



RETENTION AND GRADUATION PLAN

(2022 – 2027)

Charged by Chancellor Stefani Hicswa, the Retention and Graduation Council developed a five-year retention and graduation plan (2022–2027). The plan sets five-year and annual targets for retention rates and graduation rates. The five-year targets are to be achieved by Fall 2027. For retention rates, two high-level metrics were chosen to establish institutional targets. These are Fall-to-Spring and Fall-to-Fall retention rates for all new students starting in the Fall semester. The Fall-to-Spring retention rate target is 90% and the Fall-to-Fall retention rate target is 70%, to be achieved by Fall 2027. Similarly, 150% graduation rate targets were established for new, full-time freshman and transfer students starting in the fall term. The 150% graduation rate for freshman students is set at 55% and the rate for transfer students is set at 70%, to be achieved by Fall 2027. To achieve these retention and graduation rate goals, ten initiatives have been proposed. Each initiative has a number of action items designed to enhance the student experience at MSU Billings, leading to improved retention and graduation rates. For each action item, responsible individuals/teams, timeline for implementation, desired outcomes, and metrics for measuring the outcomes have been identified. The ten initiatives are as follows: (1) Establish strategic and systematized data-informed communication interventions; (2) Improve visibility and marketing of student support programs; (3) Develop a holistic and shared advising model; (4) Mitigate barriers for matriculation, registration, and course scheduling; (5) Implement high-impact student success strategies in the classroom; (6) Implement strategies to improve degree completion; (7) Redesign the transfer student experience; (8) Implement high-impact practices to address DFWI rates; (9) Cultivate strategies to increase students’ sense of belonging; and (10) Strengthen diversity, equity, and inclusion. Details of the initiatives and action items are included in this plan.

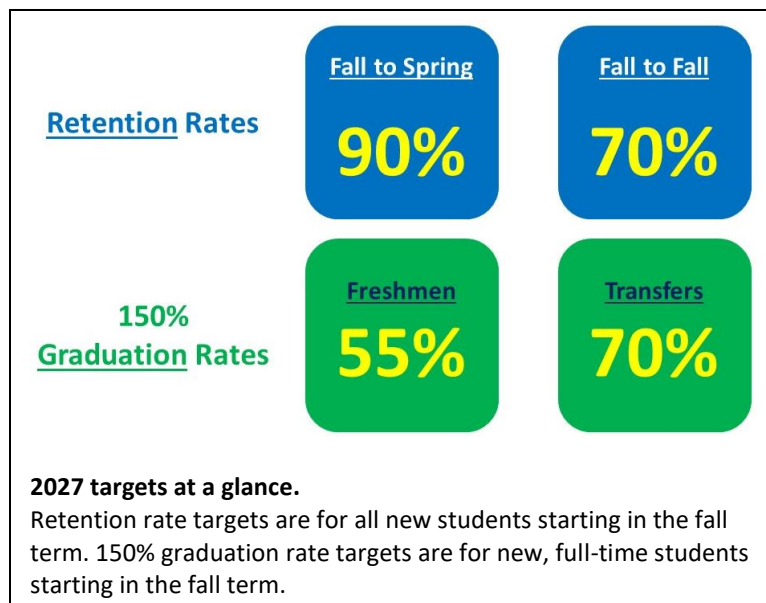


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The [Strategic Plan](#) (2019–2026) of Montana State University Billings updated the university vision, mission, values, and core themes. Organized around four broad themes, student success permeates every aspect of the strategic plan. Each theme has objectives and subobjectives to address key priorities of the institution. The strategic plan specifically calls for improving student retention and graduation rates:

Theme II: Progressively grow the university

- Objective 2 – Recruit/Retain: Develop and recruit a vibrant and diverse academic community of students, faculty, and staff
 - 2.2 Improve student retention and graduation rates

As a comprehensive, regional, public institution that serves diverse student populations, including many first-generation college students, it is not only our moral obligation to our students to ensure that they complete their degree in a timely manner, but it is also our fiscal responsibility to the taxpayers of Montana to ensure that each student has a clear path to graduation, thus reducing the cost per degree. Consistent with these goals and the MSU Billings strategic plan, the Retention and Graduation Council (see Appendix F) has worked collaboratively to prepare a comprehensive plan to align strategies to enhance the student experience at MSU Billings, leading to improved retention and graduation rates.

To address the goals mentioned above, Chancellor Stefani Hicswa charged the Retention and Graduation Council to develop a five-year retention and graduation plan (2022–2027) to address the following elements:

- Adopt appropriate retention rate and graduation rate metrics for internal tracking and external communication.
- Establish five-year and annual retention rate and graduation rate targets for MSU Billings, ensuring that the targets also address equity gaps among student sub-populations.
- Propose specific strategies, timelines, and desired outcomes for improving retention and graduation rates and responsible teams for implementing those strategies. Strategies should address all students, as well as those designed for specific student populations (e.g., first-generation, veteran, Native American, etc.).

RETENTION MODEL

At MSU Billings, we have a data-informed culture, ensuring that all planning and strategies are guided by appropriate supporting data. In order to identify the most impactful variables that influence retention, Institutional Research completed a comprehensive one-year retention model. The purpose of this project was to develop a model to (1) identify significant variables which have the most impact on one-year retention; and (2) predict one-year retention probability for Fall-entering freshmen after their first term’s grades are processed. The retention probability will be provided to the MSU Billings Retention Director to inform student outreach and support efforts.

The data for Fall freshman cohorts from 2014 to 2020 were used to develop the model. Included variables spanned the following categories: application information, enrollment information, student demographics, group affiliations, financial aid, academic preparedness, and first semester academic performance. During development of a one-semester retention model, it was discovered that available data differed between City College and University Campus; therefore, separate models were developed for each campus. In addition, part-time students at both campuses were found to be missing data for many of the model variables. As a result, only full-time students were used in this model development.

Definition of One-Year Retention	
Cohort	First-Time, Full-Time Undergraduates
Timeframe	Fall Census to Subsequent Fall Census
Criteria	Enrolled Subsequent Fall Census <i>OR</i> Completed Prior to Subsequent Fall Census

Data Description		
Dataset	University Campus	City College
Model Building – Fall 2014-2020	2,596	1,278
Prediction – Fall 2021	277	196

Several statistical algorithms (decision trees, standardization, clustering, and logistic regression) were tested to identify which resulted in the best predictive power and lowest misclassification rate for our data. In the early model development stage, decision tree was used as the most direct way to identify important variables for both campuses. The output was helpful for understanding which variables had the greatest effect on retention and produced quick and efficient predictions but lacked accuracy. The significant variables are presented below in descending order of importance for both campuses: Term GPA (students who have term GPA greater than 1.76 are more likely to be retained).

- DFWI
- Satisfactory Academic Progress status
- Total amount of financial aid awarded
- Credits load at census
- High School Percentile
- Degree
- Age

The final model used a logistic regression analysis for both campuses due to its higher predictive accuracy. For University Campus, the final model includes 10 significant variables out of 22 predictive variables. The significant variables are listed below:

Positive	Negative
first term GPA	veteran
number of days applied before semester start	undeclared major
from Yellowstone County	the number of DFWI courses
joined SSS TRIO program	Satisfactory Academic Progress (SAP) status of zero hours earned
first generation status is null	academic standing in probation

For City College, the final model includes 13 significant variables out of 24 predictive variables. The significant variables are listed below:

Positive	Negative
first term GPA	enrolled in online-possible program
success in A&SC 101 or A&SC 111	the difference between credits enrolled and earned
credits enrolled in census event	Satisfactory Academic Progress (SAP) status of less than 2 required cumulative GPA
age	self-identified race of black
enrolled in associate degree	have withdrawn from a course in first semester
marital status unknown	have early alert
Satisfactory Academic Progress (SAP) status of appeal – probation status	

For the entering Fall 2021 cohort, a likelihood to retain was generated, ranging from 0 (not retained) to 1 (retained). Students were categorized into five groups based on this score. Student headcounts in each group, including the likelihood to retain score category, are shown in the following table. The table will be updated after the Fall 2022 census to compare the model prediction to actual results.

University Campus

Retention Likelihood Grouping	Student Headcount
Group 1 ($P \geq 0.9$)	6
Group 2 ($0.8 \leq P < 0.9$)	54
Group 3 ($0.7 \leq P < 0.8$)	62
Group 4 ($0.6 \leq P < 0.7$)	39
Group 5 ($P < 0.6$)	116
Total	277

City College

Retention Likelihood Grouping	Student Headcount
Group 1 ($P \geq 0.9$)	21
Group 2 ($0.8 \leq P < 0.9$)	36
Group 3 ($0.7 \leq P < 0.8$)	36
Group 4 ($0.6 \leq P < 0.7$)	21
Group 5 ($P < 0.6$)	82
Total	196

While the predictive power of the model will be assessed against the performance of future freshman cohorts, the most impactful variables identified by the model have shaped many of the initiatives and action items outlined in the 2022-2027 Retention and Graduation Plan.

