2.2.1. List all “conditions for certification” imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such required actions.

[Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.]

No conditions imposed.

2.2.2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve the goal.

[Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.]

Measurable Standard No. 1
If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.
   a. The committee will not accept the following explanations for partial completion or non-completion:
      (1) The institution did not possess sufficient funds to implement the plan.
      (2) The institution has had personnel changes since the original development of the plan.
      (3) The institution does not have documentation of actions taken to implement the plan.
   b. The committee will accept the following explanation for partial completion or non-completion:
      • The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

Text reformatted to NCAA specifications.
1. Academic Orientation for Coaches and Department of Intercollegiate Athletics Staff
a. The original goal of this portion of the Self-Study stated that coaches and staff members of the Department of Intercollegiate Athletics would have an annual “Academic Orientation.” Working with the Office of the Provost, the DIA developed a program to provide this information for coaches and staff, in conjunction with appropriate MSU faculty and staff members.

b. Actions Taken: Although MSU did not develop a specific annual “Academic Orientation,” it has taken the following steps to address the necessity for coaches and DIA staff to understand the importance of academics, academic eligibility, the academic progress rate, and the role athletics plays within the academic institution. MSU feels this approach is more comprehensive. It is important to note the department’s enhanced focus on academics and academic performance in the years since the previous certification. The following steps have been taken.

- The head coaches meet twice a month. A standing agenda item is an update from the Athletic Academic Center. This includes an update on services, registration, meetings, deadlines, relevant policies, and eligibility, etc.

c) Spring 2008, ongoing

- The full athletic department staff meets once a month and invites guest speakers to attend each meeting. Occasionally, an Academic Department/College will attend to give an overview of their programs. Most recently, the College of Engineering presented on December 1, 2010.

c) Fall 2002, ongoing

- All new athletic department employees (including coaches) must attend a Compliance Orientation meeting. At this meeting, new staff receive the mission statement of the department and the University. The staff also learns how to access relevant policies such as the Process and Policies surrounding Academic Eligibility for Student-Athletes (SA).

c) Spring 2011, ongoing

- On occasion, the department organizes events at which departments and colleges are invited to interact and discuss common goals with coaches and departmental staff. In March of 2009, the Athletic Academic Center put together a workshop for coaches that highlighted academic offerings at MSU.
c) Spring 2009

- Representatives of the MSU Admissions Office are invited regularly to attend Head Coaches’ meetings to discuss academic admissions criteria. Most recently, they met with the Head Coaches on October 14, 2008 and November 23, 2010.

c) Fall 2008, ongoing

- During Compliance Education meetings (which take place the second Tuesday of every month), the following topics have been discussed in January 2009, September 2009, January 2010, and February 2011: NCAA Eligibility Center and NCAA Progress Toward Degree.

c) Spring 2009, ongoing

- Many departmental staff serve on academic committees and attend academic meetings across campus and report pertinent issues to the coaches. Examples include: Assistant Dean’s Council, Academic Advising Council, and Advising Luncheon Programs and Workshops.

c) Spring 2007, ongoing

d. (An explanation for any partial or non-completion of such plans (If items are completed put Actions Completed).

The Athletic Department has taken a comprehensive approach to improving the academic performance of its student-athletes and the integration of the department with the larger campus community. The shift from a singular event, such as the proposed “academic orientation,” to a more systemic approach has produced better results in educating coaches about academics at MSU, progress toward degree and eligibility rules, and Academic Progress Rate, as well as integrating the athletic department with the broader campus community.

2. Needs Assessment and Inventory of Life Skills Development for student–athletes
   a. The original plan: Student-athletes are provided appropriate life skills development either through existing MSU academic support resources or CHAMPS program. Will be accomplished by conducting inventory of current life skills activities, conduct needs assessment to determine the types and level of life
skills development which will meet identified student needs and NCAA Bylaw 16.3.1.2. As well as Institute CHAMPS or equivalent life skills program.

b. The actions taken by the institution: A CHAMPS Life Skills program was implemented in 2004. In particular, the Life Skills for Student-Athletes course (HDPE 105) curriculum was developed and consequently approved by Montana State’s Undergraduate Curriculum Committee in spring 2004 and first offered to student-athletes during the fall of 2004. The course is designed to introduce student-athletes to psychological and educational theories and models associated with learning, self-management, personal and career development, and stress, coping and health. Student-athletes will learn during this course to identify and address issues that pertain to learning and development among college students and issues that are unique to student-athletes.

In addition to the Life Skills course, the department began programming to meet the needs of student-athletes outside their sport and outside of classroom activities. MSU developed a mentoring program and designed a program to bring guest speakers to campus to address topics important to student-athlete development (including team building, leadership, drug and alcohol awareness, domestic abuse, etc.).

c. The date(s) of the actions(s): In February of 2006, MSU hired a graduate assistant to provide additional support to the Life Skills program. In January of 2008, he conducted a Needs Assessment Survey and in July 2008, MSU hired the graduate assistant as a full-time Life Skills Coordinator.

A second needs Assessment was conducted in the Spring of 2010. With the information from the Needs Assessments, MSU’s CHAMPS Life Skills Program has grown to include the following programs: a restructured mentor program, An upper level Life Skills class (which focuses on career preparation and adjusting to life after sport), guest speaker series, ALL program to encourage community service, an All As dinner, and an academic support program.

d. An explanation for any partial or non-completion of such plans: Action(s) completed.

3. Examine the perceived compression of the academic day: it is recommended that the Department of Intercollegiate Athletics examine this issue to determine whether this issue is a perceived or real problem and if so, what factors may contribute to compression.
   a. Goal: Conduct interviews with coaches, student-athletes and faculty to determine if there is a problem and if so what factors may contribute to the problem.

   b. A formal utilization study of the weight room has not been conducted. Staffing for the weight room has been increased. In addition, graduate assistantships have been made available. Exit interviews with athletes who complete their eligibility each year includes questions about their experience in the weight room. The
weight room hours have been maintained from 6AM to 7PM on a regular basis, and on weekends as needed. Each team has a scheduled time for lifting, but class conflicts are accommodated by leaving a block of unscheduled times available to anyone. Athletes are also allowed to share another team’s assigned time.

c. Staffing was increased from one full and one part time coach to three full time coaches until Fall 2009. Current staffing is two full time positions. Graduate assistantships have been available off and on since 2002. Stable weight room hours have been maintained since 2002. Fifty-nine student-athlete exit interviews for 2009 and 2010 indicated that scheduling and supervision were not problems. 76% indicated that availability of weight room and staff exceeded expectations. 75% indicated that instruction and supervision exceeded expectations. For 2010, no respondents indicated that either category was below their expectations.

d. Actions completed.

WEIGHT ROOM SCHEDULE FALL '10

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Men's and Women's Basketball change weekly depending on their games

The open times in the afternoon and morning are not empty

There are 10-20 athletes who can’t make their scheduled times.

4. Policy regarding student-athletes’ conflicts with class time and/or final examinations periods due to participation in intercollegiate athletics.

a. Adopt a formal policy that ensures written policies are established.

b. Actions taken by Montana State University

Policy information was compiled and published in the annual “Student-Athlete Handbook” which is given in a paper version to each student-athlete, each year, as well as available at the Athletics website. Policy on the following is addressed: Class Attendance, Practices During the Academic Semester, Games and Practice Scheduling During Final Exams, and Games During the Academic Semester.

- The above policies were adopted in August 2002 and have been included in the Handbook and on-line since the 2003/2004 academic year.

Two additional efforts have been undertaken recently to address class/exam conflicts with practice and competition for SA’s.
The ASMSU Student Senate passed a proposal for Student-Athletes to be granted early registration for each semester – this was approved by the MSU President, and student-athletes have been able to register starting on Day 3 of the registration period for the past two semesters. This has improved student-athletes’ access to course sections that do not conflict with practice/competition times.

- Early registration for student-athletes was passed in Spring 2010 and was implemented for Fall 2010 registration.

The coaches, Athletic Academic Staff and Assistant Vice Provost for Undergraduate Education compiled and reviewed a list of course offerings that consistently conflicted with practice/competition times to identify and work out pre-emptive solutions. In most cases, it was determined that taking advantage of early registration, proactive academic advising, and communication between Athletics and departments can address most of these issues.

c. This initiative was completed Fall 2010.
d. Actions completed.

2.2.3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

Please see the items outlined in 2.1.3 for additional plans for improvement/recommendations developed by MSU since the Cycle 2 certification decision.

2.2.4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Measurable Standard No. 2

Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.

Measurable Standard No. 3

The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution’s educational system.

Response: Academic advising is required for all students at Montana State University, as reported below:

Montana State University
2009 Self Study Report for Reaffirmation of Accreditation

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.”

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 changes.

