounting for 95% of the approximate 14,000 space reservations on campus annually by academic classes, the Wellness program, Recreational Sports and Fitness, Athletics, student organizations, ROTC, and individual staff, and faculty. The facilities are also utilized for a wide variety of events including MSU Rodeo, Broadway in Bozeman, MSU Commencement, concerts, MSU/ASMSU clubs and student organizations, and events for the community such as trade shows and the Bozeman High School Commencement. The buildings are open seven days per week, averaging 16 hours per day, with special hours for events.

Associated Students of MSU

ASMSU exists to provide three essential elements to a rewarding college experience: representation, education, and entertainment/service programs. ASMSU’s primary
goal is to enable students to use their own skills and abilities to have a beneficial impact on MSU. ASMSU has twenty committees and programs designed to provide students with the skills necessary to learn, grow, and ensure that all MSU students receive the full benefit of the student activity fee. The committees are administered by the ASMSU President, Vice President, and Business Manager. These programs aim at providing services of which the entire student body can take advantage. They range from legal services, tutoring services, intramurals programs, outdoor recreation programs, a student-run radio station (KGLT), movie theatre, and student newspaper to name a few. ASMSU ensures that students are getting the most out of their student activity fee by surveying students each year and actively promoting all services offered to students weekly through various media outlets. Any student who has paid the activity fee is welcome to take advantage of any service offered by ASMSU.

ASMSU follows all ADA guidelines as applicable to buildings and operations since it operates in most of the buildings on campus. All programs are available to any student who has paid the activity fee. Programs from the leadership institute, lively arts and lectures, the Procrastinator Theatre, etc., ensure that their lineup is diversified. Many programs do offer their services after 5:00 p.m. as well, e.g., fitness center, Procrastinator Theatre, outdoor recreation, comedy, leadership institute.

**Disability, Re-entry, and Veteran Services**

Students with disabilities who want to participate in activities and events on campus are assisted case-by-case in collaboration with various departments and offices, including:

- OSA
- Conference Services
- ASMSU
- Auxiliary Services

One of the biggest changes since the last accreditation has been the name change of the office. The name was changed due to the negative connotation associated with “resource rooms” in public schools, and the numerous other “resource” offices located at MSU confused many students, faculty, parents, and staff.

DRVS has continued to invest in technology to better support students served: disabled, non-traditional, or veterans. In the disability field, great advancements have been made in adaptive equipment and software technology. The recent purchase of a high speed scanner has enhanced the capability of providing alternative texts to students in a timely manner. DRVS staff members keep current on technology and trends and then implement changes as needed.

**3.D.16 The co-curricular program includes policies and procedures that determine the relationships of the institution with its student activities; identifying the needs, evaluating the effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution.**

**Office of Student Activities**

Interest in student leadership of some student organizations for non-traditional student groups fluctuates with the times and with the energy and charisma of revolving student leadership. This is the case with many student groups. While accessibility to events, flexibility in timing, and variety in scheduling events is well executed by OSA, much effort is evident by students and some advisors to develop, market, and support student groups. Leadership training for organization leaders is available upon request.

Depending on the student organization, needs are identified by direct conversations and inquiries with students regarding student interest and involvement, and through interaction with the student government and directly-involved advisors and departments on campus.
Effectiveness is evaluated annually through one-on-one contact with student organization leaders and advisors. Effectiveness is reflected in the flexibility and willingness to improve and revamp programs to meet the changing needs of students.

Policies and procedures for student organizations and the advisor handbook are available online.

**Family and Graduate Housing**

The needs of a diverse student and family population are served by the programming efforts of the FGH office. All FGH activities and programs are planned out well in advance to ensure a well-prepared event for tenants. During the planning stage and to optimize tenant awareness and involvement, the facilitators review factors such as timing, safety, advertising, expense, and tenant interest.

Due to the diverse population in FGH, a wide variety of program and activity options are available. During a calendar year, programs are provided that cater to either individual communities or the entire FGH community. There are also separate options provided for both the family population and the single-student population.

Programming needs are determined by assessment of population. Recently, FGH has implemented surveys to assist in attempts to determine what particular interests and concerns might be addressed by educational programming. While still in early phases of development and implementation, multicultural diversity programming is important to current residents. The FGH office has responded by increasing the frequency and availability of multi-cultural programs in the community.

The value of activities and programming are reviewed through yearly EBI surveys distributed to residents; the surveys are conducted in March of each year. Tenant feedback is used to improve programs and efforts and to inform the program-planning process for the upcoming year. These data are congruent with the ACUHO-I/EBI assessment which has demonstrated par performance (63 participating institutions) in the last year in all programming areas. However, a slight dip (-.02 mean) in cultural programming has led to increased importance being placed on improved, better advertised, and more frequently implemented multi-cultural programming in the housing area.