PEER AND ASPIRANT INSTITUTION COMPARISONS

In 2019, in conjunction with the development of a new strategic plan, MSU Billings updated its peer institution list and created a peer aspirant list. The selection of institutions was an iterative process informed by publicly available IPEDS data, web search, and administrative institutional knowledge. The first selection round limited the institution list to 29 based on an overall “like-ness” score of IPEDS data and presence on existing peer institution list. A second round of selection focused on region of country, admission selectivity, enrollment status (full-time, part-time), residential status (on campus, commuter), enrollment size, core revenues, and progress in the strategic planning cycle. After MSU Billings Cabinet review and input, a final ranking was done using enrollment growth in the last three years, diversity, one-year retention, and graduation rate. At this time, our institutional accreditor, Northwest Commission on Colleges and Universities (NWCCU), provided input and NWCCU institutions were added to the peer and aspirant lists. The final lists were approved by MSU Billings campus leadership on June 18, 2019.

The following 14 institutions are used to create a benchmarking system to compare progress in meeting MSU Billings objectives as defined in the 2019-2026 Strategic Plan.

Peer Universities
Indiana University – Northwest
Cameron University
Indiana University – Southeast
Southeastern Oklahoma State University
Missouri Western State University
*Eastern Oregon University
*Lewis-Clark State College

Aspirant Universities
*University of Washington – Tacoma Campus
Northeastern State University
Nicholls State University
Bemidji State University
Missouri Southern State University
*Western Oregon University
Georgia Southern University at Armstrong – <i>removed in 2020 due to institutional mergers</i>

* Accredited by NWCCU

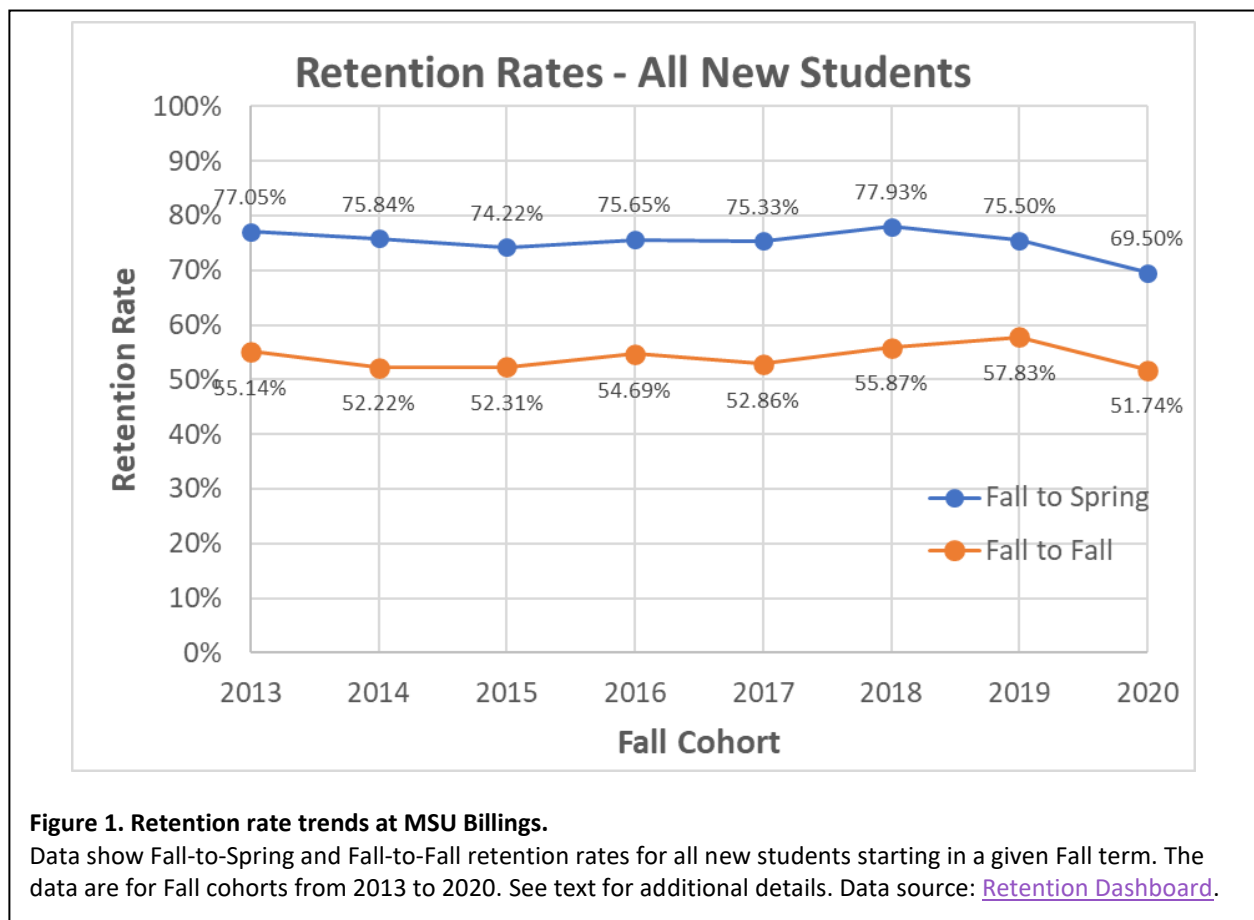
Additional selection process details are posted on the IR intranet:

<https://www.msubillings.edu/intranet/ir/peeraspirant/peeraspirant.htm>

HISTORICAL PERSISTENCE AND RETENTION RATES AT MSU BILLINGS

Figure 1 shows historical retention rates at MSU Billings for all new students starting in the Fall term. The data are for Fall cohorts from 2013 to 2020. Fall-to-Spring retention is measured as the percentage of new students in a given Fall cohort that return and are enrolled in the Spring term of the same academic year. Fall-to-Fall retention is measured as the percentage of new students in a given Fall cohort that return and are enrolled in the Fall term of the following academic year. A student completing the degree during this time is counted as retained and captured in the data.

The data show the general consistency in retention rates over the last few years. The decrease in the retention rate for new students starting in Fall 2020 is likely due to the impact of the COVID-19 pandemic. The initiatives and action items detailed in this Retention and Graduation Plan aim to significantly improve Fall-to-Spring and Fall-to-Fall retention rates of our students.



RETENTION RATE TARGETS FOR FALL 2021 THROUGH FALL 2026 COHORTS

Based on historical retention rate trends at MSU Billings, institutional goals guided by the MSU Billings [Strategic Plan](#) (2019–2026), as well as comparison with retention rates at our aspirant institutions, the following retention rate targets have been established for the Fall 2021 through Fall 2026 cohorts (Figure 2). As measured, the retention rate metrics track all new students starting in a given Fall cohort, including freshman and transfer students, full-time and part-time students, all degree- and certificate-seeking students, all student sub-populations, and at both MSU Billings and City College campuses.

The five-year target for Fall-to-Spring retention rate has been set at 90%. The five-year target for Fall-to-Fall retention rate has been set at 70%. The plan calls for these targets to be achieved by Fall 2027, when the Fall-to-Fall retention rate data will be finalized for the Fall 2026 cohort. To ensure that we make adequate incremental year-over-year progress, in addition to the five-year targets, annual targets have also been set and are shown in Figure 2.

Table 1 shows the projections for the number of students that need to be retained in order to achieve the Fall-to-Spring and Fall-to-Fall retention rate targets. For these projections, the Fall 2020 data were used as the baseline data to make projections for Fall 2021 through Fall 2026 cohorts. For each cohort, the projections show the number additional students that must be retained in order to achieve the annual target.

As we embark on this work, these high-level, institutional targets will be useful for easy tracking, examination, and communication of our progress; however, in order to reduce or eliminate equity gaps, disaggregated data will be tracked very closely by various campus teams to ensure appropriate and effective strategies are in place for various student sub-populations.

Additional data included in Appendix A show these targets in greater detail, identifying the number of additional students that need to be retained, for each student sub-population, in order to achieve the annual and five-year retention rate targets. These numbers are helpful in focusing our strategies to ensure all student sub-populations are retained.