In addition, student-athletes also meet with one of the Athletic Academic Coordinators prior to meeting with their departmental advisor to discuss progress toward degree. A “Student-Athlete Degree Progress Assessment” form was created in 2007 to provide a record of SA’s degree progress and advised courses each semester. The athletic academic center provided information sessions for advisors across campus when the form was implemented, and continue to provide support as needed for advisors regarding the purpose of these forms. The four-part form provides copies for the student-athlete, athletic academic coordinator, coach and advisor. Student-athletes must bring the form with them to their academic advising appointment, and the advisor and student-athlete must both sign the form to indicate they have discussed and agreed upon the SA’s progress toward graduation and planned courses for the upcoming semester. No advising takes place in Athletics.

The Athletic Academic Center consists of a Director of Athletic Academic Services, a Student-Athlete Affairs Administrator/Academic Coordinator, an Academic Coordinator, and tutors. The Director and Academic Coordinators are in charge of specific sports so they can facilitate the use of all of the services offered. Each of the aforementioned people also work with at-risk student-athletes, help set-up athletes with tutoring services, and facilitate use of the services across campus (disabilities, advising, etc.). The Director reports to the Associate Athletic Director of Compliance and Student Services. The Associate Director of Compliance and Student Services reports to the Director of Athletics, who in turn reports to the MSU President. In addition the Associate Athletic Director has a dotted line to compliance (compliance reports to the University Legal Counsel) and the Faculty Athletic Representative (a direct report to the MSU President.)

As a supplement to departmental academic advising, MSU has an Academic Advising Center which offers the following services to all students:

- Core 2.0 (General Education) courses/requirements
- Information for students exploring or changing majors, minors, other academic enhancement programs
- General academic questions

2.2.5. Explain how the institution’s staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

**Measurable Standard No. 4**
The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The most recent external review of the institution’s staffing, physical space and financial support for student-athlete academic support services was conducted by an ad hoc committee tasked with performing the NCAA Academic Audit (see 2.2.7). This group conducted surveys, interviews, reviewed a 2008 student evaluation from an upper level education evaluation course, and used other resources to evaluate the staffing, physical space, and financial support intended to meet the academic needs of student-athletes at MSU. The committee members who conducted this report included:

Patricia Lane - Academic Advising Coordinator, University Studies (Committee Chair)
Scott Myers - Department Head, Sociology
Ilse-Marie Lee - Director, Honors Program
Erika Swanson - Assistant Dean of Students, Student Affairs
Jamie Thornton - Student-Athlete

Additionally, the One Team Committee charged by President Geoff Gamble to “Determine whether Montana State has the appropriate programs in place to assure that the student-athletes we recruit to play for our teams will succeed academically, socially and athletically.” This group reviewed and made recommendations concerning the staffing, physical space and financial support for student-athlete academic support services. The One Team Committee was comprised of the following individuals:

*Michael Redburn, Committee Chair;* MSU Assistant Professor, Educational Leadership
*Jeff Adams;* MSU Assistant Vice Provost for Undergraduate Education
*Gordon (Corky) Brittan;* MSU Regents Professor and Professor of History and Philosophy
*Sarah Fowler;* Former MSU Student-Athlete
*Florence M. Garcia;* MSU Director, TRiO/Student Support Services
*Will Johnson;* Former MSU Student-Athlete
*Sue Monahan;* MSU Department Head, Sociology & Anthropology
*Bob Oakberg;* MSU Faculty Athletic Representative and Associate Professor of Civil Engineering
*Godfrey Saunders;* Principal, Bozeman High School

Updated 3/31/2011
Of the recommendations from these two groups, many have been implemented or considered by the department. For example, the physical space of the Athletic Academic Center has been increased and the staffing has grown from 1.5 FTE to 3 FTE within the last 3 years. Additionally, the computer network has been updated and integrated with the campus network. Workstations have been reconfigured, upgraded and increased.

The athletic department continually reviews the needs of the student-athletes in these areas and is constantly working to improve and upgrade resources in these areas. The President, Vice President for Student Services, and Director of Athletic have shown a consistent historical pattern of increasing academic support services for student-athletes. Additionally, partnerships between the athletic department and resources/departments across campus have improved or been created to further the academic resources available to student-athletes. Results of increased services and resources can be seen in improved APR and student-athlete exit interview data concerning these areas.

2.2.6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):
   a. The specific academic support services offered to student-athletes (if any);
   b. Any policies that govern which students can use these services; and
   c. The mechanisms by which student-athletes and staff are made aware of these services; If the institution has additional or different academic support services not included in the following list of examples, please click “Add Academic Support Area” in the ACS.
      (1) Academic counseling/advising: Course selection, class scheduling, priority registration.
      (2) Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay pupil loads, qualifications, experience, other terms and conditions of employment.
      (3) Academic progress monitoring and reporting: Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.
      (4) Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).
      (5) Assistance for at-risk students: Availability including institution-wide assistance.
      (6) Academic support facilities: Availability of study rooms, computers and labs.
      (8) Student-athlete degree selection: Degree program assistance.
      (9) Learning assessments: Provisions for testing and evaluation (e.g., placement testing).
      (10) Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.
      (11) Study hall: Availability, facilities, attendance policies.
      (12) First year/transfer orientation: Availability, attendance requirements.
(13) Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.
(14) Post-eligibility programs: Availability of scholarships, assistantships and academic support.

Measurable Standard No. 5
Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).

Measurable Standard No. 6
The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.

Measurable Standard No. 7
The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or non-institutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1) Academic counseling/advising: Course selection, class scheduling, priority registration. The following is a description of the policy for Academic Advising at MSU for all students, including Student-Athletes. (Northwest Association of Schools and Colleges, Commission on Colleges. Montana State University, Evaluation Committee Report. October 12-15, 1999.)

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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 changes.

As a supplement to departmental academic advising, MSU has an Academic Advising Center which offers the following services to all students:
- Core 2.0 (General Education) courses/requirements
- Information for students exploring or changing majors, minors, other academic enhancement programs
- General academic questions

a. The specific academic support services offered to student-athletes (if any);
   Priority registration – During Spring 2010 semester, the ASMSU Senate passed a resolution supporting priority registration for student-athletes; this was endorsed by MSU President Cruzado and went into effect for Summer & Fall 2010 course registration. Student-athletes (Freshmen-Junior) may now register starting on Day 3 of the registration period, immediately following Senior/Disability student registration on Day 1 & 2. Student-athletes are taking advantage of this opportunity and registering accordingly, which should provide better access to courses, especially in upper-level courses with limited capacity, and to access class sections that do not conflict with practice times.

b. Any policies that govern which students can use these services;
   All Student-Athletes receive the same opportunities for academic advising, course selection and priority registration.

c. The mechanisms by which student-athletes and staff are made aware of these services;
   All student-athletes are made aware of advising and registration procedures and dates, and the schedule of classes for the upcoming semester through normal campus-wide information services; for example, emails, flyers, computer postings, posters, post cards from their department or the university. In addition, the Athletic Academic Center, as well as many coaches, notify SA’s of the upcoming advising/registration period and set-up early appointments for the SA’s to meet with an athletic academic coordinator to go over the “Degree Progress Assessment Form” prior to meeting with their departmental advisor.

2) Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.
   a. The specific academic support services offered to student-athletes (if any):
      The following support services are available to all students at Montana State University:

      - **Academic Development Center (ADC)**: Services for students include free tutoring for math and writing courses taught by Gallatin College. Tutoring is offered in a fully equipped computer lab with software required for math, writing and college studies courses.

      - **American Indian Student Center (AIC)**: Tutoring is provided through the American Indian Student Center. They have 2 advisors and offer writing and specific subject tutoring through their computer lab.
- **Associated Students of Montana State University (ASMSU):**
  This program offers high-quality peer tutoring at a discounted rate. A student can be tutored for five hours per class per semester at a discounted rate. A list of qualified tutors for the course requested will be provided, and tutoring will occur based on the tutor's and the student's schedules.

- **Chemistry Help Center:** The department maintains a General Chemistry Help Center staffed by graduate Teaching Assistants. The Help Center is also equipped with university networked computers with access to software used in chemistry courses.

- **English Writing Center:** Tutoring is available as a free service to all MSU students. The Writing Center has experienced tutors to help students brainstorm, organize, and develop ideas. Tutors are also available to assist with understanding assignments, discovering research strategies, and polishing academic style. Tutoring is available during the day by appointment and also in the evening in residence halls on a walk-in basis.

- **Math Learning Center (MLC):** The Department of Mathematical Sciences manages a free drop-in tutoring center open Fall, Spring, and Summer Sessions. The MLC provides tutoring services for most 100 and 200 level math courses as well as STAT 216 and 217.

- **Physics Learning Center:** The Learning Center is staffed by physics faculty and graduate students, providing free, informal tutoring for students.

- **TRiO:** TRiO provided tutoring and academic counseling to qualified students. Student eligibility was determined by program criteria set by grant guidelines. TRiO also provided instructional courses in math and academic strategies as well as weekly academic workshops. TRiO provided resources to the MSU campus until August 2010 when funding was not renewed.

