



Montana State University Billings (MSUB)

Year Seven Ad Hoc Report

Northwest Commission on Colleges and Universities
(NWCCU)

February 28, 2020

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Introduction

The Northwest Commission on Colleges and Universities (NWCCU) requested Montana State University Billings (MSUB) respond to four recommendations, following the Fall 2018 Year Seven Mission Fulfillment and Sustainability Evaluation. Two of the four recommendations were originally requested within the Fall 2013 Year Three Peer-Evaluation Report. Recommendations #1 and #3 (below) were a result of the Year Three Evaluation Report and still deemed out of compliance at the time of the Fall 2018 Year Seven evaluation. Recommendations #2 and #4 (below) were deemed to be substantially in compliance but in need of improvement at the time of the Fall 2018 Year Seven evaluation.

At the time of the October 2018 Year Seven evaluation, MSUB had a newly appointed Chancellor (began employment April 2018) and Provost (began employment October 2018). Prior to the visit, MSUB experienced high turnover rates within many of the senior leadership positions. With so much turnover, there were many interruptions to work and productivity, including issues identified by the NWCCU. Significant progress on the recommendations was also difficult given the short time the Chancellor was employed with MSUB prior to the Fall 2018 evaluation. The NWCCU was exceptionally understanding and provided MSUB with an opportunity to further the intended work of the newly established Chancellor and Provost by requesting an ad hoc report and visit in spring 2020. The responses that follow showcase the efforts that have been made to date and articulate the future direction of work yet to be completed.

Montana State University Billings Response to NWCCU Recommendations

The Commission recommends that Montana State University Billings:

- 1. Develop indicators of achievement that are meaningful, assessable, and verifiable that form the basis for evaluating accomplishment of the objectives of its Core Themes (Standard 1.B.2).*

The development of Montana State University Billings' (MSUB) Core Themes served as the foundation of the institutional strategic planning efforts. MSUB began the current strategic planning process in August 2018, under direction of the newly appointed Chancellor. The Chancellor convened a [working group](#) consisting of staff, faculty, students, and members of the foundation and community. An external consultant, Jonathan Schick with GOAL Consulting, was also hired to assist with initiating the strategic planning conversation. Jonathan first met with each member of the MSUB Cabinet, individually, to discuss strategic planning efforts at MSUB. A [brainstorming session](#) was then convened in September 2018 and included the strategic planning working group, guided by Jonathan. He engaged the campus working group in conversation regarding the importance, purpose, and process of strategic planning. Discussions of ideas and potential goals for the plan were provided by members of the working group. These discussions were framed in the context of two very important questions: Who is MSUB and what is our purpose? Conversations at the brainstorming session generated feedback and ideas that were pivotal for creating the components of the current strategic plan, including the Core Themes.

With campus and community feedback generated from the brainstorming session, MSUB created a new strategic plan. The initial stages of strategic planning yielded draft mission and vision statements. Three mission statements were drafted and sent to the campus for voting and feedback. A [mission statement](#)

[feedback report](#) was created and used to guide discussion at an open forum that followed. The open forum discussion and feedback report informed the final selection of the mission statement by the MSUB Cabinet. A similar process was followed for the creation and selection of the vision statement. A [vision statement feedback report](#), combined with the open forum discussion, aided campus leaders to make a final selection for the MSUB vision statement.

Approved Mission: Montana State University Billings delivers a transformative education that empowers students from diverse backgrounds to succeed.

Approved Vision: Educating students to impact an evolving global community.

Guided by the approved mission and vision statements, four core themes were developed. MSUB Core Themes are to:

- I. Build educational programs to support student needs
- II. Progressively grow the university
- III. Strengthen relationships with the community to enhance partnership opportunities
- IV. Unify, invigorate, and engage MSUB's structure and culture

A variety of [guiding documents](#) were also consulted to draft the core themes, including the Montana University System (MUS) core themes. The core themes identify the essential elements of the mission and visions statements, and they provide greater clarity to the University's highest priorities. From these core themes, MSUB articulated objectives that define the goals of the strategic plan. From this effort, specific subobjectives for each objective were developed. These components formed the development of MSUB's [strategic plan framework](#). The MSUB Strategic Plan Framework showcases the work and results of many campus conversations and is a guiding document for both internal and external campus stakeholders. This one-page summary conveys how the components of the strategic plan form a cohesive workflow for the next seven years.