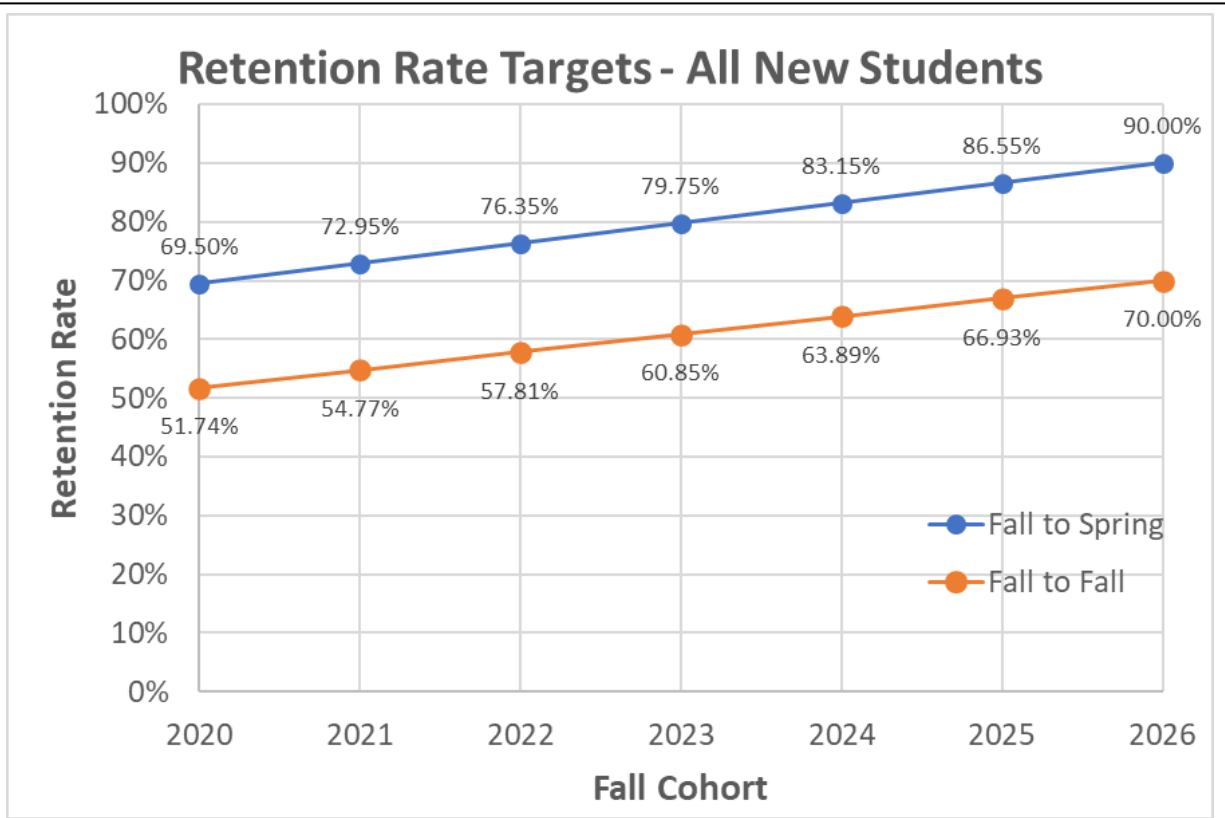


Figure 2. Retention rate targets for Fall 2021 through Fall 2026 cohorts.

Using the Fall 2020 cohort as the baseline, incremental annual targets are established to reach the 5-year targets of 90% for Fall-to-Spring retention and 70% for Fall-to-Fall retention. Note that the Fall-to-Fall retention rate for the Fall 2026 cohort will be finalized in Fall 2027.

Fall Cohort	Cohort Size	Fall to Spring	Fall to Fall	Retention Rates		Additional Retained	
				Fall to Spring	Fall to Fall	Fall to Spring	Fall to Fall
2020	777	540	402	69.50%	51.74%		
2021	777	567	426	72.95%	54.77%	27	24
2022	777	593	449	76.35%	57.81%	53	47
2023	777	620	473	79.75%	60.85%	80	71
2024	777	646	496	83.15%	63.89%	106	94
2025	777	672	520	86.55%	66.93%	132	118
2026	777	699	544	90.00%	70.00%	159	142

Table 1. Projections for retention rate targets.

Actual Fall 2020 retention rates were used as the baseline data to make projections for Fall 2021 through Fall 2026 cohorts. For each year, the projections indicate the number of additional students that must be retained in order to achieve the target for that cohort.

GRADUATION RATE TARGETS

Using historical graduation rate data at MSU Billings, institutional goals guided by the MSU Billings [Strategic Plan](#) (2019–2026), as well as comparable graduation rates at our aspirant institutions, five-year and annual graduation rate targets have been established (Figure 3). The metric chosen is 150% graduation rate for new, full-time students starting in a Fall term. 150% graduation rate signifies the percentage of students who complete a degree or certificate in 150% of the time normally intended for completing a program. For example, for a four-year degree (i.e., typical baccalaureate degree), the 150% graduation rate is equivalent to the six-year graduation rate. For a two-year degree (i.e., typical associate degree), the 150% graduation rate is equivalent to the three-year graduation rate.

Separate graduation rate targets have been established for new, full-time freshman and new, full-time transfer students. This is important as it is expected that the 150% graduation rate will be higher for transfer students compared to freshman students. As measured, the graduation rate metrics track all new, full-time, freshman and transfer students starting in a given Fall cohort at both MSU Billings University and City College campuses.

This Retention and Graduation Plan is calling for the 150% graduation rate targets to be set at 55% for freshman students and 70% for transfer students. Moreover, strategies will be in place to reduce or eliminate equity gaps among student sub-populations. These target rates are to be achieved by Fall 2027. At MSU Billings, the most recent 150% graduation rates for freshman and transfer students were 28% and 40%, respectively (most recent data captured by the end of Summer 2022). Graduation rates will be tracked for each Fall cohort of freshman and transfer students. It is important to note that the 150% graduation rate for the data that will be finalized by Fall 2027 is for the student cohort that started at MSU Billings in Fall 2021 (for 4-year degree programs). Therefore, these students are already here and with us. Our Retention and Graduation Plan calls for a number of strategies to track and support these students intentionally.

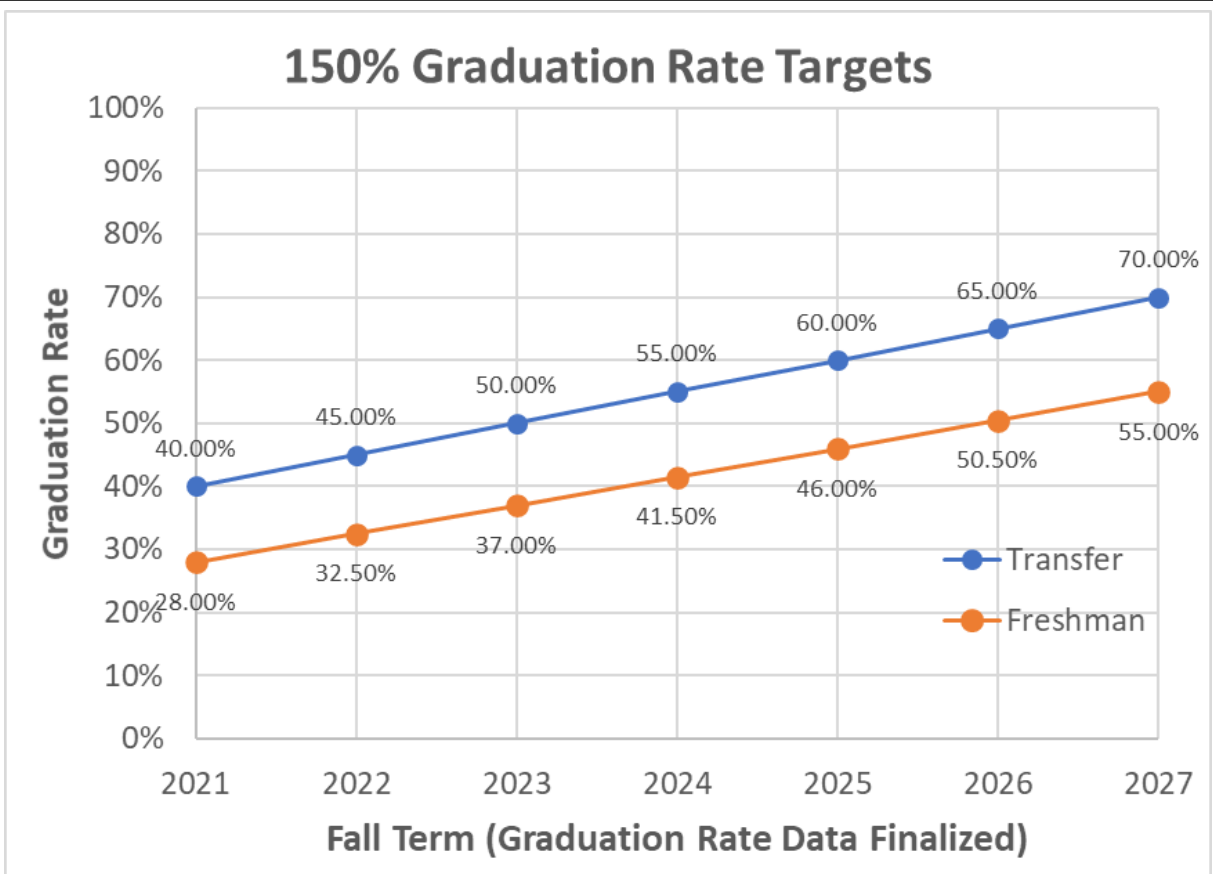


Figure 3. 150% graduation rate targets for freshman and transfer students. Using the most recent 150% graduation rate data finalized for new, full-time freshman and transfer students, incremental annual targets are established to reach the 5-year targets of 70% for transfer students and 55% for freshmen students.