The following student support services are available only to student-athletes:

- **Athletic Academic Center (AAC):** The Center is open to all student-athletes and may be accessed with a CATCARD anytime the MSU Fieldhouse is open. The Athletic Academic Center is reserved for use by Student-Athletes only and includes multiple computer stations, laptop check-out, scientific calculator check-out, book check-out, and academic assistance.

- **Study Tables:** At the Football Study Table the monitors are also tutors in the high demand subject areas. All other student-athletes can request a tutor through the academic center and meet with them at the study table, or at any other designated time.

b. Any policies that govern which students can use these services; and All Student-Athletes receive the same opportunities for tutoring on the MSU Campus as the general student population. They are however offered additional tutor services as stated above, and these are for student-athletes only. Any student-athlete can utilize the aforementioned services.
c. The mechanisms by which student-athletes and staff are made aware of these services;
   All students are made aware of the tutoring services via normal campus-wide information services; for example, emails, flyers, computer postings, posters, post cards from the department or the university. In addition, the Athletic Academic Center, as well as many coaches notify student-athletes of the tutoring programs specifically offered to them through the student-athlete handbook, Academic Center meetings, flyers, email, and the website. This information is also provided at the beginning of the year meetings.

3) Academic progress monitoring and reporting: Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.
   a. The specific academic support services offered to student-athletes (if any);
      i. Student-athletes meet with one of the Athletic Academic Coordinators prior to meeting with their departmental advisor to discuss progress toward degree. A “Student-Athlete Degree Progress Assessment” form was created in 2007 to provide a record of SA’s degree progress and advised courses each semester. The Athletic Academic Center provided info sessions for advisors across campus when the form was implemented, and continue to provide support as needed for advisors regarding the purpose of these forms. The four-part form provides copies for the student-athlete, athletic academic coordinator, coach and advisor. Student-athletes must bring the form with them to their academic advising appointment, and the advisor and student-athlete must both sign the form to indicate they have discussed and agreed upon the SA’s progress toward graduation and planned courses for the upcoming semester.
      ii. As for grade checks, they are performed 3 times per semester primarily on at-risk student-athletes. The forms are given to the student-athletes required to attend professor’s office hours and acquire a signed grade check from their professor. They are given a one-week time frame and then the grade checks are returned to their Academic Coordinators. The Academic Coordinators then share the information with the teams’ coaching staffs. Attendance checks are performed by coaches within the sports and results are reported to the Academic Coordinators.
   b. Any policies that govern which students can use these services; and
       All student-athletes are required to fill out the assessment and worksheets in regards to academic monitoring and reporting. For Grade Checks, various teams implement their protocols on who to conduct these on based on previous stated factors. The Academic Center Staff conducts the grade checks on all at-risk student-athletes. Attendance checks vary from sport to sport.
   c. The mechanisms by which student-athletes and staff are made aware of these services;
       The Athletic Academic Center, as well as many coaches, notify student-athletes of the policies specifically offered to them through the student-
athlete handbook, Academic Center meetings, flyers, email, website, and beginning of the year meetings.

4) Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).
   a. The specific academic support services offered to student-athletes (if any);
      The following assistance for special academic needs is available to all students at Montana State University: The University will make reasonable accommodation to students' known disabilities on a case by case basis. It is the responsibility of the student to make the need for accommodation known to the University. The office in charge of making these accommodations is the Disability, RE-Entry and Veteran’s Services Center. The only services in this area specific to student-athletes are the funding for EID’s. If a student-athlete is suspected to have a learning disability, the cost of testing may be funded through the athletic department.
   b. Any policies that govern which students can use these services; and
      Montana State University maintains no barriers to equal opportunity and full participation of students with disabilities. No otherwise qualified student will be excluded from any course, course of study, or other educational program or activity because of a disability.
   c. The mechanisms by which student-athletes and staff are made aware of these services;
      Student-athletes are made aware of the services available to them on campus primarily through the following information channels; freshman/transfer orientation, referral by the AAC, head coaches, and student’s academic department and/or advisor.

5) Assistance for at-risk students: Availability including institution-wide assistance.
   a. The specific academic support services offered to student-athletes (if any);
      The following support services are offered to all students on the Montana State University Campus:
      - **Career Services**: In additional to placement and career development activities, the office provides interest inventories and career coaching for students who are undecided and unsure of their professional career objectives. Career fairs and employment recruiters are hosted through this office.
      - **Caring for Our Own Program (CO-OP)**: The general goals of this collaborative effort are to: 1) increase the number of Native American nursing students who enroll in the MSU College of Nursing, 2) develop a supportive network that will continue to nurture and support more Native American nursing students through to graduation, and 3) rebuild the shrinking pool of Native American nurses who are prepared through their education for: practice in community- and ambulatory-based care settings; more effective and independent management of the care of patients in
hospitals; leadership positions in a changing system of health care; and, for entry into graduate programs.

- **Counseling & Psychological Services:** This program offers free, confidential counseling by professionals to all eligible students (those who are enrolled in a minimum of 6 credits, or pay the student health fees). While the counselors do help those in crisis or distress, they also provide services to those who wish to prevent their concerns from developing into more serious problems. Individual, couples, and group counseling is available.

- **Disabled Student Services (DSS):** DSS committed to facilitating Montana State University's goal of making its programs, services, and activities accessible to students with disabilities. Toward this end, DSS strives to enhance awareness of & sensitivity to the needs of persons with disabilities at MSU and to ensure full access to educational opportunity for persons with disabilities as required under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

- **Engineering Minority Program (EMPower Student Center):** In addition, the Engineering Help Center is also included. The Center provides space for students to work independently and in a group setting, offering computers and engineering software programs, such as AutoCAD and ProE. Students also have access to printing, copying, and faxing capabilities as well as access to making long distance phone calls in a comfortable setting.

- **First Year Initiative (FYI):** FYI works with faculty on campus to create an early warning system if a student is in danger of receiving a D or an F in a course. Students who are in the D/F range are invited to meet with advisors who provide students with options to remedy the situation, as well as help students formulate a success plan for the remainder of the semester. Advisors can also answer questions about how academic performance may affect financial aid, living arrangements, and academic standing.

- **First Year Seminar:** This is a Core (University Seminar/US) requirement at MSU -- the course is intended to be taken in a student’s first year and consists of a small group setting (17 students maximum), with an instructor and in many cases, an upper-level student leader to foster a learning environment where students can build relationships, as well as knowledge. The course encourages students to learn critical thinking skills while exploring current social issues. Students are required to participate in speaking assignments created to boost self-confidence and help them to become college-level communicators of their ideas. The Colleges of Agriculture, Business, & Letters and Science, and the Honors, Liberal Studies, and University Studies Programs all offer First-Year Seminars for MSU students.
• **Gallatin College**: Gallatin College offers a developmental education program to provide engaging learning opportunities to enable students to enhance academic and life skills, to succeed in developmental coursework, to excel in subsequent college-level courses, and become lifelong learners.

• **Office of International Programs (OIP)**: OIP serves as the primary campus contact for international students and scholars. OIP assists prospective international students with the application process, visa guidance, housing and arrival information. On-going services for students and scholars include assistance with cultural adaptation, immigration regulations, employment and tax paperwork, as well as with any other questions or problems which may arise. The OIP staff serves as a liaison with sponsoring organizations, governmental offices, and campus departments.

The following support services for at-risk students are available to student-athletes only:

• **CATS Program**: The CATS program is for at-risk student-athletes. Students are identified through GPA and/or test scores, for dropping below full time status, or other mitigating factors. The program requires these student-athletes to meet with an Academic Coordinator on a weekly/bi-weekly basis to discuss academics and make sure the necessary success plans are in place and being carried out.

b. Any policies that govern which students can use these services; and
Only student-athletes who are deemed at-risk by the Academic Center and coaching staffs can be a part of the CATS Program. All other programs are made available to all students on campus.

c. The mechanisms by which student-athletes and staff are made aware of these services;
Student-athletes are made aware of the services available to them on campus primarily through the following information channels; freshman/transfer orientation, referral by the AAC, head coaches, and student’s academic department and/or advisor. In addition, all student s are made aware of the services for at-risk students through normal campus-wide information services; for example, emails, flyers, computer postings, poster, and at the beginning of the year meetings.

6) **Academic support facilities**: Availability of study rooms, computers and labs.

a. The specific academic support services offered to student-athletes (if any);
The following study rooms, computers, and labs are made available to all students on campus:

MSU provides formal individual and group study areas in the Library, as well as many informal study areas across the campus. There are ten campus
student computer labs, as well as many informal computer stations on campus.