A final report is submitted for each program offered in FGH and is utilized to gauge tenant involvement, tenant interest, and overall program success. Staff members review success and possible improvements to the program.

**Residence Life**

Student-interest surveys are conducted at one of the first floor meetings to determine programs of interest. RAs use this information to align their activities and programs with the community throughout the academic year. All RL and Inter-hall Residence Hall Association (IRHA) activities are alcohol-free and offer a series of traditional events—Roskie Run, Tri-Tower Spring Fest, Dress Your RA Contest, Spirit BBQ, Quads Pentathalon, Hannon Mother/Daughter Weekend, Langford Christmas Dance—in addition to new, community-sponsored events.

For each program completed, a Community Development Program/Activity evaluation is completed. Information is gathered regarding attendance, publicity, resources used, and logistics. RAs also address desired learning outcomes, needs and purposes and provide a summary of the event and suggestions to improve the program. RAs also make a recommendation based on resident feedback if the program should be repeated.

**Associated Students of MSU**

The governing body of ASMSU, the Senate, consists of 21 students. The Senate’s major responsibility is the allocation of almost $900,000 to the ASMSU committees. The Senate is supported by two standing committees. The Constitutional Audit Committee is responsible for ensuring that all legislative actions taken by the Senate are not in violation of ASMSU’s Constitution. The Stipend Review Committee is responsible for appropri-
ating annual salaries of over $140,000 to over 80 ASMSU committee personnel and executive members. ASMSU has a Finance Board made up of six students and three faculty/staff members who advise the Senate on fiscal issues. See suggested Materials 3.

**3.D.17** If appropriate to its mission and goals, the institution provides adequate opportunities and facilities for student recreational and athletic needs apart from intercollegiate athletics.

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**ASMSU Recreational Sports and Fitness**

The newly renovated Marga Hosaeus Fitness Center (HFC) opened January 11, 2008; with its open and artistic design it will be sure to draw students long into the future. In its first year of operation, over 325,000 users have entered through the turnstiles; students make up approximately 80% of the usage of the building. A typical weekday, during the academic year, has 1,500 to 2,500 users. The HFC features new group fitness rooms, a climbing room, a fireplace lounge, large viewing windows, a 14,000 sq. ft. fitness center, and a large open lobby.

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### Marga Hosaeus Fitness Center Featured Facts

<table>
<thead>
<tr>
<th><strong>Funding</strong></th>
<th>Student Fees; Student Body vote spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Opened</strong></td>
<td>January 11, 2008</td>
</tr>
<tr>
<td><strong>Cost of Remodel</strong></td>
<td>$15.5 million</td>
</tr>
<tr>
<td><strong>Lobby Height</strong></td>
<td>32 feet</td>
</tr>
<tr>
<td><strong>Lobby and Hallway</strong></td>
<td>15,000 ceramic tiles (one square foot each)</td>
</tr>
<tr>
<td><strong>Tile/Maple Fireplace</strong></td>
<td>25 feet tall</td>
</tr>
<tr>
<td><strong>Fitness Center</strong></td>
<td>14,000 sq. ft. with over 75 cardiovascular machines</td>
</tr>
<tr>
<td><strong>Group Fitness Rooms</strong></td>
<td>3, including spinning and martial arts</td>
</tr>
<tr>
<td><strong>Multipurpose Gymnasiums</strong></td>
<td>3, including six full-court basketball courts</td>
</tr>
<tr>
<td><strong>Racquetball/squash</strong></td>
<td>9 racquetball courts and one squash court</td>
</tr>
<tr>
<td><strong>Indoor Tennis</strong></td>
<td>2 courts</td>
</tr>
</tbody>
</table>

Intramural Sports, Group Fitness, and Fitness Consultations make up the bulk of the programmed activities. Group Fitness classes serve over 500 participants per week and Intramurals provide recreation for 1,500 participants per week. Intramural Sports offer women’s, men’s, and co-ed activities in all its team sports. The Recreational Sports and Fitness (RSF) department is staffed by one master’s level professional, four bachelor’s level professionals, a full-time administrative assistant, and over 150 student employees who serve as equipment managers, lifeguards, aerobics instructors, office assistants, referees, and facility/program supervisors.

In addition to the newly remodeled indoor facility, RSF oversees the use of an outdoor field complex for intramural activities. The Dobby Lambert Fields feature softball, soccer, touch football, ultimate frisbee and club sport activities on a 27-acre, irrigated, multipurpose field. Intramural Sports and Group Fitness classes are an important social aspect to campus life, as well as being an outlet for physical activity.
The Recreational Sports and Fitness Advisory Board (RSFAB) was established in April 2006 with nine student and two faculty/staff members. The board meets once per month and has helped establish a new mission statement; the board also provides advice on equipment purchases, utilization of fees, governance, facility operations, and overall program evaluation. The two co-chairs of the board are ASMSU senators, who provide information to the RSFAB of student government (ASMSU) activity and report back to the ASMSU Senate on RSAB activity and motions. The RSF Director has also established a good working relationship with ASMSU and provides regular updates to the ASMSU Senate and executives.