Retention and Graduation Initiatives

Based on a comprehensive assessment of existing campus processes, national research, and findings within MSU Billings' retention, progression, and degree completion reports, the following ten retention and graduation initiatives have been identified:

- 1. Establish strategic and systematized data-informed communication interventions**
- 2. Improve visibility and marketing of student support programs**
- 3. Develop a holistic and shared academic advising model**
- 4. Mitigate barriers for matriculation, registration, and course scheduling**
- 5. Implement high-impact student success strategies in the classroom**
- 6. Implement strategies to improve degree completion**
- 7. Redesign the transfer student experience**
- 8. Implement high-impact practices to address DFWI rates**
- 9. Cultivate strategies to increase students' sense of belonging**
- 10. Strengthen diversity, equity, and inclusion**

To advance the initiatives noted above, action items have been designed to improve student retention and graduation rates. For each action item, responsible individuals/teams, timeline for implementation, desired outcomes, and metrics for measuring the outcomes have been identified.

INITIATIVE 1: ESTABLISH STRATEGIC AND SYSTEMATIZED DATA-INFORMED COMMUNICATION INTERVENTIONS

Action Item 1.1:	Implement new advising and retention software – EAB Navigate.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Director(s) of Advising, Director of Retention, University Registrar, Institutional Research, EAB Implementation Team
Timeline:	Soft Launch Spring 2022 – Fall 2022
Outcome:	<ul style="list-style-type: none"> • Improved communication, tracking, and analytics of student persistence data • Determination of ‘care units’ and contact points to streamline communication for Early Alerts and EAB mobile applications • Development of data reporting and analytics providing strategies and tactics to improve retention and graduation rates • Increased faculty and staff usage of early alert system • Increased intervention efforts for at-risk student populations <p><i>Measured through EAB, SSI 2- and 4-year surveys, NSSE</i></p>
Estimated Resources:	N/A

Action Item 1.2:	Refine and integrate a formal term-to-term registration campaign to increase persistence.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, University Communications & Marketing, Academic Deans and Associate Deans, Department Chairs, Graduate Studies, Athletic Compliance Coordinator, Director(s) of Advising, University Registrar, Institutional Research, Executive Director of Academic Support Center, Director of Retention, Dean of Student Engagement, Associate Dean of Student Engagement, University Registrar, Director of Admissions, Associate Director of Advising, Center for Engagement Director, Writing Center Director, First Year Services Coordinator, *Representation from each Student Support Program, all campus staff, faculty, and administration
Timeline:	Existing action item. Formal re-design launched Fall 2022
Outcome:	<ul style="list-style-type: none"> • Data-informed predictive communications and interventions sent to students that include wellness checks, midterm progress reports, early registration preparation, registration support, guidance for navigating

	<p>holds, and other timely communications that contribute to an increase term-to-term persistence; improve the student experience and reduce barriers to register</p> <p><i>Measured through the Retention dashboard, NSSE, SSI 2- and 4-year surveys</i></p>
<p>Estimated Resources:</p>	<p>Annual budget allocations for printing costs associated with registration mailings, advertising, and other hard copy materials</p>

INITIATIVE 2: IMPROVE VISIBILITY AND MARKETING OF STUDENT SUPPORT PROGRAMS

Action Item 2.1:	Develop a branded strategic marketing campaign to showcase student support services; enhance interconnectedness of the programs and the college experience. Refresh website content and placement and perform regular page audits.
Responsible Groups:	Vice Chancellor for Student Access and Success, University Communications & Marketing, *Representation and engagement from each Student Support Program
Timeline:	Summer 2022
Outcome:	<ul style="list-style-type: none"> • Increased visibility of student support programs and services to students, faculty, and staff • Increase awareness, access, and referrals for eligible student populations • Creation of digital, social media, and printed materials (including relevant signage and advertising) to support enrollment and increase electronic parent communications <p><i>Measured through EAB, Website analytics, SSI 2- and 4-year surveys, Omni Update Analytics</i></p>
Estimated Resources:	<ul style="list-style-type: none"> • One-time costs for design of materials • Annual budget allocations for printing costs associated with hard copy materials and potential minimal updating for materials

Action Item 2.2:	Evaluate and update messaging/outreach to students by streamlining communications within EAB Navigate mobile.
Responsible Groups:	Vice Chancellor for Student Access and Success, Director of University Communications & Marketing, Director of Retention, EAB Implementation Team, University Registrar, Financial Aid, and Business Services
Timeline:	Testing Fall 2022, Formal Launch by Fall 2023
Outcome:	<ul style="list-style-type: none"> • Improved and streamlined communication to new and returning students providing a clear communication pipeline to improve student matriculation, successful onboarding, persistence, engagement, and internal student communication <p><i>Measured through EAB Navigate</i></p>

Estimated Resources:	N/A
Action Item 2.3:	Identify and respond to gaps in student support and campus resources.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Vice Chancellor for Administration & Finance, University Communications & Marketing, Academic Deans and Associate Deans, Department Chairs, Graduate Studies, Dean of Student Engagement, Associate Dean of Student Engagement, *Representation from each Student Support Program, MSU Billings Foundation Director
Timeline:	Summer 2022 and ongoing
Outcomes:	<ul style="list-style-type: none"> • Mapped processes for student services and support programs, identifying gaps and targeted areas for improvement • Improved visibility and marketing of services and resources that address the digital divide, mental health needs, and emergency resources for students in crisis
Estimated Resources:	N/A

INITIATIVE 3: DEVELOP A HOLISTIC AND SHARED ACADEMIC ADVISING MODEL

Action Item 3.1:	Create Academic Success Teams and assign all incoming students with a professional staff and faculty advisor upon admission to facilitate timely progress toward degree completion.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Academic Deans and Associate Deans, Director(s) of Advising, University Registrar, Department Chairs, Faculty Advisors, Professional Advisors, Advising Centers
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> • Strengthened and intentional partnerships between faculty and professional advisors • Defined advising roles, processes, and procedures to increase term-to-term persistence and retention • Increased student access to advisors, and reduced barriers for receiving academic advising services • “Academic Success Teams” created for each college and select programs <p><i>Measured through the NSSE Advising Module, EAB Navigate, SSI</i></p>
Estimated Resources:	Annual budget allocations for training for advising teams

Action Item 3.2:	Increase access to faculty and professional advisors, career exploration, and student support program schedules through EAB Navigate.
Responsible Groups:	EAB Implementation Team, Director(s) of Advising, Director of Career & Employment Services, Financial Aid Director, University Registrar, *Representation from each Student Support Program
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> • Reduced student barriers in making appointments with faculty and professional advisors, career specialists, and other student support programs by utilizing EAB Navigate’s scheduling tools • Utilization of scheduling campaigns utilized to promote short wait times and access to advisors <p><i>Measured through EAB Navigate</i></p>

Estimated Resources:	N/A
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Action Item 3.3:	Streamline advisee assignments for faculty and professional academic advisors and increase access to electronic forms and documents.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Director(s) of Advising, Faculty Advisors, Professional Advisors, Advising Centers, Director of IT
Timeline:	Launch in Fall 2022
Outcome:	<ul style="list-style-type: none"> Improved advisor access to student advisee lists, supporting information from student completed surveys, and develop DocuSign templates for advising use Digitization of all advising forms and templates
Estimated Resources:	N/A

Action Item 3.4:	Establish guidelines that clearly outline expectations and responsibilities for advisor/advisee partnerships.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Director(s) of Advising, Academic Deans and Associate Deans, Academic Senate, Faculty Advisors, Professional Advisors, Advising Centers
Timeline:	Spring 2022
Outcome:	<ul style="list-style-type: none"> Established and documented shared responsibilities and relationship between central academic advising and faculty advisors providing students and advisors with clear expectations Improved student experience by providing documented expectations for students and faculty academic advisors and professional academic advisors. <p><i>Measured through the NSSE Advising Module, EAB Navigate, SSI</i></p>
Estimated Resources:	N/A

Action Item 3.5:	Create and implement an internally focused student advising satisfaction survey.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Director(s) of Advising, Academic Deans and Associate Deans, Institutional Research
Timeline:	Fall 2022 and ongoing
Outcome:	<ul style="list-style-type: none"> Established baseline that provides a continuous measurement of the students' perception of the advising experience; measure the impact of implemented changes
Estimated Resources:	N/A

INITIATIVE 4: MITIGATE BARRIERS FOR MATRICULATION, REGISTRATION, AND COURSE SCHEDULING

Action Item 4.1:	Revise course scheduling processes to predict course demand, increase access and success by providing clear curricular pathways to employment, graduation, and post graduate opportunities.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Provost, Academic Deans and Associate Deans, University Registrar, Institutional Research
Timeline:	Fall 2023
Outcome:	<ul style="list-style-type: none"> • Implementation of predictive analytics for course demand • Implementation of multi-term course scheduling • A strategic enrollment management predictive tool that balances FTES and enrollments • A pathway to guarantee courses for degree and certificate completion; streamlined course offerings and reduction in course cancellations • Provides students and advisors consistent and accurate course schedules for multi-term planning, resulting in an increase timely degree completion • Transparency of course availability/schedules for students and advisors; leverage in summer course offerings; updated course schedules that clearly identify courses which are HyFlex, Enhanced, and Zero Textbook Costs/OER courses • Improved overall registration and academic experience resulting in improved progression rates while reducing the number of nonproductive credits • Implementation of a “30 Credits per Year” campaign
Estimated Resources:	<ul style="list-style-type: none"> • Cost for faculty overload, hiring of part-time/adjunct faculty • Annual budget allocations for printing costs associated with hard copy materials and potential minimal updating for materials