Amidst the strategic planning process, MSUB hosted NWCCU evaluators for the Year Seven visit in October 2018. As a result of the recommendations made to MSUB from the visit, MSUB was paired with Southern Utah University (SUU) at the suggestion of Mac Powell, Senior Vice President at NWCCU. Mac connected MSUB with Steven Meredith, SUU's Assistant to the President for Institutional Effectiveness, who had been integral in SUU's strategic planning efforts. Since SUU was a few years further along in their strategic planning efforts, the timing was excellent for SUU to serve as a mentor for MSUB. Knowledge about strategic planning successes and pitfalls could be shared, in hopes to help strengthen the process for MSUB. This proved to be a beneficial decision for MSUB. Mac and Steven visited MSUB in December 2018. Mac provided a presentation regarding the upcoming changes at NWCCU and how the changes should be considered, as strategic planning conversations evolve. With Steven accompanying Mac, this served as an introduction for Steven to the MSUB campus.

With MSUB having completed the strategic plan framework, mentorship from SUU was timely. The strategic planning committees were working to refine the subobjectives that would actualize the work of the strategic plan and were ready for guidance. MSUB hosted Steven in March 2019. [During the visit](#), he met with each of the strategic planning committees. He facilitated conversations about selecting appropriate metrics that would inform the achievement of each drafted subobjective. Steven provided insight on difficulties that SUU encountered and ways in which those challenges were resolved. His guidance with each subobjective committee helped to advance the work of MUSB's strategic plan,

specifically with establishing appropriate metrics, and the need to develop action plans. His visit provided a stimulus for subcommittees to begin creating action plans for each subobjective.

MSUB also sent two members from the Office of Institutional Research (IR) to SUU for a comprehensive [two-day visit](#) in August 2019. The main impetus for the trip was to learn more about how SUU was creating strategic planning data dashboards in Tableau. Meetings during the trip, however, spanned a variety of topics. Detailed [notes from the visit were documented](#) so that information could be shared with the pertinent subobjective committees at MSUB. MSUB gained knowledge and insight regarding Tableau and how it could be used to disseminate strategic planning metric information. Additional information regarding budgeting, marketing, early alert system, program review, and institutional assessment were also shared during the visit to SUU. The mentorship from SUU was instrumental in moving the next phase of strategic planning forward at MSUB, as many of the areas discussed helped to inform the next progression of the action plans.

Recognizing the intensive work completed by the initial strategic planning committee members, committees were modified, and new participants were included in the strategic plan conversation beginning in September 2019. This decision allowed for new members to come into the process, spreading strategic planning knowledge and involvement further across campus. Bringing in new members also revived the strategic planning conversation. The three Vice Chancellors divided up leading each major objective as follows:

- Objective 1 Provost and Vice Chancellor for Academic Affairs
- Objective 2 Vice Chancellor for Student Access and Success
- Objective 3 Vice Chancellor for Student Access and Success
- Objective 4 Vice Chancellor for Administrative Services
- Objective 5 Vice Chancellor for Administrative Services

New [leads for each subobjective](#) were established. The drafted action plans, metrics, and desired outcomes were provided to the new subobjective leads. In some cases, members that were part of the first phase of strategic planning were still invested and have remained working on their specific area of the strategic plan. More often, however, new members were working to refine and further develop action plans and metrics. Subobjective committees were encouraged to revise action plans and metrics as needed, in consult with the newly hired Director of Assessment and Accreditation. Regular status reports are providing encouragement to keep the action plans current and the work of strategic planning moving forward. The MSUB Cabinet is dedicating two of their April meetings to receive updates from each subobjective lead. On April 21 and April 28, 2020 subobjective leads will present updates to the MSUB Cabinet members. This will provide an opportunity for dialogue between the subobjective leads and the MSUB Cabinet members. The subobjective leads and their teams are regularly reminded that strategic planning is a dynamic process that will evolve over time and with implementation. This reminder is helping members of the campus community understand that there is flexibility, but also a great need for continued conversation and implementation. The campus is invigorated and excited to have identified actionable and observable subobjectives that inform the Core Themes.