The following study rooms, computers, and labs are available only to student-athletes. The Athletic Academic Center is located in the MSU Fieldhouse where Athletic Offices, training facilities and locker rooms are housed. It is the preferred study location for most student-athletes. The Center is staffed from 7:00 am – 5:30 pm, Monday-Friday during the year. The facility offers 17 computers and 2 printers. In addition, the Athletic Department also provides laptops, net books, and scientific calculators which can be checked out to the student-athletes on an as needed basis.

b. Any policies that govern which students can use these services; and

All of the labs on campus are made available to all students. The Athletic Academic center is only available to student-athletes, as well as the equipment available for check-out.

c. The mechanisms by which student-athletes and staff are made aware of these services;

Student-athletes are made aware of the study rooms and computer labs available to them on campus primarily through the following information channels; freshman/transfer orientation, referral by the AAC, head coaches, student’s academic department and/or advisor, various websites, and at the beginning of the year meetings.


a. The specific academic support services offered to student-athletes (if any);

The MSU Athletic Department evaluates all prospective student-athletes who come on an official visit or are going to be offered financial aid. It is not uncommon for the forms to be completed for walk-on student-athletes or for unofficial visits as well. The Academic Center Staff performs and completes a Official Visit/financial Aid Approval Form (Transfer or Initial). The Official Visit/financial Aid Approval Form reviews NCAA Eligibility and MSU Admissions requirements. The form is signed and reviewed by the MSU Admissions Office, the Compliance Office, and the Faculty Athletic Representative. The completed evaluation is forwarded onto the coaches. In addition to the Official Visit/financial Aid Approval Form, a prospective transfer student-athletes’ academic transcripts are reviewed by Transfer Credit Evaluators and departmental advisors to determine if students would be able to complete a specific degree program in the allowed amount of time, based on the courses they have successfully completed at their previous institution.

b. Any policies that govern which students can use these services; and

The athletic department does an evaluation on any prospective student-athletes who is going to be offered financial aid or come to campus on an official visit. A coach can request an evaluation be completed on any prospective student-athlete.
c. The mechanisms by which student-athletes and staff are made aware of these services;
   Not applicable.

8) Student-athlete degree selection: Degree program assistance.
   a. The specific academic support services offered to student-athletes (if any);
      Entering Student-Athletes who are unsure of a major are encouraged to declare University Studies where they are advised to take courses to explore possible majors, which also cover general education requirements. They are encouraged to meet with advisors in the Academic Advising Center and with career coaches in Career Services for help in selecting an appropriate degree. Students with a specific degree in mind meet with advisor in that department. A list is made within the Academic Center of 3rd semester student-athletes who are still declared University Studies. This list is updated periodically to ensure that all necessary student-athletes have their degrees declared prior to the beginning of their 5th semester.
   b. Any policies that govern which students can use these services; and
      All Student-Athletes have equal access to these services.
   c. The mechanisms by which student-athletes and staff are made aware of these services;
      These services are communicated to entering students at Orientation, as well as through their First-Year Seminar and Student-Athlete Affairs Course for Student-athletes. In addition this information is printed in the SA Handbook. Student-Athletes also discuss declaration of a degree with their Academic Coordinators every semester.

9) Learning assessments: Provisions for testing and evaluation (e.g., placement testing).
   a. a. The specific academic support services offered to student-athletes (if any);
      i. The following placement exams are offered to all students:
         • **Math Placement Exam (MPLEX):** The Department of Mathematical Sciences manages an online placement exam at the beginning of each academic term. A student's MPLEX score (Level I - V) may be used to determine the appropriate math level for math course enrollment.
         • **Spanish Placement:** Spanish Course Placement: Students who would like to enroll in a Spanish course at MSU and have not taken any Spanish do not need to take a placement exam. However, students who have already taken Spanish in high school or at another college are required to take a placement exam before enrolling in a Spanish course at MSU. Students who have had more than one year of Spanish are required to take the CLEP test in order to enroll in a Spanish class. Depending on the score received, students may also receive academic credit (4-11 credits), as well as determine the appropriate level of Spanish.
         • **Writing Placement:** MSU requires new students to place into, or test out of, a writing course. Students are placed with their SAT Essay, Montana University System Writing Assessment, or can take a placement exam during orientation.
• **CLEP**: College Level Examination Program (CLEP) is available for a fee to all students who can prove proficiency in a particular area and desire to receive the appropriate academic credit in lieu of taking a specific course. Credits obtained through CLEP cannot count toward Core 2.0 requirements.

b. Any policies that govern which students can use these services; and

All Student-Athletes have equal access to these services.

c. The mechanisms by which student-athletes and staff are made aware of these services;

These services are communicated to entering students at Orientation, through advising, and through their Academic Coordinators. This information can also be found on the MSU Website.

10) Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.

a. The specific academic support services offered to student-athletes (if any);

The following success skill services are offered to all students:

- **First Year Initiative, TRiO, Gallatin College, Writing Center, and Student-Success Services**, programs include the following: one-on-one, small group, in-class, and residence hall workshops. Individuals who teach these courses, or offer these services on a one-to-one ratio go over College Expectations, Test Taking, Overview of Study Skills, Time Management, How to Take Better Notes, Test Anxiety, How to Read Textbooks More Efficiently,

The following success skill services are offered to student-athletes:

- **HDPE 105**: the course is designed to introduce psychological and educational theories and models associated with learning, self-management, personal and career development, and stress, coping and health.

b. Any policies that govern which students can use these services; and

All services are offered to all students except HDPE 105, which is limited to student-athletes.

c. The mechanisms by which student-athletes and staff are made aware of these services;

Student-athletes are made aware of the services available to them on campus primarily through the following information channels; freshman/transfer orientation, referral by the AAC, head coaches, and student’s academic department and/or advisor. In addition, all students are made aware of the study skills services through normal campus-wide information services; for example, emails, flyers, computer postings, posters, and also at the beginning of the year meeting.

11) Study hall: Availability, facilities, attendance policies.

a. The specific academic support services offered to student-athletes (if any);
i. The Athletic Academic Center has developed study tables that are offered four nights a week and monitored by graduate students. Tutors are sometimes available during study tables to assist students as well. Required attendance is mandated, based on GPA, as follows: 2.65 – 2.5 Cum GPA must serve 2 Hours a week; 2.5-2.20 Cum GPA must serve 4 Hours a week, and 2.20 or below Cum GPA must serve 6 hours a week. New Student-Athletes must attend study tables 4 Hours a week, and SAs who drop below 12 hours in a previous term must attend 4 hours a week.

ii. MBB, WBB, WVB, and FB have different (more strict) criteria for study table attendance. The study tables take place in computer labs, or in areas that have wireless internet available. The Academic Center has laptops and net books that can be checked out for use at study tables. Attendance is monitored by a sign-in sheet and the data is collected every Friday and distributed to coaches on Monday. If a student-athlete does not attend their mandatory hours, they are required to make them up at 7AM the following Monday. Consequences increase as student-athletes fail to meet requirements.

b. Any policies that govern which students can use these services; and

The study halls are limited to the use of student-athletes. All student-athletes can attend the General Study Hall. Football student-athletes only attend the Football Study Table.

c. The mechanisms by which student-athletes and staff are made aware of these services;

At the beginning of each semester the student-athletes are made aware of which study tables they must attend by their Academic Coordinator and Coaches. The requirement of study hall for freshman is also written in their student-athlete handbook and explained to them during their beginning of the year meeting.

12) First year and Transfer orientation: Availability, attendance requirements.

a. The specific academic support services offered to student-athletes (if any);

All first year students at MSU are required to attend an orientation – there are three sessions offered during the summer (June & July) and one just prior to the start of fall or spring semester. Transfer students are required to spend 1 day on campus to meet with an academic advisor to select courses, and take care of other requirements or they may opt to attend a 1-day orientation just before the start of each semester. In addition, a brief orientation session is offered for new first year or transfer students who begin coursework during the summer term. First year student-athletes who attend summer school have an orientation conducted by the athletic department prior to the start of classes, but in addition to the campus wide orientation.

b. Any policies that govern which students can use these services;

It is the policy of the MSU Athletic Department to require all freshman and transfer student-athletes to attend an orientation. In addition, first year football athletes receive an overview of academic information prior to the
start of their official August practice days provided by staff from the Academic Advising Center. Entering student-athletes who participate in a bridge program in the summer, have individual conversations with an academic advisor to select two summer courses and discuss possible fall courses. They are also required to attend specific presentations at the Fall Orientation to insure they have received critical student information.

c. The mechanisms by which student-athletes and staff are made aware of these services;

All first year and transfer students receive information on orientation sessions/options from the New Student Services Office. The Athletic Department also communicates this info to student-athletes and emphasizes the importance of their attendance, encouraging first year students to attend a summer orientation if their schedule and finances permit. Athletic academic coordinators provide the names and contact info for students entering under the summer bridge program to the Academic Advising Center. Advisors contact those students and schedule a telephone appointment to help them select appropriate summer courses and help with registration. They later follow-up with these students to discuss fall courses.

13) Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes (if any);

The Mentor Program is in place for all incoming freshman and transfer student-athletes. The program is designed to pair up student-athletes with an individual who serves as a role-model outside of the Athletic Department, but within the MSU community. The program covers the full academic year and includes monthly meetings. At the monthly meetings, topics relevant to the needs of the student-athletes are discussed. The student-athletes and mentors are encouraged to meet outside of the scheduled meetings as they wish.

b. Any policies that govern which students can use these services; and

All freshman student-athletes and transfers are invited into the program.

c. The mechanisms by which student-athletes and staff are made aware of these services;

The mentor program is discussed at the beginning of the year academic meeting and is in the Student-Athlete Handbook. Coaches also talk to their teams about the program, and students are reminded through the Academic Center of the monthly meetings.