3.D.18 If the institution operates a bookstore, it supports the educational program and contributes to the intellectual climate of the campus community. Students, faculty, and staff have the opportunity to participate in the development and monitoring of bookstore policies and procedures.

The MSU bookstore is an integral part of the MSU community. Operating since 1931 as a separate, incorporated entity, its operation is guided by its mission: “The MSU Bookstore, Inc. is dedicated to supporting the goals of the University by satisfying customer needs with the best possible service and prices in a customer friendly environment.”

Governed by a Board of Directors, the bookstore continuously evaluates itself through internal and external surveys and customer feedback. The Board of Directors is composed of the following: three faculty, three students, and is chaired by a university presidential appointment—presently MSU’s Director of Auxiliary Services. The board meets on a monthly basis and serves as a policy board that directs and has authority over all store policies.

The MSU bookstore provides a comprehensive and diverse offering of goods, services, information, and advice to the university community. The resources directly and indirectly support and enhance academic work and life within the university community. The bookstore serves as a focal point, enhancing MSU’s image by reflecting its commitment to learning. To accomplish this, the bookstore carries books that will enhance the learning experience of the student, as well as required textbooks and class supplies. General reading books that support and enhance required reading material are also stocked with emphasis on regional authors and interests. Additionally, computers and electronic-related merchandise is available, usually at educationally reduced prices, and clothing and gifts sold in the store bear the marks and logos of the university to help promote institutional pride and recognition.

According to comparative data surveys from both the Independent College Bookstore Association (ICBA) and the Large Store Group of the National Association of College Stores (LSG), the MSU bookstore is one of the lowest priced textbook distributors in the U.S. Recently, the store was ranked 69th in sales volume by The National Associate of College Stores. As a nonprofit organization in which faculty and students are shareholders, any profits are rebated to the shareholders through discounts on textbooks and trade books.

3.D.19 When student media exist, the institution provides for a clearly defined and published policy of the institution’s relations to student publications and other media.

ASMSU owns and operates the student newspaper, the EXPONENT, and the student radio station, KGLT. The EXPONENT provides up-to-date coverage of news, sports, arts, and a variety of other events happening on or near MSU. The EXPONENT seeks to provide a forum for students to exchange views on events that affect them. The student newspaper employs 40 students as writers, editors, and production staff for an opportunity to learn advanced newspaper procedures, layouts, graphics, and management. The EXPONENT is governed by the Exponent
Publications Media Board comprised of seven students, one faculty member, and one community member. The EXPONENT is published weekly during the academic year.\(^\text{21}\)

KGLT is the campus alternative radio station. Students and community members alike work at KGLT, as do volunteer DJs, a professional, and a student-paid executive staff. An apprentice class begins every school year, which prepares volunteers for on-air announcing. Operational funding comes from ASMSU, area businesses, and listeners. KGLT also organizes a Policy Board comprised of 12 students and six community members who set the direction for the future of the station.

Both KGLT and the EXPONENT have always been treated by MSU as separate and autonomous entities; therefore, no formalized institutional policy regarding their relationship to the university exists.

**Standard 3.E. – Intercollegiate Athletics**

3. E.1 Institutional control is exercised through the governing board’s periodic review of its comprehensive statement of philosophy, goals, and objectives for intercollegiate athletics. The program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational mission of the institution.

**Overview - NCAA**

The institution is a member of NCAA Division I and the Big Sky Conference. As such, the institution is required to follow all rules, regulations, and policies of both organizations. The institution sponsors fifteen sports—seven men’s teams and eight women’s teams. The department is led by a director who reports to the Vice President for Student Affairs.\(^\text{22}\)

Additional oversight is provided by the Faculty Athletics Committee created to ensure the department is operating within its mission and the mission of MSU. The chair of the athletics committee reports directly to the President of the university. The group meets at least once a semester and participates in exit interviews of all student-athletes who have exhausted eligibility. An annual report of all exit interviews is provided directly from the committee to the President of the university and is available online.\(^\text{23}\)

As a member of the NCAA, MSU is required to conduct a self-study and undergo a certification process every 10 years. The most recent certification was conducted in 2001-02 with the next certification scheduled in 2010-11. (Link 2001-02 NCAA Certifications). MSU will begin its self-study for NCAA certification in fall 2009.