For each subobjective in the Strategic Plan, an [action plan](#) has been developed. The action plan identifies the lead as well as a timeline for implementation. The lead is responsible for action plan implementation. The action plans identify the metrics and specific actions that will be completed over the seven years to achieve each subobjective. In some cases, the metric is data that MSUB maintains and in other cases, the metric is data that will need to be developed. In the case where the subobjective

leads and their teams identified a need for data, specific actions are identified in order to generate the data. The Office of Institutional Research will work from the established metrics to develop data dashboards. These dashboards will be available to showcase the progress and status of specific subobjectives, as the data become available. In order to effectively manage implementation of the strategic plan, a staggered start of the various subobjectives is outlined in the [Strategic Plan Timeline](#). Dashboards are being developed as the data become available from the phased implementation. The [data dashboards for subobjective 2.1](#) have been developed. While the screenshots of this dashboard are static, the live dashboard is dynamic, allowing the user to disaggregate data by a variety of variables and layers. MSUB is excited to develop a visible way to engage the campus in the progress of the strategic plan initiatives.

Furthering the work of the institutional strategic planning, units (academics and otherwise) have started to draft, or revise, unit-level strategic plans. A [unit-level strategic plan template](#) has been provided to help facilitate those conversations. The template serves as a guiding document to help units identify the main components that are important for creating a strategic plan. Many units have had goals or even strategic plans created in the past. Units are now encouraged to think about these goals and plans in the context of the institutional core themes and objectives. Units have been asked to submit drafts of their strategic plans by April 30, 2020. Each unit will begin implementation by fall 2020 and run through 2026 (aligned with the University strategic plan timeline). Unit level strategic planning will help units set specific goals and identify resources needed to achieve their goals. In addition, unit level planning will further inform institutional planning, while helping units see their work in the larger context of the University mission and Core Themes.

Strategic planning showcases the goals MSUB aims to accomplish and provides concrete directives towards fulfilling the mission. The current strategic plan is integrative and inclusive. MSUB believes in the process that was employed and has uncovered new endeavors, keeping in mind the existing campus culture and resources. Further, the campus community has used this process to identify meaningful metrics and actions that will inform the achievement of the strategic plan subobjectives, and in turn, the four Core Themes. The Core Themes embody the priorities MSUB has determined are imperative for meeting the demands and needs of the students and surrounding community.

[Montana State University Billings Strategic Plan 2019-2026](#)

3. Ensure the University is addressing human resources issues that have been highlighted previously as needing attention, including issues related to duties, responsibilities, and authority of all positions, and evaluate if there is a sufficient number of qualified personnel to maintain its support operations (Standard 2.B.1).

MSUB began taking inventory and revising job descriptions, university-wide, in October 2018. Human Resources (HR) worked with supervisors and their employees to inventory job descriptions for every position. Ongoing conversations led to revisions and more accurate descriptions for each position by January 2019. The revision of the individual job descriptions has helped to maintain accurate record of duties and responsibilities for every position. HR implements an Annual Performance Appraisal every June. HR requested that supervisors ensure the job description for each of their employees was current and accurate at the time of the Performance Appraisal in June 2019. Since then, this request is now part of the Annual Performance Appraisal process and helps to ensure that HR, the supervisor, and the

employee are regularly reviewing job duties and responsibilities.

The job descriptions of new hires at MSUB follow a similar process and are required to include job title, duties and responsibilities, required qualifications, preferred qualifications, and specific documents the search committee requires of the prospective candidate. MSUB hires new employees in accordance with the stated job descriptions and qualifications.

A repository of the individual job descriptions is kept within HR files, both in hardcopy and electronic copy. The electronic files of the individual job descriptions are organized by department and can be accessed [here](#).

2. Demonstrate a commitment to stabilize its administrative team and provide effective leadership and management, with appropriate levels of responsibility and accountability, for the major support and operational functions and units to foster fulfillment of its mission (Standard 2.A.9; 2.A.11).

MSUB has strategically reorganized and filled the administrative and leadership positions with dedicated and qualified personnel. These efforts have helped to stabilize a once unstable but critical component to the campus community. The current [organization chart](#) contains more integrity and is a sustainable model of job responsibilities that are position-based. At the time of MSUB's Year Seven visit (October 2018), campus leadership was in a transitional state. With a newly appointed Chancellor as of April 2018, a new Provost was hired in October 2018, just a week before the NWCCU visit. There were several Deans positions that were interim, an interim Vice Chancellor for Student Access and Success, and an interim Vice Chancellor for Administrative Services.