14) Post-eligibility programs: Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes (if any);

The Athletic Department offers a course titled HDPE 305. This course is an upper level elective course that emphasizes leadership development and addresses transitional issues as student-athletes prepare for life after their collegiate career. The department also awards Post Eligibility Scholarships
to student-athletes who have exhausted eligibility but still have time remaining in their five year clock. These scholarships will be equal to the scholarship the student-athlete received during their final season of competition.

b. Any policies that govern which students can use these services; and
All student-athletes can enroll in HDPE 305, and only those who have exhausted eligibility can apply for a Post Eligibility Scholarship. If the criterion within the Post Eligibility Scholarship application is met, then a Post Eligibility Scholarship is granted.

c. The mechanisms by which student-athletes and staff are made aware of these services;
HDPE 305 is written into the student-athlete’s financial aid contract during the year they will be enrolled in the course. When contracts are signed, the course is discussed with them. Also, both HDPE 305 and the Post Eligibility Scholarships are in the student-athlete handbook. Academic Coordinators also identify and contact those student-athletes eligible for the Post-Eligibility Scholarships.

2.2.7. Please submit a copy of the written report from the most recent academic support services evaluation.

Measurable Standard No. 7
The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or non-institutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Measurable Standard No. 8
The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes;
- Student-athlete degree selection;
- Learning assessments;
j. Success skills;
k. Study hall;
l. First year/transfer orientation;
m. Mentoring;
n. Post-eligibility programs; and
o. Any other relevant service provided to student-athletes.

Measurable Standard No. 9
The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.

Measurable Standard No. 10
The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

Document posted on the website: Documents for submission 2.2.7
The original MSU committee has reconvened to review additional items.
(Addendums are posted as Appendices 2.2.7 b & c)
http://www.montana.edu/opa/ncaacert_2010/report/

2.2.8. Identify the academic authorities outside the department of athletics responsible for conducting the institution’s academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution’s most recent academic support services evaluation

Measurable Standard No. 10
The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The Academic Support Services Evaluation was performed by a committee of five members. Each of the individuals on the evaluation team came from departments outside of athletics. They were selected by the Athletic Director and Associate Athletic Director for Compliance for their commitment to the academic success of students at Montana State and familiarity with the academic programming on campus. The members of the committee included:
• Patricia Lane, Academic Advising Coordinator, University Studies (Committee Chair)
• Scott Myers, Department Head, Sociology
• Ilse-Mari Lee, Director, Honors Program
• Erika Swanson, Assistant Dean of Students, Student Affairs
• Jamie Thornton, Student-Athlete, President of SAAC

The most recent Academic Support Services Evaluation was concluded in January of 2009. The committee was reconvened in the Fall of 2010 and evaluated additional services offered. This portion of the evaluation was completed in February of 2011.

2.2.9. **If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority’s involvement in the academic support services evaluation.**

Montana State University did not use an outside individual or entity to assist in the coordination or facilitation of the academic support services evaluation.

2.2.10. **Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.**

**Measurable Standard No. 10**

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The academic support services review and subsequent written report was evaluated by the University's Athletics Certification Academic Integrity Subcommittee and ultimately the Steering Committee.

2.2.11. **Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:**

a. The plan(s) or action(s) implemented; and
b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

Action/Plan Item #1 – Academic Counseling and/or Advising Resources and Services Area

a) There should be better coordination and communication between departmental academic advisors and centers and the academic support staff in the athletics department.
b) The Director of the Athletic Academic Center attends Academic Advising Council meetings regularly and provides the departments and advisors with updates on regarding student-athlete advising. Emails have also been sent out to the Academic Advising Council listserv to better distribute information. The Associate Athletic Director for Compliance/Student Services regularly attends the Assistant Deans Council (ADC) and also provides updates.

Action/Plan Item #2 - Academic Counseling and/or Advising Resources and Services Area

a) A culture of “help-seeking” should be established among the student-athletes. Several interviewees indicated that many student-athletes are hesitant to use the numerous campus-wide academic support services.

b) The student-athletes receive information on specific support services on campus through their student-athlete handbooks, emails, coaches, and handouts housed in the Academic Center. Their Academic Coordinators also help refer them to these services.

Action/Plan Item #3 – Tutoring Area

a) Centralize the tutoring system so that student-athletes needs are met in one location and not the Athletics Department and ASMSU.

b) The Academic Center began hiring and training their own tutors to serve the needs of the student-athletes. All of the tutoring services are not housed within athletics yet, and a few student-athletes still need to use the ASMSU tutoring services based on the classes they need help in. Every semester we continue to hire more tutors and use the ASMSU services less.

Action/Plan Item #4 – Tutoring Area

a) Ensure that tutors and student-athletes are in compliance with NCAA rules and regulations and that they are educated properly on the rules/regulations.

b) All student-athletes are educated on the NCAA rule and regulations through the beginning of the year meetings, compliance paperwork, student-athlete handbook, and various meetings with coaches and academic coordinators. Tutors go over the regulations with the tutor coordinator and sign a contract indicating their compliance with and understanding of these rules prior to tutoring for the department.

Action/Plan Item #4 – Tutoring Area

a) Provide ‘drop-in’ assistance for tutoring sessions.

b) The study table monitors for Football are now also tutors. They provide help in the high need academic disciplines and any football player can attend the study table sessions to receive assistance. We provided drop-in tutoring during the 2 weeks prior to finals in the spring of 2010 for all student-athletes. We found that the tutors were extremely underutilized that the student-athletes preferred to schedule appointments.

Action/Plan item #5 – Tutoring Area

a) Implement a tutor training program.

b) A tutor training program will be implemented in the Spring of 2011 that will meet College Reading and Learning Association and N4A standards. Prior to this point, each
tutor that is hired has an individual meeting with the tutor coordinator and policies and procedures are discussed.

Action/Plan Item #6 – Academic Progress Monitoring and Reporting Area

a) Better communication and advertisement of the academic goals of the Athletic Department for the campus to realize what the Athletic Department is trying to Achieve.

b) The Athletic Department has made a recent push to make the goals and mission of the department more visible. They are now posted in all offices and in the locker rooms. The department letterhead and emails have also been updated to include goals. The Associate Athletic Director for Compliance also presents APR and Graduation Rates to Assistant Deans Council annually. Also, all new policies the Athletic Department implements are reviewed by the University Athletic Committee.

Action/Plan Item #7 – Assistance for Student-Athletes with Special Academic Needs Area

a) Improve communication to student-athletes and coaches about services available for student-athletes with special academic needs.

b) Student-athletes are told at the beginning of the year meetings to contact their Academic Coordinator with any information regarding disabilities and that Disability, Re-Entry and Veteran’s services will be extremely helpful to them. During the football orientation, a member from the DRV Staff speaks to our student-athletes about the services they offer to students with disabilities. This information is also contained in the student-athlete handbook, and on the MSU Athletics webpage. Coaches are also informed of this at head coaches meetings.

Action/Plan Item #8 – Assistance for Student-Athletes with Special Academic Needs Area

a) Increase space and staff of Athletic Academic Support Center

b) The staff size of the Academic Center remains at three FTE’s. The center has not been enlarged since Summer 2008, but more computers have been added, as well as an additional printer, laptops, net books, and calculators.

Action/Plan Item #9 – Assistance for Student-Athletes with Special Academic Needs Area

a) Improve communication to all faculty and advisors in regards to: student-athletes’ academic and athletic requirements; the continued implementation of a unified philosophy in the Athletic Department is of prime importance for their academic success; improvements have been made in the student-athletes’ academic performance in recent years; and the importance of responsible and uniform academic advising to all students, across all disciplines.

b) The Athletic Academic Center has a staff member that attends all Assistant Deans Meetings and another who attends all Academic Advising Council meetings. The missed class time letters, grade check forms, test proctoring policies, and degree progress worksheets and assessments distributed across campus all contribute to the communication across campus. Members of the Academic Center Staff also regularly attend the Advising Workshops that take place on campus.

Action/Plan Item #10 – Assistance for At-Risk Student-Athletes
a) Academic Center Staff should present the philosophy and requirements behind NCAA standards and guidelines each year to the ADC. Grade check timelines and importance should also be presented and accompanied with a written explanation.
b) The Associate Athletic Director for Compliance and Student Services regularly presents information to ADC regarding student-athletes and the Athletic Department. She provides them with majors reports, degree progress forms, grade checks, and reminds them of timelines throughout the semester. She also presents our annual APR and graduation rates to the group. Grade check guidelines were discussed with ADC in the Fall of 2010 and written guidelines will be distributed to all faculty through the listserv managed by the Provost’s Office beginning Spring 2010.