Additionally, the department has undergone additional external reviews since the last accreditation. In the fall of 2005, the Big Sky Conference provided an external review of compliance operations, and in the fall of 2006, an outside entity comprised of representatives from the NCAA, Southeastern Conference, and Big Sky Conference conducted a review of recruiting and academic policies.\(^\text{24}\)

The athletic department’s mission requires the department to create a competitive intercollegiate athletics program without losing sight of the priority of providing student-athletes with a high-quality education leading to a collegiate degree. The mission of the Department of Intercollegiate Athletics at MSU is to foster excellence in academic and athletic performance. To accomplish the athletics mission the department:

- Promotes student-athlete welfare, ethical conduct, equal opportunity, and fiscal and social responsibility among all athletes, coaches, staff, and administrators.
- Supports the success of student-athletes by actively engaging the broader university community.
• Actively develops student-athlete life skills for success in the classroom, on campus, and in the community.
• Encourages athletic excellence characterized by discipline, sportsmanship, and continuous personal growth.

Additionally, the President has stipulated the following priorities for intercollegiate athletics at his annual address to the athletics department staff:
1. graduation/academics — promote academic success with graduation as the key end result,
2. meet compliance to all rules and regulations,
3. fiscal responsibility, and
4. competitive competition.

The following recent developments assist to ensure the athletic department is integrated into the larger campus community:
1. the Associate Director of Athletics serves on the Assistant Dean’s Council,
2. all student-athletes are required to participate in orientation,
3. a faculty member teaches the Life Skills for Student-Athletes course for new student-athletes,
4. the director of academic services serves on the Academic Advising Committee, and
5. the athletic department sponsors a mentor program whose mission is to connect staff and faculty outside of the athletic department with first-year student-athletes.

Overview Rodeo - NIRA
MSU Rodeo is a member of the National Intercollegiate Rodeo Association (NIRA) which is the governing body of college rodeo. The head coach reports to the Vice President for Student Affairs and meets with him periodically throughout the year to review program status, goals, and objectives. The Vice President for Student Affairs provides direction for the program at his discretion. Additionally, the head coach meets regularly with the Fiscal Manager for Student Affairs to review and discuss the budget and fiscal status of the program. The head coach also meets regularly with the Student Affairs Assistant to the Vice President for Special Projects to discuss program goals and operational issues. Annually, a report is prepared with details about the program, including financial statements, participation rates of student athletes, GPA statistics and graduation rates, and university support. This report is reviewed by the Vice President for Student Affairs and submitted to the Office of the Commissioner for Higher Education (OCHE) for the state of Montana.

3.E.2 The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are provided in writing to candidates for athletics staff positions. Policies and rules concerning intercollegiate athletics are reviewed, at least annually, by athletics administrators and all head and assistant coaches. The duties and authority of the director of athletics, faculty committee on athletics, and others involved in policy making and program management are stated explicitly in writing.

NCAA
The goals and objectives of the department can be found throughout the department. In the summer of 2008, the department initiated a plan to post its mission statement in every departmental office, student services area, and locker room. Additionally, the goals and objectives may be found most prevalently in the department’s Annual Report, Policy Manual, and on the departmental website.24

During the recruitment process for institutional staff members, the department clearly states its goals and objectives in job descriptions and job postings. Upon acceptance of a position, the goals and objectives are clearly stated in head coaching contracts and assistant coaches’ letters of appointment.

The department provides rules and education to its staff, coaches, and student-athletes
monthly, and annually, or upon request, to other individuals across campus. It produces a policy manual for staff and a handbook for student-athletes which details all policies relevant to each group and clearly defines the duties and authority of the director of athletics, faculty athletics committee, and other individuals/groups involved in policy making and management of the department. Additionally, the department adheres to all institutional policies and is committed to compliance with these policies by staff, coaches, and student-athletes.

Annually, all staff members must complete the NCAA Certification of Compliance Certificate. By signing this certificate, the staff members are verifying that they have not participated in any known or unreported violations of NCAA rules and regulations. This certificate is then signed by the President of the university and kept on file according to NCAA policy.

Rodeo

Rodeo policies are reviewed annually by coaches and staff with the head coach. Compliance with NIRA rules and MSU policies is emphasized.

3.E.3 Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletics are vested in the same institutional agencies that handle these matters for all students.

Academics

The NCAA measures academic success with the Academic Progress Rate (APR) initiated in 2003 and with the Graduation Success Rate and Federal Graduation Rates. While the rates have slipped over the last few years, it is expected they will increase in coming years as a result of new coaching staff committed to academic priorities in line with the department and institutional commitment.

With a renewed focus on the integration of the athletic department within the greater campus community, the President commissioned a group of community members, faculty members, and staff to examine the shortcomings in APR and graduation rates, as well as other issues, including recruiting and retention strategies and social behavior of student-athletes. The group thoroughly researched the issues and presented the President with a report titled “One Team” outlining concerns and recommendations to ensure the athletics department renews its commitment to its mission, the academic performance of student-athletes, and the overall image of MSU and the athletic department.

In light of this, the department has bolstered a team average GPA of 3.0 or above for the previous 16 semesters. In 2007-08, student-athletes and staff provided over 5,500 hours of service to the local Bozeman community. The department has also increased staffing in the Athletic Academic Center and is working with offices across campus to ensure students are integrated into the larger MSU campus community.