The Provost prioritized permanently filling the open deans' positions and reorganizing current roles and responsibilities in other administrative areas. National searches were launched for the deans' positions. Three dean positions were filled including the Dean for City College, Dean for the College of Education, the Dean for the College of Health Professions and Science (formerly the College of Allied Health Professions). A Dean for the College of Business was also hired. However, MSUB is exercising its right to non-renew this contract. A dean from The Registry will join the College of Business beginning July 1, 2020. Other permanent hires include the Vice Chancellor for Student Access and Success (hired in June 2019) and the Vice Chancellor for Administrative Services (hired in September 2019). Filling these critical roles was the first effort towards stabilizing the administrative team.

In addition to filling critical interim positions within senior leadership, several new full-time administrative positions were created. Prior to developing these full-time positions, various faculty and staff at the university occupied these positions on a part-time basis. As a result, there was instability and lack of continuity in operations and outcomes. New full-time positions include: Director of Graduate Studies, Director of Assessment and Accreditation, and a Director of e-Learning. The commitment of resources for full-time positions was necessary. With the creation of these leadership roles, an appropriate structure, including practices and policies, can be put in place. These newly created positions help to further stabilize leadership in essential areas.

Prior to the current administration, MSUB suffered from consistent turnover in the senior leadership

positions. This continuous fluctuation in leadership led to interruptions toward achieving institutional goals that were outlined in previous strategic planning efforts. This resulted in overall campus fatigue, low morale and mistrust of leadership. With stabilized leadership established, MSUB is now poised to move forward on the initiatives outlined in the 2019-2026 strategic plan. The current administration recognizes that trust will have to be rebuilt with time, and there is still much work to be accomplished. The challenge for the current leadership is balancing the tremendous amount of work that needs to be accomplished, with a campus community that is largely fatigued from turnover and constant change.

Members of leadership team at MSUB are making efforts to be visible and transparent. The Chancellor and Provost regularly conduct open forums to give students, faculty, and staff an opportunity to ask questions, present challenges, and share information. The Provost introduced the Academic Affairs Update that is provided towards the start of the fall and spring terms. This sets a tone for the term and reminds students, faculty and staff of the important initiatives that are occurring.

The Provost is emphasizing and reinforcing shared governance. The Provost initiated several Task Forces, where faculty are either leading or members of these task forces. Faculty participation in the task forces is critical, as they will make recommendations to the Provost regarding important initiatives that shape the future direction of MSUB. A list of spring 2020 task forces includes:

- a) Academic Affairs Policies
- b) Advising
- c) Course Cap
- d) Data restructuring
- e) Independent Study
- f) Internship/Co-Op Education
- g) Predictive Student Success/College Placement
- h) Space Allocation
- i) Summer School
- j) Center for Teaching & Learning
- k) Workload

Enrollment and retention information are now shared with the campus, weekly. Budget processes and allocation of resources is now shared widely, with appropriate campus constituents. The budget for the Provost Office was redistributed to colleges to empower Deans to make informed decisions about allocation of resources. The senior administration at MSUB is working to empower the campus with knowledge to function as a working community, rather than fragmented, individual parts.

4. Develop a plan to monitor its internal and external environments and to inform and guide its strategic direction, including review and revision of its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement (Standard 5.B.3).

MSUB has established processes and many initiatives that are underway, all of which help to identify, define, and inform the future direction of MSUB. At the center of these processes is the current strategic plan. With newly defined mission, vision, core themes, objectives, and subobjectives, MSUB has established an evaluative process for monitoring both internal and external environments. Each subobjective of the strategic plan has an associated action plan that includes metrics and actions that

will inform progress and achievement over the next seven years. The objectives and core themes will be informed by the achievement of each subobjective, all of which are rooted in the language of the mission.