Action Item 4.2:	Mitigate MSU system holds by identifying a strategic approach to address barriers that prevent MSU Billings students’ ability to register. Integrate an Everfi holds campaign early in the first term for first-year students.
Responsible Groups:	Vice Chancellor for Student Access and Success, Vice Chancellor for Administration & Finance, Student Health Services, Campus Banner Team, Advising Offices, University Registrar, *Representation from each Student Support Program, Business Services, Financial Aid

Timeline:	Launch detailed analysis in Spring 2022 - ongoing
Outcome:	<ul style="list-style-type: none"> • Creation of a comprehensive holds informational sheet accessible to faculty, staff, students, and administration • Reduction of registration barriers for first-year students
Estimated Resources:	<ul style="list-style-type: none"> • Allocation of funds for the development and printing of holds FAQ marketing collateral • Staffing time to update holds table in Banner, website, myInfo, D2L

Action Item 4.3:	Establish a formal procedure and implementation plan for course placement.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Math & Writing Faculty, Director(s) of Advising, University Registrar, Retention Director, Director of NSS, Director of Admissions, Faculty Advisors, Institutional Research
Timeline:	Launch Fall 2022
Outcome:	<ul style="list-style-type: none"> • A transparent placement and matriculation process for new and prospective students • A formal process and procedure for professional advising staff and faculty • Increased access to appropriate course placements for college/transfer level English and math courses
Estimated Resources:	<ul style="list-style-type: none"> • Allocation of funds for the development and printing of Admissions FAQ marketing collateral • Staffing time to update website • Development of a tool to link pre-req/co-req data in DegreeWorks

INITIATIVE 5: IMPLEMENT HIGH-IMPACT STUDENT SUCCESS STRATEGIES IN THE CLASSROOM

Action Item 5.1:	Provide faculty training for the EAB Navigate platform to include early alerts, kudos, and data/insights to increase early intervention efforts and increase student self-efficacy.
Responsible Groups:	Director(s) of Center for Teaching and Learning, Director of Retention, EAB Implementation Team
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> Increased early intervention efforts for at-risk students, and motivating interactions for students who are improving for all online, face-to-face, hybrid, and HyFlex courses <p><i>Measured through increase numbers of early alerts submitted and resolved</i></p>
Estimated Resources:	N/A

Action Item 5.2:	Develop a streamlined course syllabus template for instructor use to increase accessibility and referrals to student support services and campus resources.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Provost, Academic Senate Chair, Academic Deans and Associate Deans, Department Chairs, Director(s) of Center for Teaching and Learning, MSU Billings Faculty Association President, Montana Two-Year College Faculty Association Vice President
Timeline:	Formal Launch for Fall 2022
Outcome:	<ul style="list-style-type: none"> Increased student awareness and access to student support programs Improved navigation of campus services, offerings, policies, and requirements to learners Increased student support and referrals to student support services and programs while decreasing instructional workload <p><i>Measured through adoption of common syllabus template for all faculty to use</i></p>
Estimated Resources:	N/A

Action Item 5.3:	Establish best practices to improve timely adoption of textbooks and required course materials to advance student preparedness.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Provost, Academic Senate Chair, Academic Deans and Associate Deans, Department Chairs, Department Administrative Associates, Director of Campus Store
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> • Timely submissions of course textbooks and materials • Published information related to textbooks and other course materials, including costs submitted to the Campus Store for all classes by the time registration begins for each term <p><i>Measured through improved percentage of course information submitted to the Campus Store by the time registration begins for each term</i></p>
Estimated Resources:	N/A

Action Item 5.4:	Re-evaluate and improve professional development trainings for faculty including a streamlined D2L module template to improve navigation, effectiveness, and accessibility.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Academic Senate Chair, Deans and Associate Deans, Department Chairs, Faculty, Director(s) of Center for Teaching and Learning
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> • D2L course shell template available for faculty to increase student engagement and improve course navigation and access to information; semester modules created for weekly access and common locations for course syllabus, gradebook, and weekly course materials <p><i>Measured through availability and adoption of the D2L shell template</i></p>
Estimated Resources:	N/A

Action Item 5.5:	Expand technology infrastructure in instructional spaces and increase pedagogy-informed faculty training for effective and optimal use of instructional equipment.
Responsible Groups:	Deans and Associate Deans, Information Technology, Director(s) of Center for Teaching and Learning
Timeline:	Spring 2022 and ongoing
Outcome:	<ul style="list-style-type: none"> • Instructional spaces on both campuses need to have updated technology and equipment • Training provided through the CTL via partnership with IT <p><i>Measured through the increase in the number of classrooms with updated technology, and number of faculty participating in training workshops</i></p>
Estimated Resources:	ARPA funds have been dedicated for classroom technology upgrades and faculty professional development

Action Item 5.6:	Improve pedagogical practices that promote active and student-centered learning.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Director(s) of CTL, Deans and Associate Deans, Department Chairs
Timeline:	Fall 2022 and ongoing
Outcome:	<ul style="list-style-type: none"> • Professional development trainings and workshops for faculty that promote effective student-centered learning and retention • Improved student retention from focused sessions that include early alerts, HyFlex, equity-based and inclusive pedagogy, HIPs training, TILT Transparency in Design, open education resources (OER), course assessments, inclusive syllabi, a variety of D2L specialties, and WebEx trainings to reduce access barriers, providing the opportunity to meet students virtually <p><i>Measured through faculty participation in above-mentioned training and adoption of strategies in courses, early alerts submitted and resolved</i></p>
Estimated Resources:	\$227,000 (ARPA funds have been provided to CTL to provide training to faculty)

INITIATIVE 6: IMPLEMENT STRATEGIES TO IMPROVE DEGREE COMPLETION

Action Item 6.1:	Develop academic roadmaps and pathways for degree completion for all programs.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Provost, Academic Senate Chair, Academic Deans and Associate Deans, Department Chairs, Faculty, Director(s) of Advising, University Registrar
Timeline:	Spring 2022
Outcome:	<ul style="list-style-type: none"> • Academic roadmaps for all degree programs including 4-year, 2-year, and certificate programs • Assurance all degree programs have appropriate number of required credits (e.g., no more than 120 credits for 4-year programs) <p><i>Measured through availability of roadmaps for all programs</i></p>
Estimated Resources:	N/A

Action Item 6.2:	Develop 4-year course rotation schedules for all academic departments.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Provost, Academic Senate Chair, Academic Deans and Associate Deans, Department Chairs, Faculty, Director(s) of Advising, University Registrar
Timeline:	Spring 2022
Outcome:	<ul style="list-style-type: none"> • 4-year course rotation schedules for all programs that indicate whether a given course will be offered during a given term. The schedule will also indicate the mode of instruction for each course • Departments, advisors, and students regularly use course rotation schedules for planning purposes (e.g., student academic plans, faculty teaching schedules, faculty hiring plans, etc.) <p><i>Measured through availability of 4-year course rotation schedules for all academic departments</i></p>
Estimated Resources:	N/A

Action Item 6.3:	Identify student populations near graduation or certificate completion and provide assistance to facilitate program completion.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Academic Senate Chair, Academic Deans and Associate Deans, Department Chairs, Faculty, Director(s) of Advising, Institutional Research, University Registrar, Director of Retention
Timeline:	Spring 2023
Outcome:	<ul style="list-style-type: none"> • Development of a data infrastructure to identify students who are close to degree completion • Processes and strategies designed to target and assist student populations who are close to degree completion, and who need assistance and program support with registration, early alert referrals, and term-to-term registration efforts, financial support <p><i>Measured through IR Registration tracking reports</i></p>
Estimated Resources:	N/A

Action Item 6.4:	Provide support and outreach strategies to improve degree and certificate completion.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Director(s) of Advising, Jacket Student Central, University Registrar, Director of Admissions, City College Faculty Advisors, Institutional Research, Director of Retention, University Registrar, Director of Career & Employment Services
Timeline:	Spring 2023
Outcome:	<ul style="list-style-type: none"> • Increased degree and certificate completion/graduation rates for all students • Increased student awareness of outcomes associated with programs of study • Clear educational pathways from enrollment to degree/certificate completion and transfer • Increased career exploration and planning for non-declared majors
Estimated Resources:	N/A