To ensure academic achievement is not overlooked, all head and assistant coaches’ contracts and letters of appointment include written expectations concerning academic achievement and graduation of student-athletes. During annual staff evaluations, administration uses commitment to academics as a component of the evaluation. Coaches are also evaluated on adherence to departmental, institutional, Big Sky, and NCAA policies as well as other performance-based criteria.
To ensure academic integrity, the eligibility of each student-athlete is certified each semester by a team of individuals both in- and outside of the athletic department. The certification of each student is reviewed by the following individuals: the Faculty Athletic Representative, the Associate Director of Athletics for Compliance and Student Services, and the Registrar’s Liaison for athletics. Written policies for eligibility are reviewed and updated annually. These policies and procedures are then approved by the President.

Admissions

All student-athletes must meet NCAA and Big Sky eligibility standards and MSU admission standards. The university does not extend special admission status for student-athletes. All admission of student-athletes is extended by the MSU Admission Office in the same manner as admission for all students at MSU.

Financial Aid

The athletic department administers all athletically-related financial aid within the limitations outlined by the NCAA, Big Sky, and MSU. All awards are recommended by the athletic department with the Financial Aid Office having the final authority over the awards. All students whose awards are non-renewed, cancelled, or reduced are notified in writing of their opportunity for an appeal, which is administered outside the athletic department.

Fiscal Responsibility

The department’s fiscal operations are conducted through the MSU and State of Montana accounting systems. All transactions are made through the state of Montana process. The athletic budget is created annually by the Director of Athletics, Director of Athletic Business Operations, and Budget and Fiscal Director for Student Affairs. The athletic budget is monitored on a bi-weekly basis by a Budget Oversight Committee. The Budget Oversight Committee consists of the Director of Athletics, Director of Athletic Business Operations, Budget and Fiscal Director for Student Affairs, Assistant Vice President for Financial Services, and Vice President for Student Affairs. The Vice President for Administration & Finance and Director of Internal Audit are also included as necessary. An external audit is performed annually as required by the NCAA.

The department operates a booster club to assist in raising funds for student-athlete athletic scholarships. The athletic business office, and ultimately the university, has oversight of this operation and an annual audit is performed.

The department is embarking on a capital campaign to improve facilities and provide additional scholarship support for the department. This campaign is being conducted in cooperation with the MSU Foundation and all applicable rules and regulations are applied.

MSU Rodeo – NIRA

The fiscal management of the rodeo program is conducted through the MSU and State of Montana accounting systems. Revenue sources include the annual Spring Rodeo, various fundraisers, and the CAT Rodeo Scholarship Association. All transactions are conducted in compliance with State of Montana regulations. The rodeo budget is developed annually by the head coach and the Fiscal Manager for Student Affairs.
3.E.5 The institution demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities.

Compliance

The department is committed to fair and equitable treatment of all student-athletes. It ensures participation, financial aid, student-support services, equipment, and that access to facilities not be limited for participants on the basis of gender, race, or any other discriminatory factor.

Annually, the department compiles required data to complete the Equity in Athletics Disclosure Act Report (EADA) as required by the NCAA and USED. The department recently updated its gender equity plan and created a plan to ensure equality through 2013. This report was developed by a committee including individuals from in- and outside the athletic department. The university gender equity officer served on this committee as well.

Beginning in spring 2009, the department will undertake updating its Sportsmanship and Diversity five-year plan. The NCAA has selected MSU to conduct diversity training on campus for staff and student-athletes. The NCAA will be on campus in February 2009.

MSU Rodeo - NIRA

The institution is committed to fair and equitable treatment of both female and male athletes. MSU Rodeo and NIRA provide three events specifically for female athletes and one event that is shared between genders. The rodeo team has been for many years made up of 40% to 50% females and the program employs two female graduate assistant coaches.

3.E.6 The institution publishes its policy concerning the scheduling of intercollegiate practices and competition for both men and women that avoids conflicts with the instructional calendar, particularly during end-of-the term examinations.

Student-Athletes and Competition

While the athletic department is committed to the highest level of competition, safeguards are in place to ensure student-athletes are students first. Scheduling policies for practice and competition are clearly defined in the student-athlete handbook, and all NCAA and Big Sky rules and regulations concerning practice time limitations and missed class time are strictly enforced.

The MSU Rodeo program schedules practices at different times of the afternoon and evening in an effort to afford students the opportunity to practice without interference with their scheduled classes.

Conclusion

The department of intercollegiate athletics acts as an extension of MSU and is fully integrated into the university community. The department provides student-athletes with the opportunity to compete at a high level while fully participating in campus life and earning a college degree. The department provides an opportunity for the campus community to experience fully the camaraderie of a common goal through support of its athletic teams and the excitement of Division I intercollegiate athletics.
Policy 3.1 – Institutional Advertising, Student Recruitment and Representation of Accredited Status

A. Advertising, Publications, Promotional Literature

1. Educational programs and services offered are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities. Examples are provided in Standard 3 Exhibits.