MSUB is looking towards the future with strategic planning. With a new mission established and new standards published from the NWCCU, MSUB is prioritizing the work of the general education committee through strategic planning. Subobjective 1.4 of the strategic plan, *reimagine general education to enhance student learning*, is aimed to enrich the student experience with the general education curriculum and create institutional learning outcomes for MSUB. Through focus groups, students have expressed concerns and identified challenges with the current curriculum. Additionally, analysis of the course catalog and course offerings was conducted, and that process identified discrepancies. The faculty on the General Education committee are working with the faculty leads on subobjective 1.4 of the strategic plan to develop the action plan, guided by the following steps:

1. Review general education curriculum for transferability and cohesion
 - a. Remove general education courses that are no longer offered
 - b. Review courses that do not transfer to MSU or MUS
 - c. Consider revisions to the general education committee course review process
 - d. Discuss entry and exit courses for the general education curriculum
 - i. First year seminar and synthesis/capstone course(s)
 - ii. Develop experiential learning component further
 - e. Reframe general education requirements to help students understand the value of each requirement
2. Revise and refocus general education learning outcomes. This includes creating fewer learning outcomes so that assessment of student learning is manageable.
 - a. Establish an assessment process that yields meaningful student learning data
 - b. Consider the use of ePortfolios to capture and assess student learning
3. As revisions of the general education curriculum are implemented, create and implement a communication and training plan for faculty and staff.

Working in tandem with MSUB strategic planning efforts, the Provost has initiated several Task Forces. These task forces are short term committees that will make recommendations to the Provost in May 2020. The recommendations of several task forces will inform specific subobjective work of the strategic plan. A [guiding document](#) provides insight as how the work of each Task Force work will inform varying components of the strategic plan. Many of the task forces are being led by faculty and this is by design, to ensure shared governance. The intent is to also improve trust between the new leadership and the campus community. The work of the task forces will inform strategic planning, but also provide opportunities where faculty and the administration work together to move MSUB forward.

While strategic planning is the focal point, there are several other major initiatives that fold into the strategic plan that are worth noting. Strategic Program Alignment (SPA) has been implemented over two phases at MSUB. SPA Phase One (SPA I) advanced the strategic plan, and reviewed program enrollment, completion and employment data. Additionally, SPA I identified student and community demand for academic programs and the potential for new academic programs. As a result of SPA I, forty-nine programs were placed on moratorium or recommended to be integrated or invigorated. The Provost and Vice Provost met with each of the programs that were slated for maintain or integrate/invigorate. Following the meetings, programs were given specific charges to address the challenges within the unit.

The charges ranged from items like exploring the modalities of course offerings to revising curriculum to better meet student needs. The programs were given time to review and respond to the charges. Charge responses were submitted to the Provost. The quality and extent to which each charge was addressed in the responses varied. In reviewing the charge responses, the Provost and Vice Provost found that while some programs were following up on the charges, several were not. The Provost convened an Executive SPA committee to assist with the process. The Executive SPA committee reviewed the work that had been completed in SPA I, and the overall aim of SPA, and began drafting a new process for what would become SPA II.

SPA II was a revised process for reviewing all academic programs, while folding in the results from SPA I. The SPA Executive committee worked with the SPA faculty committee to ensure shared governance and due process were followed. A mixed-methods approach was developed by the Executive committee and included both quantitative and qualitative metrics. Quantitative metrics used in SPA II were significantly inspired by the state of Montana's performance-based funding metrics. These measures included program retention, completions, enrollment, drop/fail/withdraw rates, and student credit hours. The Office of Institutional Research worked to provide data for each metric at the program level for all degree-granting programs and programs of study. Additionally, fiscal metrics were generated at the department or program level, in order to inform program financial viability. The SPA faculty committee set thresholds for each metric in order to determine which of the programs would necessitate more intensive review. The thresholds to identify programs needing more intensive review were as follows:

- Average fiscal year enrollment over last four fiscal years is less than 10
- Decline in average fiscal year enrollment is greater than 13% (twice the institutional decline)
- Any program falling below the institutional average slope for retention or completion

The results from setting thresholds to the quantitative metrics and the charge responses from SPA I created the portfolio for a program and identified those programs as needing more intensive review. The final list of programs that were identified for intensive review were then classified as comprehensive review or focused review. Focused review identified programs that needed to respond to specific challenges like completion or retention. However, programs identified on the comprehensive review list had multiple challenges identified. Both lists of programs will then move on to the second phase of SPA II, qualitative questions.