INITIATIVE 7: REDESIGN THE TRANSFER STUDENT EXPERIENCE

Action Item 7.1:	Enhance and improve the transfer matriculation process and develop an institutional advising approach to provide a structured pathway to increase completion.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Director(s) of Advising, University Registrar, Director of Ne Student Services, Director of Admissions, Faculty Advisors, Institutional Research, Director of Retention, TRIO Mentors, Peer Navigators, *Representation from each Student Support Program
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> • Clear, timely, targeted, and consistent pathways towards degree completion using EAB Navigate retention tools • Peer-to-peer cohort mentoring • An understanding of prior learning applies to degree requirements • Institutional transparency, efficiency, and timeliness of the process for transfer students • Established requirement to receive copies of transfer transcripts at point of admission • Connected with Career & Employment Services during first semester <p><i>Measured through SSI 2- and 4-year surveys, NSSE, CCSSE, IR Reporting</i></p>
Estimated Resources:	<ul style="list-style-type: none"> • Promotional costs for transfer student-specific resources • Staffing costs as needed to support changes in handling of transfer student records (potential impact to Admissions, Advising Center, and University Registrar)

INITIATIVE 8: IMPLEMENT HIGH IMPACT PRACTICES TO ADDRESS DFWI RATES

Action Item 8.1:	Constitute a DFWI working group to prioritize and coordinate strategies to reduce the number and impact of DFWI courses.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Provost, Academic Senate Chair, Deans, Associate Deans, Department Chairs, Director(s) of Center for Teaching and Learning, Executive Director of Academic Support Center, Institutional Research
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> Development of a calendar to identify processes and procedures addressing courses with high rates of DFWI grades based on institutional data each semester; the calendar will include: supplemental instruction, tutoring, course redesign, pedagogical training, etc. <p><i>Measured through the creation of an annual calendar of DFWI actions and decreased number of courses with a high number of DFWI grades</i></p>
Estimated Resources:	N/A

Action Item 8.2:	Develop appropriate pedagogical approaches for courses with high rates of DFWI grades.
Responsible Groups:	Vice Provost, Director(s) of Center for Teaching and Learning
Timeline:	Fall 2023 and ongoing
Outcome:	<ul style="list-style-type: none"> Pedagogical design strategies for courses with high rates of DFWI grades Professional development opportunities for faculty to engage in course redesign strategies <p><i>Measured through the development of course redesign strategies for courses with high rates of DFWI grades</i></p>
Estimated Resources:	N/A

Action Item 8.3:	Increase awareness, internal marketing, and overall presence of Supplemental Instruction (SI) Leaders in courses with high DFWI rates utilizing data dashboards from Institutional Research.
Responsible Groups:	Executive Director of ASC, Institutional Research, SI Coordinator, STEM Coordinator, Director of Retention
Timeline:	Existing action item
Outcome:	<ul style="list-style-type: none"> • Increased SI Leaders for courses with significant DFWI course rates each semester • Reduced DFWI rates in high-risk courses <p><i>Measured through the IR DFWI Dashboard and reports and increased engagement of SI in DFWI courses</i></p>
Estimated Resources:	Funds allocated from the Title III grant

INITIATIVE 9: CULTIVATE STRATEGIES TO INCREASE STUDENTS' SENSE OF BELONGING

Action Item 9.1:	Expand and enhance student engagement through integration of academic support, co-curricular, and social aspects of campus life.
Responsible Groups:	Center for Engagement Director, Director of Retention, First Year Services Coordinator, Executive Director of Academic Support Center, Director of Admissions, Director of NSS, Residential Life, Dean of Student Engagement, Director of New Student Services, Director(s) of Advising, Associate Dean of Student Engagement, *Representation from each Student Support Program
Timeline:	ReadyEducation - Demo Fall 2022
Outcome:	<ul style="list-style-type: none"> • Improved overall student experience through enhanced communication by utilization of a new student engagement app • Easy access for students, faculty, staff, and administration via push notifications to student support offices, and campus events and activities • Integration with EAB Navigate, ZeeMee app, and peer-to-peer mentoring <p><i>Measured through SSI 2- and 4-year surveys, ZeeMee Analytics</i></p>
Estimated Resources:	Funds allocated from the Title III Grant

Action Item 9.2:	Reevaluate and enhance first-year experience course(s) to promote college skill development, increase student engagement, and sense of belonging.
Responsible Groups:	Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Academic Senate, Academic Deans and Associate Deans, Director of Advising, Director of Retention, First Year Services Coordinator, TRIO Director(s), International Studies, Athletics Compliance Coordinator, Director of Native American Achievement Center, New Student Services
Timeline:	Fall 2023
Outcome:	<ul style="list-style-type: none"> • Redesigned first-year experience course(s) • Improved sense of belonging, peer-to-peer support, personalized attention, and increased term-to-term enrollment and retention <p><i>Measured through SSI 2- and 4-year surveys, NSSE, CCSSE, and increased freshman to sophomore retention</i></p>
Estimated Resources:	N/A

Action Item 9.3:	Revitalize new student orientation for first-time freshman, transfer, and non-traditional learners.
Responsible Groups:	Vice Chancellor for Student Access and Success, Dean of Student Engagement, Director of Admissions, Director of New Student Services, University Registrar, Director of Retention, Director(s) of Advising, Associate Dean of Student Engagement, TRIO Director(s), Associate Director of Advising, Advising and Career Specialist, Center for Engagement Director, Academic Deans and Associate Deans
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> Streamlined onboarding and matriculation process Increased knowledge of academic roadmaps and expectations and awareness of campus support programs Increased sense of belonging, peer-to-peer support, and personalized attention <p><i>Measured through SSI 2- and 4-year surveys, NSSE, CCSSE, IR Registration Tracking Reports</i></p>
Estimated Resources:	N/A

Action Item 9.4:	Engage faculty, staff, and student support areas to proactively connect students to mentoring programs, such as the Peer Navigators, TRIO Mentors, Montana 10 Scholars.
Responsible Groups:	Academic Deans and Associate Deans, Vice Chancellor for Student Access and Success, Director of Retention, First Year Services Coordinator, TRIO Director(s), Director of Native American Achievement Center
Timeline:	Soft Launched Fall 2021, Formal Launch Fall 2022
Outcome:	<ul style="list-style-type: none"> Improved sense of belonging, peer-to-peer support, personalized attention, and increased term-to-term enrollment and retention <p><i>Measured through EAB Navigate and term-to-term retention</i></p>
Estimated Resources:	N/A

INITIATIVE 10: STRENGTHEN DIVERSITY, EQUITY, AND INCLUSION

Action Item 10.1:	Develop Diversity, Equity, and Inclusion (DEI) systems, structures, and processes to serve the campus community equitably through coordinated strategies to improve student retention and graduation rates.
Responsible Groups:	Chancellor, Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Student Access and Success, Vice Chancellor for Administration & Finance, Vice Provost, Academic Deans, Director(s) of Center for Teaching and Learning, Academic Senate Chair, MSU Billings Faculty Association President, Montana Two-Year College Faculty Association Vice President, Director of Native American Achievement Center, NSS, ASMSUB representative, Housing & Residential Life, *Representation from each Student Support Program
Timeline:	Fall 2022
Outcome:	<ul style="list-style-type: none"> • Implementation of strategies that promote diversity and equitable educational outcomes for all student populations • Improvement of the student experience while eliminating academic and administrative barriers, increasing retention and graduation rates of underrepresented student populations <p><i>Measured through SSI 2- and 4-year surveys, NSSE, CCSSE, IR reporting</i></p>
Estimated Resources:	N/A

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Appendix A – Retention Rate Targets by Student Sub-Population and Academic Organization

Fall to Spring				Fall to Spring Projections					
Sub-Population	Fall 2020 Cohort Size	Retention Rate	Retained Spring 2021	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Fall 2025 Cohort	Fall 2026 Cohort
American Indian	82	57.32%	47	49	52	54	56	59	61
Hispanic	57	75.44%	43	45	47	49	51	54	56
International	14	78.57%	11	12	12	13	13	14	14
First Generation	349	67.05%	234	246	257	269	280	291	303
Low Income (Pell Eligible EFC)	328	66.46%	218	229	239	250	261	271	282
Military Affiliated Receiving Benefits	12	66.67%	8	8	9	9	10	10	10
Non-Traditional Age	164	65.85%	108	113	119	124	129	134	140
		69.50%		72.95%	76.35%	79.75%	83.15%	86.55%	90.00%

Fall-to-Spring retention rate targets by student population.

Actual Fall 2020 retention rates were used as the baseline data to make projections for Fall 2021 through Fall 2026 cohorts. For each year, the projections indicate the number of additional students that must be retained in order to achieve the target for that cohort.

Fall to Fall				Fall to Fall Projections					
Sub-Population	Fall 2020 Cohort Size	Retention Rate	Retained Fall 2021	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Fall 2025 Cohort	Fall 2026 Cohort
American Indian	82	35.37%	29	31	32	34	36	38	39
Hispanic	57	59.65%	34	36	38	40	42	44	46
International	14	71.43%	10	11	11	12	12	13	14
First Generation	349	47.56%	166	176	185	195	205	215	225
Low Income (Pell Eligible EFC)	328	46.04%	151	160	169	178	186	195	204
Military Affiliated Receiving Benefits	12	58.33%	7	7	8	8	9	9	9
Non-Traditional Age	164	53.05%	87	92	97	102	107	113	118
		51.74%		54.77%	57.81%	60.85%	63.89%	66.93%	70.00%

Fall-to-Fall retention rate targets by student population.