Action/Plan Item #11 – Assistance for At-Risk Student-Athletes
a) The Early Alert/D & F List needs to be utilized by both athletic and academic advisors.
b) The Early Alert/D & F List is utilized by the Academic Center Staff every time it is updated. Student-Athletes are identified, coaches are contacted, and action plans are put into place. The number of professors and faculty reporting on this list increases every semester.

Action/Plan Item #12 – Academic Support Services Facilities
a) Conduct a use study for the Athletic Academic Center.
b) While data is collected sporadically throughout the year, a true use study has not been carried out. This is planned for the 2011-2012 Academic Year.

Action/Plan Item #13 – Academic Support Services Facilities
a) Survey student-athletes about the specifics of the Athletics Academic Center’s use.
b) Every year during the exit interviews of our student-athletes, we question them about the specifics of the Academic Center’s use. This data is compiled by the University Athletic Committee and then distributed. The data is then reviewed and changes are made.

Action/Plan Item #14 – Academic Support Services Facilities
a) Continue to use the Academic Center Blog to reach student-athletes who do not regularly utilize the Academic Center. Awareness of the center and blog should be improved through orientations, athletic staff training and communication directly to student-athletes.
b) The Academic Center Blog was first introduced in December of 2008 and ran until the Fall of 2010. We found that our student-athletes were not using this as their primary source of information and we have since headed in a different direction. The MSU Bobcats homepage is much more user friendly now and we have been able to put updates on the student-athlete portion of that page.

Action/Plan Item #15 – Academic Support Services Facilities
a) Other academic support centers on campus should be invited to make brief presentations to the Life Skills Class, student-Athlete Orientation, on the Blog, and/or to host information sessions in the Athletic Academic Center.
b) The two Life Skills courses and mentor program have presenters from various campus support centers. All of the support center information from campus can also be found in
the student-athlete handbook and on the website. Various pamphlets, flyers and other materials for the centers can be found in the Academic Center and are constantly being updated. Many of the centers present to our student-athletes at the Football Orientation as well.

Action/Plan Item #16 – Student-Athlete Degree Selection
a) The Athletic Department should establish a procedure whereby the Registrar’s Office cannot process a student-athlete’s change of major without an athletic academic coordinator’s signature.

b) The Add/Drop forms for the University were updated Fall 2009 to include the Academic Coordinators signature prior to processing. There is no formal process in place that requires an Academic Coordinators’ signature on a change of major form. We do however, communicate to the student-athletes that they need to check with us prior to changing their majors. Also, our liaison from the registrar’s office also notifies us when a student-athlete changes their major.

Action/Plan Item #17 – Learning Assessments
a) More should be done to inform student-athletes about the importance of taking advantage of services that are available to them within the Athletic Department and across campus.

b) The Athletic Academic Center will continue to inform student-athletes about these services through HDPE 105, student-athlete handbook, academic meetings, and CATS meetings. Starting in the summer of 2011, this information will also be posted in the Academic Center.

Action/Plan Item #18 – Learning Assessments
a) A professional in the disabilities field, and MSU’s Disability, RE-entry & Veteran’s Services personnel, should give a presentation on what learning disabilities mean, literally and symbolically, to help student-athletes understand and deal with the difficulties associated with learning disabilities, as well as the specific services offered on campus.

b) In the Fall of 2011, the HDPE 105 Coordinator will have a guest speaker from Disability, Re-entry & Veteran’s services, and will schedule a professional with ‘knowledge of disabilities’ to speak to the class.

Action/Plan Item #18 – Learning Assessments
a) Examine and evaluate the CATS program and see why some student-athletes are not aware of the program, and if it would be appropriate for the CATS program to be offered to other student-athletes (other than those who have been identified) who might want to take advantage of the service.

b) The CATS Program will be evaluated in the Summer of 2012.

Action/Plan Item #19 – Success Skills
a) The Athletic Department should review the objectives of HDPE 105, which student-athletes it is aiming to serve, as well as when and how they are approaching presenting the course to student-athletes.
b) The objectives and enrollment of HDPE 105 will be evaluated the Summer of 2012. The course description will also be updated for the 2012-2014 MSU Catalog.

Action/Plan Item #20 – Success Skills
a) The coordinator of HDPE 105 should consider having an upper division student-athlete co-teach the class or speak to the class about their undergraduate experience as a student-athlete to give new freshman and transfer students an idea of what lies ahead for them academically as a student-athlete.
b) The HDPE 105 coordinator will continue to have a student panel of upperclassman and alumni come and speak to the class about undergraduate experiences and what to expect. This goal is ongoing.

Action/Plan Item #21 – Success Skills
a) HDPE 105 should provide more information about ‘life after eligibility’ as an undergraduate, as some student-athletes do not participate in their sport during their entire undergraduate career.
b) This item will be coordinated with the evaluation of HDPE 105 during the Summer of 2012.

Action/Plan Item #22 – Study Hall
a) The Athletic Department should give more weight to and enforce study table participation more diligently. Monitors should be provided at each session and should be given more authority to maintain an ‘academic’ environment at the study tables. Instead of simply being able to sign into a study table, student-athletes should be required to stay and work at the study tables for a designated period of time.
b) The study table program was updated during the 09-10 academic year. Monitors are in place for every required study table, and have the authority to enforce and maintain an academic environment. Student-athletes are required to stay for the amount of time they were signed in for and must reach a pre-determined amount of hours each week. Attendance policies/requirements will be evaluated by the study table coordinator in the Fall 2011.

Action/Plan Item #23 – Study Hall
a) The culture surrounding study tables should be altered. Coaches and other Athletic Department personnel should be instrumental in expressing their expectations for study tables and assisting with enforcement.
b) This item will be addressed at a MSU Head Coaches Meeting during the Fall 2011.

Action/Plan Item #24 – Study Hall
a) It is recommended that at study hall, there should be multiple tutors for different subjects, either at different tables or during different nights for the courses that student-athletes report encountering the most difficulty with.
b) The Athletic Academic Center recommends that tutors are scheduled during the hours of study table. Also, mandatory study table hours can be replaced with tutoring sessions with the correct documentation. A needs assessment will be conducted Fall 2011 regarding tutoring at study tables, and the program will be evaluated.
Action/Plan Item #25 – Mentoring  
  a) The Athletic Department or former mentees should utilize more far-reaching communication tools to better communicate the benefits of the mentoring program. Also, they may want to solicit mentors from Bozeman and its surrounding community.  
  b) Information about the Mentoring Program will be distributed the Fall of 2011 to the Assistant Deans Council and Academic Advising Council in an attempt to reach more mentors. At this time, mentors from the Bozeman community are not solicited due to possible NCAA concerns.

Action/Plan Item #26 – Mentoring  
  a) More formalized training and regular communication should be provided for mentors. The mentors need to be aware of stressors occurring in the mentee’s sport at certain times, and important issues that student-athletes might be dealing with at key times during the academic year.  
  b) A formalized training will continue to be offered to the mentors every year before the beginning of the semester. The Mentor Program Coordinator will distribute a calendar of the sports to mentors at this training during the Fall of 2011.

Action/Plan Item #27 – Mentoring  
  a) More care should be taken when creating events and times for mentees and mentors to connect. Coaches and trainers should work with the mentoring coordinator to approve dates in the semester that will work for all sports.  
  b) In the 2010-2011 academic year, the mentor meetings were changed to coincide with HDPE 105 to avoid schedule conflicts. Each year the dates will be evaluated once travel schedules are set to limit conflicts. This goal is ongoing.

Action/Plan Item #28 – Mentoring  
  a) The Athletic Department should consider expanding the scope of the program to all sports and beyond the first year in college.  
  b) The Mentor Coordinator will stress to the student-athletes and mentors that the program is set up so the mentoring relationship will continue unstructured after the first year. This will begin the Fall of 2011.

Action/Plan Item #29 – First Year/Transfer Orientation  
  a) The Athletic Department should continue to require the standard MSU Orientation in addition to the student-athlete orientation.  
  b) This requirement is still in place and is ongoing.

Action/Plan Item #30 – First Year/Transfer Orientation  
  a) It is recommended that the Athletic Department employ methods to ensure their student-athletes are attending both sessions. The Athletic Department should communicate appropriately with coaches, and in turn, with student-athletes, the importance of making time for their training schedules and for attending Orientation. Older students and/or coaches should be included.
b) The Athletic Academic Center will continue to keep track of sign-up and attendance for the University wide orientation through the Prospect Tracker. The Athletic Academic Center will also begin, during the summer of 2011, to notify coaches and student-athletes of the changes in registration for orientation.

Action/Plan Item #31 – First Year/Transfer Orientation
a) The summer orientation should be expanded into either a different format or extended time, possibly the evening before the first day of classes. Student-athletes may also benefit from a format other than the lecture format used for summer orientation.
b) During the summer of 2011, the Athletic Academic center will evaluate the format of the orientations and speak with the MSU Orientation Supervisor regarding any format changes.