2. All statements and representations are clear, factually accurate, and current. Supporting information is in kept on file and is available for review if requested. Supporting information can also be accessed online.

3. Catalogs and other official publications are readily available and accurately depict institutional mission and goals; entrance requirements and procedures; basic information on programs and courses, with required sequences and frequency of course offerings explicitly stated; degree and program completion requirements, including length of time required to obtain a degree or certification of completion; faculty with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for conduct; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment; and academic calendar.

4. Information regarding career opportunities is clearly and accurately provided in the MSU Bulletin, including a webpage address (www.montana.edu/careers) that details the career planning model, a compilation of the annual Career Destinations Survey highlighting salary survey information, job placement rates, number of interviews earned by college, location of employment (in-state v. out-of-state), etc.

National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered are outlined in the bulletin. For example, the licensure requirements for Nursing, Engineering, Education, Architecture and other professional programs are defined in the curriculum section of the University Bulletin. Unique requirements for career paths or employment can be found on the MSU Career and Internship Services webpage in the “What Can I Do with a Major In…” section.

B. Student Recruitment for Admissions

1. Student recruitment should be conducted by well-qualified admissions officers and trained volunteers whose credentials, purposes, and positions or affiliation with the institution is clearly specified.

MSU student recruitment activities are conducted by well-qualified admissions representatives, admissions staff members, and a wide variety of other MSU faculty and staff members. In all cases, the people engaged in this type of student recruitment activities are paid and credentialed employees of MSU. The Office of Admissions also utilizes the services of both paid and volunteer students who are trained in recruitment basics and occasionally uses carefully selected alums from around the nation. When volunteers or students are utilized, they are always instructed to make it clear to those they are working with that they are students or volunteers.

2. Independent contractors or agents used by the institution for recruiting purposes shall be governed by the same principles as institutional admissions officers and volunteers.

MSU does employ the services of an outside contractor, Royall and Company, for assistance with recruitment lead generation
and yield enhancements. In addition, the Office of International Education employs a variety of ‘agents’ who work on MSU’s behalf around the world. In both cases, these independent parties are governed by the same principles as institutional admissions officers.

3. The following practices in student recruitment are to be scrupulously avoided:

   a. ensuring employment unless employment arrangements have been made and can be verified;

   b. misrepresenting job placement and employment opportunities for graduates

When recruiting students to MSU, the staff does not make promises regarding any employment arrangements nor does the staff misrepresent job placement and employment opportunities for graduates. When job placement and employment opportunities are discussed as part of the recruitment process, the facts and data are derived from statistics provided by the Office of Career and Internship Services.

   c. misrepresenting program costs:

MSU program costs are printed in multiple publications and are available online. The stated costs represent average figures for students and specify that additional fees or charges may apply to specific programs or courses.

   d. misrepresenting abilities required to complete intended program

MSU recruitment staff does not misrepresent the abilities required to complete various programs. Occasionally, however, prospective students or parents present unrealistic program plans based upon the academic records submitted. MSU has mechanisms in place to allow these students to begin in their desired course of study. If the chosen academic choice does not work for a student academically or otherwise, advising is available and suggested to ensure that the student has access to information about other academic options which might be more suitable.

   e. offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. (Except for awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.)

The MSU Office of Admissions does not offer any agencies or individuals money or inducements in exchange for student enrollment. The Office of International Programs has contracts with carefully selected and monitored agencies around the world that assist with recruiting international students only. MSU follows standard international practices of contracting and compensation of the recruitment agencies.

C. Representation of Accredited Status

The accreditation status of MSU is published on the first page of the MSU Bulletin, as stated:

Accreditation: Regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). Professional schools and departments are approved by specialized accrediting organizations.
Standard 3 – Summary and Analysis

MSU maintains a strong commitment to student success inside and outside of the classroom. The university’s commitment to student success is reflected in both the execution of a broad set of university strategic goals listed at the beginning of this chapter, as well as through the coordinated operation of the DSA as demonstrated by office and department responses relevant to each standard response. The array of programs and services presented in this self-study suggest a well designed and coordinated effort to recruit, orient, retain, and graduate students.

Strengths

Since the last accreditation, much has been accomplished at MSU to enhance student success, including but not limited to:

- A $28 million renovation of the SUB, Black Box Theatre, and Marga Hosaeus HPE Center, providing additional or renovated attractive, safe, and highly-used student space.
- Increased student services offices located in the SUB as a result of the remodel.
- Renovation of several residence hall floors, rooms, and lounges.
- Renovation of several FGH apartments.
- Implementation and expansion of ResNet, direct connect, and wireless online service in the residence halls and apartment communities.
- Implementation and growth in web-based student services – applications, bill-pay, course registration, job searching/application, etc.
- Successful implementation and software conversion (SIS to SCT Banner) in 1999-2001.