Actual Fall 2020 retention rates were used as the baseline data to make projections for Fall 2021 through Fall 2026 cohorts. For each year, the projections indicate the number of additional students that must be retained in order to achieve the target for that cohort.

Fall to Spring				Fall to Spring Projections					
Sub-Population	Fall 2020 Cohort Size	Retention Rate	Retained Spring 2021	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Fall 2025 Cohort	Fall 2026 Cohort
City College	281	60.50%	170	178	187	195	203	212	220
College of Business	117	81.20%	95	100	104	109	114	118	123
College of Education	44	70.45%	31	33	34	36	37	39	40
College of Health Professions and Science	107	79.44%	85	89	93	98	102	106	110
College of Liberal Arts & Social Sciences	146	71.92%	105	110	115	120	126	131	136
No College Designated	83	66.27%	55	58	60	63	66	68	71
		69.50%		72.95%	76.35%	79.75%	83.15%	86.55%	90.00%

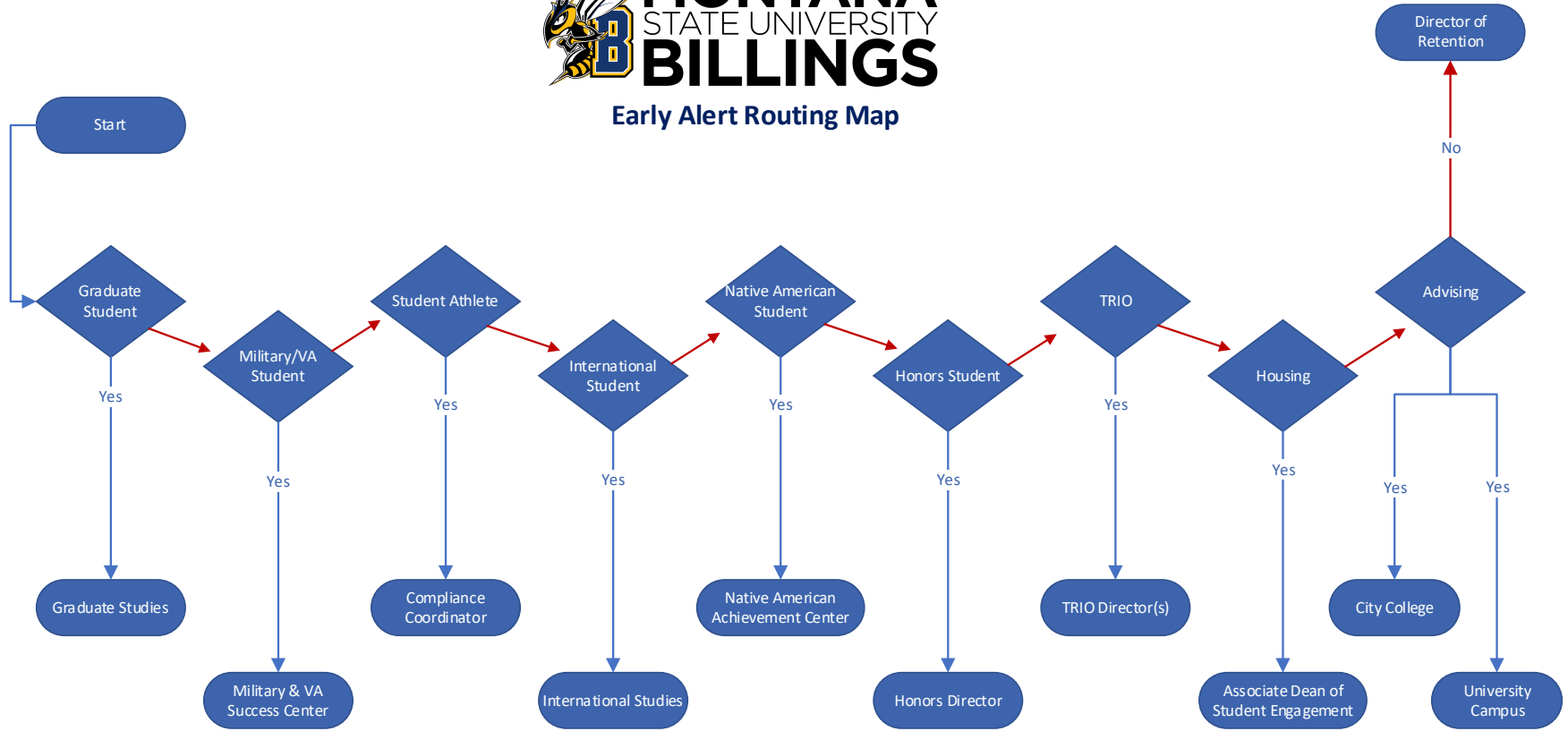
Fall-to-Spring retention rate targets by academic organization.

Actual Fall 2020 retention rates were used as the baseline data to make projections for Fall 2021 through Fall 2026 cohorts. For each year, the projections indicate the number of additional students that must be retained in order to achieve the target for that cohort.

Fall to Fall				Fall to Fall Projections					
Sub-Population	Fall 2020 Cohort Size	Retention Rate	Retained Fall 2021	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Fall 2025 Cohort	Fall 2026 Cohort
City College	281	40.21%	113	120	126	133	140	146	153
College of Business	117	63.25%	74	78	83	87	91	96	100
College of Education	44	59.09%	26	28	29	31	32	34	35
College of Health Professions and Science	107	68.22%	73	77	82	86	90	94	99
College of Liberal Arts & Social Sciences	146	58.22%	85	90	95	100	105	110	115
No College Designated	83	38.55%	32	34	36	38	40	41	43
		51.74%		54.77%	57.81%	60.85%	63.89%	66.93%	70.00%

Fall-to-Fall retention rate targets by academic organization.

Actual Fall 2020 retention rates were used as the baseline data to make projections for Fall 2021 through Fall 2026 cohorts. For each year, the projections indicate the number of additional students that must be retained in order to achieve the target for that cohort.



Student Support Resources:

- Academic Support Center (ASC)
- Career & Employment Services
- Center for Engagement (CFE)
- Disability Support Services (DSS)
- Wellness & Diversity Center
- Housing & Residence Life
- MSU Billings Library
- Student Health Services

***MSU Billings Student Support Programs:**

- Army ROTC
- Athletics
- Military & Veterans' Success Center
- Montana 10 Scholars (MT10)
- Native American Achievement Center (NAAC)
- Office of International Studies
- TRIO – Student Support Services (SSS)
- TRIO – Veteran's Upward Bound
- TRIO – Educational Talent Search & Upward Bound (k6-k12)

National Survey of Student Engagement (NSSE)

https://www.msubillings.edu/ir/nationalstudies/NSSE19_Instrument.pdf

Community College Survey of Student Engagement (CCSSE)

https://www.msubillings.edu/ir/nationalstudies/CCSSE_2013%20ExecSum.pdf

OER Textbook Survey

- 2019 Survey (<https://www.msubillings.edu/library/pdf/MSUBillingsOERSurveySp2019.pdf>)
- 2021 Survey (<https://www.msubillings.edu/library/pdf/MSUBillingsOERSurveySp2021.pdf>)



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www.msubillings.edu
www.msubillings.edu/citycollege



GETTING STARTED...

NEW STUDENT SERVICES

MSUB: (406) 657-2888 **Located:** McMullen Hall, 1st Floor
msubillings.edu/future/

Our team of new student specialists are dedicated and ready to answer any questions you may have about starting your educational journey. Apply for admissions, schedule a campus tour, and learn about MSU Billings and City College with our incredible team!

ADVISING

MSUB: (406) 657-2240 **Located:** McMullen Hall, 1st Floor
Email: advising@msubillings.edu msubillings.edu/advise/
CC: (406) 247-3019 **Located:** JSC
Email: ccadvising@msubillings.edu

All new, transfer, and returning students visit the Advising Center to begin their college experience. Advisors support students with academic planning, campus resources, registration & more!

REGISTRAR & RECORDS

MSUB: (406) 657-2158 **Located:** McMullen Hall, 1st Floor
Email: registrar@msubillings.edu msubillings.edu/reg/

The Registrar's office supports students with Ucard photos, residency, enrollment and degree verifications, course changes, graduation requirements, and appeals. The friendly staff helps students navigate the registration process at MSUB.

FINANCIAL AID / STUDENT SCHOLARSHIPS

MSUB: (406) 657-2188 @ McMullen finaid@msubillings.edu
CC: (406) 247-3004 @ JSC/Tech

All MSUB students are encouraged to fill out the FREE Application for Federal Student Aid (FAFSA) if you are pursuing a certificate, a degree, or intent to transfer, and have financial need, you may be eligible for these programs:

- Grants and tuition waivers
- Loans

In addition to need-based scholarships and grants, MSU Billings awards incoming freshmen and new transfer students other scholarship opportunities.