Action/Plan Item #32 – Post Eligibility Programs
a) The Athletic Department should make a concerted effort to explain post eligibility programs that are available to student-athletes at a more salient time in their college career, perhaps in their junior year.
b) The Athletic Department will continue to send out emails regarding Post Eligibility Scholarships and include it in the student-athlete handbook. They will also discuss this scholarship with individuals during pre-advising beginning Fall 2011.

2.2.12. List the most recent APR Improvement Plans developed and approved by the institution for any team if required by the NCAA Division I Committee on Academic Performance. In each case, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve

Measurable Standard No. 11
The institution must provide evidence that the most recent NCAA Division I Academic Progress Rate improvement plans developed and approved by the institution during the previous self-study or as required by the NCAA Division I Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.

Football
1. Hire new football coach.
   • Hired new coach in June 2007. GOAL COMPLETE.
2. Add meaningful APR incentives to the Head Football Coach's contract.
• APR Incentives are included in all Head Coach Contracts. We removed the requirement for GSR incentives from the Improvement Plan since they are measured 6 years after the Student-Athletes enroll. ONGOING.

3. Create committee to provide comprehensive review of recruiting and academic practices of football, men's basketball, and entire athletic department.
• The “One Team” committee forwarded its report to President Gamble on April 25, 2008. Progress on recommendations in report is now being monitored. GOAL COMPLETE

4. All Football Student-Athletes will adhere to academic standards/behaviors as established in written policies.
• In Fall07 policy manuals were distributed on the evening of August 8th (third day of practice) at a team meeting. Study Table attendance was recorded every session. The Football coaching staff documented 5 cases of missed (unexcused) Study Table sessions throughout the year. The football coaching staff also conducted random class checks. During the Spring08 semester, the football coaching staff documented 6 unexcused absences. Student-Athletes who missed class or a Study Table were required to attend a 6am study table. Of the 58 student-athletes who registered for fall 2008 classes, 40 registered on the first day possible (69%). We found it difficult to monitor missed tutoring sessions as our tutoring system was self-directed. In 2008-2009 we developed a redesign our tutoring program so we could better monitor the use of tutors. Tutoring now happens in-house and time cards are submitted to staff. ONGOING.

5. All Football Student-Athletes who have a GPA below 2.65 will be required to participate in the CATS program.
• In Spring 2008, 36 Football Student-Athletes were involved in the CATS program during the spring semester. Twenty-four of these Student-Athletes had GPA’s below 2.65. The other 12 participants were included based upon Football Coaches or Academic Center Staff recommendations. Grade checks via professors were sent on February 15, March 20, and April 22nd. Twenty of the Student-Athletes involved in the program increased their GPA after participating in the program. We reevaluated how grade checks were distributed and collected as we had one Student-Athlete who falsified grade checks and became an 0/2 after the spring semester. The Academic Center kept better records of date/time of each meeting with Student-Athletes for the 2008-2009 academic year. The CATS packet was created to provide a structured way in which to record the meetings and document the student-athlete’s grades. ONGOING.

6. Require study table for Football Student-Athletes who meet one of the two criteria 1) GPA is below the team average GPA 2) is a new Football Student-Athlete. Attain 100% attendance by all Football Student-Athletes required to attend.
• In 2007, all of the football Student-Athletes who met the criteria listed were required to attend study table. The football coaching staff documented 5 cases of unexcused absences. These student-athletes were required to attend a 6am study session. The
criteria remain the same for the ongoing goal and attendance checks are taken regularly. ONGOING.

7. Redesign tutoring program
   • The tutoring program was redesigned in 2008-09. It is now run out of the academic center and the center hires its own tutors for the high demand subjects. COMPLETE.

8. Hire an additional Academic Coordinator.
   • Another academic coordinator began duties on January 16, 2008. Three full-time positions remain filled. COMPLETE

9. Continue to fully fund all required textbooks for men's football players. Previously, books were capped at $225 a semester.
   • All required textbooks were provided during the 2007-2008 academic year. This practice continues for all 14 sports. ONGOING.

10. Increase summer school attendance each summer for the next three summers with the goal of 50% of continuing Football Student-Athletes attending summer school.
    • We increased the number of continuing Student-Athletes who received athletically related financial aid to attend summer school from 17 Student-Athletes (2007) to 23 Student-Athletes (2008). We were partially able to meet our goal of 50% due to limits on funding for room and board in order to maintain gender equity. In 2009 we had 24 student-athletes receive athletically related aid for summer school. In 2010, we had 21. In 2010, we were able to pay fees which had never been paid before. In the past, we only paid tuition. ONGOING

11. Within 3 years, have 25% of prospective Student-Athletes who are eligible to enroll in summer school prior to full-time collegiate enrollment at MSU complete 6 hours of academic credit prior to full-time enrollment at MSU.
    • One PSA received athletically related financial aid to attend summer school in 2007. Two PSAs took advantage of the program in 2008. We had 18 initial counters for the 2008-2009 academic year (2/18 = 11%). In 2009, we had 5 Bridge PSAs (5/20 = 25%). In 2010, we had three PSAs in Bridge (3/25 = 12%).
    • Financial aid was allocated for the program in 2009, but the allocation was not made until late in the Spring semester and PSAs were not able to take full advantage this summer. We have not yet identified ways to overcome gender equity concerns and funding for items beyond tuition (room, board, books, fees). ONGOING.

12. Clearly articulate to Assistant Coaches the expectations and priorities of academics within the department and football program.
    • All contracts for assistant coaches now contain a paragraph identifying academic priorities. New language was placed in the letters of appointment signed in July of 2008 for the 2008-2009 academic year. ONGOING.
13. Evaluate prospective Student-Athletes during the recruiting process to ensure each Student-Athlete is prepared academically for MSU and is likely to graduate within five years of collegiate enrollment.
   - Each PSA who takes an Official Visit to MSU must first be evaluated by the Associate AD for Compliance and Student Services, FAR, and Admissions Office. This system was in place for all Official Visits during the 2007-2008 academic year. The paperwork was coordinated out of the Academic Center instead of the Associate AD for Compliance and Student Services Office. We assigned initials and transfers to different individuals so that a level of expertise may be gained and a more thorough review may be made. Additionally, this allowed these individuals to track PSAs progress prior to enrollment to address any deficiencies that may be in progress. This program has been streamlined and has had successful outcomes. ONGOING.

14. Admission standards have increased at MSU; therefore, creating an academic filter that removes possible academic risks from the recruiting process. Academic standards should be kept at a level that will allow only Student-Athletes who are prepared academically to enter MSU.
   - Admission Standards continue to increase. No special admissions are granted based on athletics ability. ONGOING.

15. Create a five year graduation plan for each transfer Student-Athlete prior to enrollment/during the recruiting process.
   - All transfer plans have been created. For Spring 2008, we had three JC Football transfers. For Fall 2008, we had three 4-4 FB transfers. In 2009-10, these plans were created after recruitment, but prior to enrollment. We would like these plans to be created during the recruiting process. Admissions and athletics are working together to develop a plan for these students to receive official evaluations earlier in the process. ONGOING.

16. Continue to explain academic expectations during the recruiting process so Student-Athletes understand graduation within 4.5-5 years is expected.
   - During official visit weekends, the PSAs attend an Academic Breakfast. During this Breakfast, the Head Coach addresses the group with a message that Academics are always first. After the Head Coach, the Academic Coordinator speaks to the group about Academic Support. After these formal presentations, the PSAs meet with the Academic Coordinator and spend up to 45 minutes with the faculty members from their desired departments. ONGOING.

17. Involve academic departments in the evaluation of PSAs.
   - On Official Visit Weekends, Academic Breakfests were organized where PSAs spent time with a faculty member from the Academic Department of their interest. ONGOING.

18. Educate Football Student-Athletes on APR and the impact their academic success has on the overall football program.
• The football coaching staff discussed APR and Academic Expectations with the team for the first time on August 24, 2007. After this, the head football coach had an academic meeting with the team on every Friday of a home contest. ONGOING.

19. Require all Football Student-Athletes to attend a complete session of MSU Orientation.
• All freshman Football Student-Athletes attended 2008 Orientation. Transfers complete a self-directed orientation managed by the Academic Center staff. ONGOING.

20. Include in the Lifeskills class or required NCAA Football Orientation the following components: 1) The value of an Education and 2) NCAA eligibility Education and self monitoring techniques.
• This goal was implemented for the Fall 2009 NCAA Required Orientation and for the Fall 2009 Life Skills Class. The Life Skills Coordinator and Professor for the Life Skills Class and Academic Orientation have included these topics in their curriculum. ONGOING.

21. 100% participation in the mentor program for new Football Student-Athletes (while allowing for class conflicts). Continue to consult with the campus wide committee overseeing program to improve and adjust as necessary.
• In 2007-2008, football players were assigned a mentor and required to attend Mentor Meetings once a month. For 2008-2009 Football Student-Athletes were required to sign-in. ONGOING.