Areas affected include Admissions, Financial Aid, Housing, Auxiliary Services (Accounts Receivable, Accounts Payable, Finance), and the Registrar’s Office.

- Improvement in the overall student recruitment process through increased budget allocation, hiring of Royall and Company, and enhanced publications resulting in a greater applicant pool.
- Increased AmeriCorps grant funding for service learning opportunities through the Office of Community Involvement.
- Creation of a DAO and implementation of relevant programming.
- Implementation of a student/employer job searching portal product increasing employment and internship opportunities for MSU students and graduates.
- Continued accreditation for Health and Counseling and Psychological Services by their national organizations for the longest time period possible.
- Implementation of numerous educational and social events intended to curb alcohol consumption of minors and binge drinking on campus – AlcoholEd, Midnight Mania, etc.
- Implementation of recommended campus safety audit findings, including but not limited to installation of video cameras in residence halls parking lots and emergency call boxes placed throughout campus.
- Implementation of the 21st Century GI Bill, a new program allowing public universities in Montana (including MSU) to partner with the Department of Veterans Affairs to cover tuition expenses for veterans. The new version of the GI Bill also allows out-of-state veterans to pay in-state rates at Montana’s public universities when pursuing a degree.
- Reduction in student-to-faculty ratios for freshman English composition classes.
- Installation of fire-suppression systems in residence halls and high-rises in FGH.
- Development of the Student Progress Oversight Committee tasked with improving student retention.
- Growth in Native American student population.
• Implementation of an “early warning system” for students who are at risk for D and F grades.
• Growth in students reporting internship experiences.
• Implementation of a campus alert system.
• Implementation of a system to support the electronic storage and access of medical records at CPS. (Student Health Service).
• Migration toward a common course numbering system between the other public institutions of higher education in the state of Montana – with the hope of facilitating transferring between institutions within the state.

Challenges
As discussed in this self-study, challenges exist in the administration of student services at MSU. While the items listed are not unique to this institution, the administration of MSU, through the efforts of the DSA, are actively working to address the following:
• Improving freshman to sophomore retention rates
• Improving six-year graduation rates
• Adjusting to declining state and Foundation budget allocation affecting scholarship opportunities.
• Maintaining a “safe” campus environment in light of tragic events on other college campuses
• Increasing student diversity on campus.
• Effectively communicating and engaging students in a continually changing multi-technological world.

Standard 3 – Supporting Documentation

Required Documentation
1. Organization chart for Student Services
   • http://www.montana.edu/careers/organizational-chart-studentaffairs.pdf

2. Student Handbook
   • http://www.montana.edu/wwwcat/
   • http://www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm

3. Summaries of student characteristics that will provide a composite of the nature of the student body.
   • http://www.montana.edu/opa/student-databox.html
   • http://www.montana.edu/opa/quick-factsindex.html

4. Student retention and rate of graduate data for the last three years.
   • http://www.montana.edu/opa/facts/FroshRatesAll.html

NCAA Graduation Rate Report
   • http://www.montana.edu/careers/careers/2008%20Federal%20Graduation%20Rates%20MSU.pdf

5. Completed Table #1 Admissions Report
   • http://www.montana.edu/careers/Admissions-Report.pdf

6. Completed Table #2, Student Affairs Staff Profile.
   • http://www.montana.edu/careers/staff-profile-studentaffairs.pdf

7. Description of procedures for policy development including the involvement of students.
   • http://www2.montana.edu/policy/operating_policy/
   • http://www.mus.edu/borpol/bor500/5061.htm
   • http://mus.edu/borpol/bor900/94093.htm
   • http://mus.edu/borpol/bor900/94028.htm
   • http://mus.edu/borpol/bor900/94031.htm
   • http://mus.edu/borpol/bor200/201-7.pdf
**Required Exhibits**

1. Policies and procedures on student conduct, rights, and responsibilities; student grievance process; academic honesty; athletics; student fees; tuition refunds.
   - [http://www.montana.edu/wwwcat/expenses/exp2.html#Schedule](http://www.montana.edu/wwwcat/expenses/exp2.html#Schedule)
   - [http://www.montana.edu/wwwcat/expenses/exp6.html](http://www.montana.edu/wwwcat/expenses/exp6.html)
   - [http://www.montana.edu/summer/fees.shtml](http://www.montana.edu/summer/fees.shtml)

2. Statistics on student financial aid such as types and amounts available, number, gender of students assisted in each of the last three years, default rate on loans, etc.
   - [http://www.montana.edu/careers/FinancialAid.pdf](http://www.montana.edu/careers/FinancialAid.pdf)

3. Most recent financial aid reviews conducted by state and federal agencies.
   - [http://www.montana.edu/careers/FinancialAid-Audit.pdf](http://www.montana.edu/careers/FinancialAid-Audit.pdf)