CITY COLLEGE STUDENT SERVICES

CC/JSC: (406) 247-3000 **Located:** Tech Building, 1st Floor
msubillings.edu/citycollege/jacket_student_central

For City College services, visit the Jacket Student Central for all your advising, registration, financial aide, admissions and more! A one-stop office to support new, transfer, and returning students.

*MSUB (Montana State University Billings Campus)
 *CC (City College at Montana State University Campus)
 *JSC (Jacket Student Central @ City College)

CAMPUS PROGRAMS

ARMY ROTC

MSUB: (406) 247-5733 **Located:** SUB 222
msubillings.edu/rotc/

The Billings Army Reserve Officer Training Corps produces exceptional 2nd Lieutenants for the United States Army, the Army Reserve, and the Army National Guard. ROTC offers an opportunity for college students to enjoy their college experience while setting themselves apart.

- Progressive leadership opportunities
- Scholarship, stipends & financial assistance

ATHLETICS

Phone (406) 657-2369 msubsports.com
Email: sports@msubillings.edu

Student athletes at MSUB are supported by an enthusiastic home crowd, and by MSUB's staff, faculty and administration. This college is committed to helping the players succeed both on and off the field!

MILITARY & VETERANS SUCCESS CENTER

MSUB: (406) 657-2968 **Located:** COE, Rm 106
msubillings.edu/vets

Veterans and dependents of disabled veterans are encouraged to take advantage of the educational opportunities and benefits available at MSUB.

NATIVE AMERICAN ACHIEVEMENT CENTER

MSUB: (406) 357-2144 @ 2630 Normal Ave.
CC: (406) 357-2144 @ Tech Building, 2nd Floor
Email: sunnyday.realbird@msubillings.edu
msubillings.edu/naac/

The Native American Achievement Center provides support by empowering our Native student population in their individual, social, cultural, and academic development.

- Cultural workshops/events
- Scholarships
- Peer mentoring program
- Advising & registration support



CAMPUS PROGRAMS (CONTINUED)

OFFICE OF INTERNATIONAL STUDIES

MSUB: (406) 896-5907
+1-406-657-1705 **Located:** LA Building 7th Floor
msubillings.edu/internationalstudies/

The International Student Services program provides services and support for international students. The program seeks to raise awareness of other cultures at MSUB, and promote friendships between international and domestic students.

- Offers assistance with International Admissions
- Study Abroad Program
- MSUB Peace Corps Prep
- Billings Friendship Family Program
- Employment Opportunities

TRIO

TRiO supports students who are low-income, first generation, or students with documented disabilities. Support services include (but are not limited to):

- Mentoring, advising, and registration support
- Academic, personal, and career counseling
- Support with FAFSA and scholarship applications
- Tutoring, study groups, and academic support

TRiO-Student Support Services (SSS)

MSUB: (406) 657-2162 @ Library, Rm 141
msubillings.edu/sss/
CC: (406) 247-3051 @ Tech Building, Rm A021
msubillings.edu/citycollege/sss

TRiO-Veteran's Upward Bound Program

MSUB: (406) 547-2180 **Located:** Cisel Hall, Room 109
VUBMT.com

Veteran's TRiO Upward Bound provides education and recreation for veterans WITH veterans, offers small class sizes and specialized faculty. This program has a focus on supporting veterans transition to civilian life.

TRiO-Educational Talent Search & Upward Bound

MSUB: (406) 657-2180 **Located:** Cisel Hall, 3rd Floor
msubillings.edu/ets/

Middle Schools: Castle Rock, Medicine Crow, Lewis & Clark, Will James, Ben Steele, Riverside, Lockwood, Huntley Project, Shepherd, Laurel

High Schools: Skyview, Senior, West, Shepherd, Huntley Project,

**Programs at MSUB and City College offer different services and eligibility requirements vary.*

Meeting with a counselor and program staff are highly encouraged to ensure students receive comprehensive support from the services based on eligibility.

STUDENT SUPPORT & RESOURCES

ACADEMIC SUPPORT CENTER (ASC)

MSUB: (406) 657-1641 @ SUB msubillings.edu/asc/
CC: (406) 247-3022 @ Tech Building
Email: academicsupportcenter@msubillings.edu

The Academic Support Center's mission is to empower students to become confident, capable, independent learners. The ASC provides qualified tutors, supplemental instruction leaders, peer mentors, and resources that support students in their quest to reach their goals, in a safe and encouraging learning environment. Drop-ins and appointments are welcome!

- One-to-one tutoring (online & in-person)
- Emphasis in Math, Writing, & Science
- Peer mentoring and organizational support
- Computer access
- Supplemental Instruction (SI Leaders)



CAREER & EMPLOYMENT SERVICES

Phone: (406) 657-2168 **Located:** Library Building
Email: careers@msubillings.edu msubillings.edu/careers

The Career and Employment Services Center offers a holistic approach to career readiness. Staff works to build relationships with MSUB students and empower them to connect with employment resources

- Career exploration services
- Resume & job application support
- Career events and more
- Work-study & job search assistance
- Internship Registration



CENTER FOR ENGAGEMENT

Phone: (406) 657-2387 @ SUB 219
CC: (406) 657-2387 @ Tech Building, Rm B011
Email: engagement@msubillings.edu
msubillings.edu/engagement

The Center for Engagement connects students with student organizations, events, activities, and supports students in booking space on campus.

- Join student organizations (or starting a new one!)
- Access to the Yellowjacket Emergency Pantry
- Volunteer opportunities both on and off campus

DISABILITY SUPPORT SERVICES (DSS)

MSUB: (406) 657-2283 @ COE, Rm 135 msubillings.edu/dss/
CC: (406) 247-3029 @ Tech Building, Rm A106

The DRC provides an inclusive and accessible environment for MSUB students.

- Priority Registration
- Academic accommodations
- Interpreters & Learning Aids

WELLNESS & DIVERSITY CENTER

MSUB: (406) 657-2387 @ SUB 21-222
CC: (406) 657-2387 @ Tech Building, Room B011
msubillings.edu/studenthealth/wellness

The Diversity Engagement promotes an inclusive campus where all students, faculty, staff, and alumni feel supported, respected, connected and valued!

HOUSING & RESIDENCE LIFE

MSUB: (406) 657-2333 **Located:** SUB, Rm 225
Email: housing@msubillings.edu msubillings.edu/reslife/

MSUB offers student housing and dining options which allow MSUB students to focus on their academics. Contact the team for information on rates and how to apply.

MSUB LIBRARY

MSUB: (406) 657-2262 **Located:** Library Building
msubillings.edu/library

The library offers students access to 40,000 books, magazines, DVD's, CD's and 25 computer stations.

- Research Assistance
- Subject guides
- Record & Go Studio & Editing Room
- Over 68,000 Academic Video Online (AVON) subscriptions

MSUB CAMPUS STORE

MSUB: (406) 657-2121 **Located:** SUB 1st Floor
jackets-and-company.com/home

The MSUB Campus store carries a variety of campus swag, gifts, schools supplies, grad apparel, and everything Yellowjacket!



STUDENT HEALTH SERVICES

MSUB: (406) 657-2153 @ Petro Hall, 2nd Floor
CC: (406) 657-2387 @ Tech Building, Rm B002
msubillings.edu/studenthealth

The Student Health Services department provides high-quality, cost-effective health care and mental health counseling for all MSUB and City College students.



Appendix E – Abbreviations

ASC	Academic Support Center
CCSSE	Community College Survey of Student Engagement
CFE	Center for Engagement
CTL	Center for Teaching and Learning
DEI	Diversity, Equity, and Inclusion
DFWI	D, F, W (withdrawal), and I (incomplete) letter grades
DSS	Disability Support Services
EAB	Used to stand for Education Advisory Board, but now it is simply the company name
HIP	High-Impact Practice
IR	Institutional Research
IT	Information Technology
NAAC	Native American Achievement Center
NSS	New Student Services
NSSE	National Survey of Student Engagement
OER	Open Educational Resources
ROTC	Reserve Officers' Training Corps
SI	Supplemental Instruction
SSI	Survey of Student Satisfaction
SSS	Student Support Services
TILT	Transparency in Learning and Teaching

- Sep Eskandari, Provost and Vice Chancellor for Academic Affairs
- Kim Hayworth, Vice Chancellor for Student Access and Success
- Julie Pettitt-Booth, Retention Director
- Stephanie Cowen, Director, Student Services, City College
- Heather Eggum, Associate Registrar
- Josh Hulgán, Associate Dean of Student Engagement
- Laura Gittings-Carlson, Director, TRIO-SSS
- Sunny Day Real Bird, Director, Native American Achievement Center
- Lingya Ma, Data/Research Analyst, Institutional Research
- Anna Talafuse, Assistant Professor, College of Business
- Heather Thompson-Bahm, Department Chair, Business, Construction, Energy Technology, City College
- James Unzaga, Associated Students of MSU Billings