A [qualitative question bank](#) will be used to assign specific questions to programs that were identified as needing more intensive review. The qualitative questions were designed to identify contextual and supporting information to a program's challenges, as identified through quantitative analysis. Questions from this list will be assigned to programs and customized based on the program portfolio results. Programs will be given individual deadlines to respond to the questions and the MSUB Cabinet will make the final determination as to which programs will have follow up actions and which programs will be placed on moratorium. The results of this process will be available in early summer 2020.

While the overall aim of SPA II is to determine academic program viability, the process has also informed necessary administrative changes. For example, through the identification of programs, it was determined that there are old program codes in Banner, and further, program codes that have not been used. Identifying these kinds of issues has helped to clean up expired program codes. Further, the assignment of program codes is now incorporated into the new program proposal process. This will help to ensure that going forward, there is a consistent process for assigning program codes in Banner. SPA I and II have contributed to an evaluation of all academic program offerings, as well as the administrative

organization of the academic programs. The results will help MSUB offer better quality programs and focus resources more appropriately. This evaluation process will continue forward as program review. In order to sustain the work of SPA I and II, MSUB recognizes the need to implement regular program review of all academic programs. These conversations are already underway, and the first implementation of academic program review will occur during academic year 2020-21. While this is a rigorous timeline, it's important to continue the work of SPA, in the form of a sustainable process. MSUB will shift conversations and transition into program review. The program review process will be informed by the work of SPA I and II, peer and aspirant institution's program review processes, and the state of Montana guidelines.

Establishing an academic program review (APR) process is also a component of the MSUB strategic plan. As part of subobjective 1.3, *elevate programmatic offerings to be responsive to student and community needs*, program review will be informed by internal and external perspectives. Program review will be an evaluative process, but it will also be an opportunity for units to articulate and set goals. Program review will provide an opportunity to gain external perspective, while reflecting on what's been accomplished and what is yet to be accomplished. While the final protocol is still being developed, conversations about the process are ongoing. Academic programs will be reviewed every seven years. A [seven-year cycle for program review](#) was submitted to the Montana State's Office of Commissioner of Higher Education (OCHE). The review will include a program self-study, external reviewer report, a letter from the Dean, and Provost charge. Data from the Office of Institutional Research will be provided to programs to assist with writing the self-study. The first programs to pilot the new APR process will begin in fall 2020. An orientation workshop will be provided in early fall 2020 for programs that are slated for review in 2020-21. The workshop will be designed to assist programs through the APR process and respond to any questions. When the first cycle of APR is complete in spring 2021, MSUB will review the process, adjust as needed, and then repeat the cycle. This continuous process will provide a sustainable, systematic evaluation process for all academic programs at MSUB.

Conclusion

This report provides a summary of the progress MSUB has completed in response to the NWCCU recommendations. While there has been a tremendous amount of work completed in a short amount of time, MSUB recognizes there is still much work to be done. MSUB is energized to expand the current work, guided and informed by the new NWCCU Standards.

The revision of the mission, vision and core themes has established a stable foundation for MSUB to grow and prosper, strategically and with intention. MSUB is focused on the student experience and is committed to serving the students and the community. Implementing a strategic plan that is both iterative and evaluative is one way to ensure MSUB is fulfilling those commitments. The strategic planning process has prioritized work and will continue to guide intentional change. Establishing and implementing the strategic plan is paving a way forward for our faculty and staff to engage in meaningful, strategic discussions. This institutional process is changing the way in which conversations occur. There is a shift from using anecdotal information, to observable, meaningful data. Faculty and staff are more cognizant of the data available, and the need to develop policies and procedures that use data appropriately.

With a focus on shared governance and transparency, MSUB has the structures in place to embark on an

exciting future that emphasizes the exceptional students, faculty, and staff, led by a dedicated administration. Having stabilized leadership has already contributed to the development of policies and practices that encourage an efficient and productive workflow. Establishing internal review processes and protocols has encouraged continuous examination of systemic issues. These ongoing review processes will continue to identify issues that have not yet been resolved. Being able to identify challenges and resolve issues will lead to continuous improvement of the institution.

In a short time, MSUB is a different institution. Previously, work was completed with a concept of “that’s the way we always do it.” Now, MSUB is more intentional and strategic, and the campus community is more engaged. Stabilized leadership is changing the direction and the culture on campus. While so much change so quickly is creating some angst, the momentum is shifting. The campus is energized with promise and possibility of the great work accomplished, and motivated to achieve the work that is yet to come.