4. NCAA Division I Schools are to include the most recent graduation rate report.

5. A copy of the mission and goals of each unit.

6. Evidence of goal attainment of each unit
   - [http://www.montana.edu/careers/key-perform-indicators-studentaffairs.pdf](http://www.montana.edu/careers/key-perform-indicators-studentaffairs.pdf)

7. Evidence of the impact of student services on students.
   In addition to other exhibits included in this self study, the following link provides key performance indicators of student services on campus.
   - [http://www.montana.edu/careers/key-perform-indicators-studentaffairs.pdf](http://www.montana.edu/careers/key-perform-indicators-studentaffairs.pdf)

8. Intuitional publications required by the Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to-Know Act.
   - [http://www.montana.edu/legalcounsel/essential.html](http://www.montana.edu/legalcounsel/essential.html)
   - [http://www.montana.edu/wwwmsupd/current.shtml](http://www.montana.edu/wwwmsupd/current.shtml)
   - [http://www2.montana.edu/policy/personnel/per1200.html](http://www2.montana.edu/policy/personnel/per1200.html)
   - [http://www2.montana.edu/policy/security_report/alcohol_drug_policies.html](http://www2.montana.edu/policy/security_report/alcohol_drug_policies.html)

**Suggested Materials**

1. List of recognized student organizations
   - [http://www.montana.edu/wwwstuac/clubs.php](http://www.montana.edu/wwwstuac/clubs.php)

2. Strategic plan for student services.
   - [http://www.montana.edu/vision/](http://www.montana.edu/vision/)

3. Constitution for student government
4. Sample copies of student publications
   • http://www.exponent.montana.edu/past_issues

5. Brief resumes of the professional staff in student services.
   • http://www.montana.edu/careers/Resumes.pdf

Endnotes for Standard 3

1 Admissions, Housing, Food Service, CatCard, Registrar, Athletics, Career and Internship Services, TRiO, Sports Facilities, Financial Aid, Voice Center, Health Services, etc.
2 http://www.montana.edu/vision/
3 http://www2.montana.edu/policy/
4 Students are required to have two MMR’s - measles, mumps, rubella - immunizations and tuberculosis screening.
5 http://www.montana.edu/careers/NSSE.pdf
6 http://www2.montana.edu/policy/student_conduct/student_conductc-code.htm
7 http://www.montana.edu/wwwds/studentrights.html
8 http://www.montana.edu/fgis/information/policy-contract.php#Instructions%20and%20Information
9 http://www.montana.edu/wwwoc/Reslife/
10 http://www.montana.edu/resnet/aup.php
11 http://www.montana.edu/wwwmsupd/current.shtml
12 http://www.montana.edu/msualert/
13 http://securityoncampus.org/
14 http://www2.montana.edu/policy/emergency_manual/
15 http://www.montana.edu/health/healthpromo/
17 http://www2.montana.edu/policy/student_conduct/student_conductc-code_2007-2008.htm
19 http://www4.law.cornell.edu/uscode/20/1092.html
20 http://www2.montana.edu/policy/firearms_policy/university_weapons_policy_04_15_08.htm
21 http://www.montana.edu/wwwcat/
22 https://atlas.montana.edu:9000/pls/bzagent/bzskcrse_PW_SelSchClass
23 http://www.montana.edu/session/
24 http://www.montana.edu/careers/HealthService-QI-Activities.pdf
28 MSU’s administrative software program
29 http://www.montana.edu/wwwcat/academic/acad6.html
30 http://www.montana.edu/wwwcat/academic/acad6.html
33 http://www.mus.edu/transfer/index2.asp
34 http://www.montana.edu/careers/orientation/placement.shtml
36 http://www.montana.edu/wwwcat/academic/acad8.html
37 http://www.montana.edu/wwwcat/academic/acad8.html#Guidelines
38 http://www.montana.edu/wwwfa/
39 http://www.montana.edu/admissions/orientation/
40 http://www.montana.edu/wwwcat/academic/acad2.html
http://www.montana.edu/careers/students/counseling.html
http://www.montana.edu/careers/students/students.htm
www.volunteermt.org
http://www.montana.edu/asmu/
http://www.montana.edu/wwwstuac/handbook.pdf
http://www.montana.edu/wwwstuac/handbook.pdf
www.msubookstore.org
http://www.exponent.montana.edu/past_issues
http://www.montana.edu/careers/organizational-chart-athletics.pdf
http://www.montana.edu/cpa/pdfs/msureport1.pdf
http://www.montana.edu/careers/organizational-chart-athletics.pdf
http://www.montana.edu/cpa/news/docs/one_team/one_team_report.pdf
budget available upon request
http://www.montana.edu/opa/eada/
http://www.montana.edu/careers/Gender-Equity-Plan-Athletics.pdf
http://www.montana.edu/careers/