22. Require all Football Student-Athletes to participate in Winning with Character, a program designed to improve moral reasoning and social values among Student-Athletes.
• In 2008-2009, we created the Winning with Character program. In 2009-2010, we continued the Winning with Character Program, even though we did not have to do so to comply with APR. We were limited to 18 hour weeks due to the APR penalty, and we replaced the missing 2 hours with the Sunday “Academic Hour” and the Winning with Character program, each one hour per week. This Fall 2010-2011, we had no penalty from APR requiring us to do these programs, but we decided as a staff that Winning with Character was valuable so we continued doing it through the fall although we cut it to 30 minutes to fit within our 20 hours. We discontinued the Sunday Academic Hour. We will do some more Winning with Character sessions when we get back to our 20 hour weeks during spring practice in Spring 2011. ONGOING.

23. Continue to use, assess, and improve academic monitoring system that tracks Student-Athletes' academic performance. This process includes a Student-Athlete worksheet and an advisor assessment.
• For all returning students (students who registered for the subsequent academic term, not to include student teaching), the Academic Center met with the Football Student-Athletes, distributed the forms, and provided education on academic requirements. Of these forms, 46 out of 56 were returned to the Academic Center to assist in tracking registration and PTD. Continue to work with Student-Athletes to improve return rate of forms to the Academic Center. ONGOING.
24. Create "Liaison Program" in each Academic Department to assist in evaluating course work toward SAs' degree programs. Meet each semester with Liaisons to discuss NCAA issues, NCAA rules, and Departmental concerns.
   - On March 19th, 2007 the Academic Center held an education session for the Liaisons to provide a review prior to Registration. Meetings were planned each following semester. Since each academic department operates differently, it has been difficult to identify some Liaisons. We have a member serve on the Academic Advising Council and the Associate Deans meet regularly with the Departmental Liaisons. We continue to work to formalize this group. ONGOING.

25. Continue to discuss with University Officials the possibility of early registration for Football Student-Athletes.
   - The One Team Report recommended this issue be discussed. President Gamble has issued a Memo to the Provost to review recommendation and report findings back to his office. The decision was made in Spring 2010 to provide early registration for Football Student-Athletes. COMPLETE.

26. Require at least 70% of football Student-Athletes in the APR Cohort to register for 15 credit hours each semester.
   - Of the 67 student-athletes in the cohort in the spring semester, 45 of them were registered for 15 credits or more which equals 67.2%. ONGOING.

27. Develop a mentor program for post eligibility and career ending injury Student-Athletes. This program will assist these football student-athletes in reaching graduation and connect to MSU outside of their sport.
   - This mentor program was implemented in the Fall 2008. Students are required to enroll in HDPE 305 for two credits to focus on understanding and applying principles of leadership to performance. This course enhances student-athletes’ ability to understand fundamental principles of leadership and apply those principles to their academic, athletic, and professional career. Specific attention is paid to understanding individual strengths of student personality and translating those strengths into leadership positions. ONGOING.

28. Hire a full-time Life Skills Coordinator
   - A full-time Life Skills Coordinator was hired in Summer 2009. COMPLETE.

**Men's Basketball**

1. Add meaningful APR incentives to the Head Men's Basketball Coach's contract.
   - APR Incentives are included in all Head Coach Contracts. We removed the requirement for GSR incentives from the Improvement Plan since they are measured 6 years after the Student-Athletes enroll. The department has begun a discussion about removing these from contracts due to the confusion surrounding the incentive and timing of measurement. ONGOING.
2. Create committee to provide comprehensive review of recruiting and academic practices of football, men's basketball, and entire athletic department.
   - The committee forwarded its report to President Gamble on April 25, 2008. Progress on recommendations in report is now being monitored. COMPLETE.

3. All Men's Basketball Student-Athletes who have a GPA below 2.65 will be required to participate in the CATS program.
   - Four Basketball Student-Athletes were involved in the program during the spring semester. Grade checks were sent to professors on February 11, March 17, and April 21st. Two of the Student-Athletes involved in the program increased their GPA after participating in the program. The Academic Center will keep better records of date/time of each meeting with Student-Athletes for the 2008-2009 academic year. ONGOING.

4. Hire an additional Academic Coordinator.
   - The second academic coordinator began duties on January 16, 2008. COMPLETE.

5. Require all men's basketball players to attend study tables for 6 hours a week.
   - The basketball coaches held study table and reported no unexcused absences for the 2007-2008 academic year. Study table hours are the same as the CATS program (GPA and required hours). Hours are completed in the Academic Center, Library, or Coaches Offices and an assistant coach monitors the hours. The team continues to hold 6 hours of study table per week for the subsequent academic years. ONGOING.

6. Continue to fully fund all required textbooks for all men's basketball players. Previously, books were capped at $225 a semester.
   - All required textbooks were provided during the 2007-2008 academic year. This practice continues for all 14 sports. ONGOING.

7. Clearly articulate to Assistant Coaches the expectations and priorities of academics within the department and men's basketball program.
   - All contracts for assistant coaches now contain a paragraph identifying academic priorities. New language was placed in the letters of appointment signed in July of 2008 for the 2008-2009 academic year. ONGOING.

8. Evaluate prospective Student-Athletes during the recruiting process to ensure each Student-Athlete is prepared academically for MSU and is likely to graduate within five years of collegiate enrollment.
   - Each PSA who takes an Official Visit to MSU must first be evaluated by the Associate AD for Compliance and Student Services, FAR, and Admissions Office. This system was completed for all Official Visits during the 2007-2008 academic year. The paperwork was coordinated out of the Academic Center instead of the Associate AD for Compliance and Student Services Office. We assigned initials and transfers to different individuals so that a level of expertise may be gained and a more thorough review may be made. Additionally, this allowed these individuals to track
PSAs progress prior to enrollment to address any deficiencies that may be in progress. This program has been streamlined and has had successful outcomes. ONGOING.

9. Admission standards have increased at MSU; therefore, creating an academic filter that removes possible academic risks from the recruiting process. Academic standards should be kept at a level that will allow only Student-Athletes who are prepared academically to enter MSU.
   • Admission Standards continue to increase. No special admissions are granted based on athletics ability. ONGOING.

10. Create a five year graduation plan for each transfer Student-Athlete prior to enrollment/during the recruiting process.
    • All transfer plans have been created. We had four JC Transfers for the fall 2008 term. Plans were created after recruitment, but prior to enrollment. We would like these plans to be created during the recruiting process. To facilitate this, Admissions and athletics are working together to develop a plan for these students to receive official evaluations earlier in the process. ONGOING.

11. Diligently review the academic background, records, test scores, and high school or junior college record of all recruits. Accumulate a written record for current and future use. Additionally, hold frank discussions with guidance counselors and high school coaches of prospects.
    • We instituted the “Oakberg Process” by which student-athletes are carefully screened on multiple dimensions. The men's basketball staff took notes on conversations concerning each PSA who signed an NLI or Financial Aid Agreement during the 2007-2008 recruiting year. ONGOING.

12. Continue to explain academic expectations during the recruiting process so Student-Athletes understand graduation within 5 years is expected.
    • These conversations take place during official visits and during the entire recruiting process. ONGOING

13. Involve academic departments in the evaluation of PSAs.
    • During all official visits, PSAs met with faculty members. After the visit, coaches called the professors for feedback on PSA. ONGOING.

14. 100% participation in the mentor program by Men's Basketball Student-Athletes as assigned by the Head Coach and Life Skills Coordinator. Continue to consult with the campus wide committee overseeing program to improve and adjust as necessary.
    • All Men's Basketball players were assigned a mentor and required to attend Mentor Meetings once a month. We found the Mentor program to be very meaningful for some Men's Basketball student-athletes and the program to be less meaningful to others. For the 2008-2009 academic year, the Men's Basketball coach met with the Lifeskills Coordinator to assign students to the program. ONGOING.
15. Require all Men's Basketball Student-Athletes to attend a complete session of MSU Orientation.
   • All but one MBB Student-Athlete attended the Fall 2008 orientation. Due to a miscommunication between the PSA's parent and the Admissions Office, the student planned an incorrect travel schedule. He attended an individual orientation designed just for him upon his arrival. Transfers complete a self-directed orientation managed by the Academic Center staff. ONGOING.

16. Develop a program to assist students who attend in the summer prior to initial enrollment with the transition to Bozeman and MSU.
   • In 2008-2009, as part of the Bridge program we launched a mini-orientation session to assist student-athletes with their transition to Bozeman. Student-athletes attended a three hour orientation session discussing topics such as the things to do in town, where the laundry facilities are, where the grocery stores are, and receiving a campus tour. ONGOING.

17. Hire a full-time Life Skills Coordinator
   • A full-time Life Skills Coordinator was hired in Summer 2009. COMPLETE.

2.2.13. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

ISSUE: Any report concerning athletic academic support services conducted by an external group are currently only being distributed to the athletics department.

GOAL: any report concerning athletic academic support services conducted by an external group should be distributed more widely to the entire MSU community.

STEPS TO ACHIEVE: Establish regular reporting requirements to the President, Provost and Faculty Senate