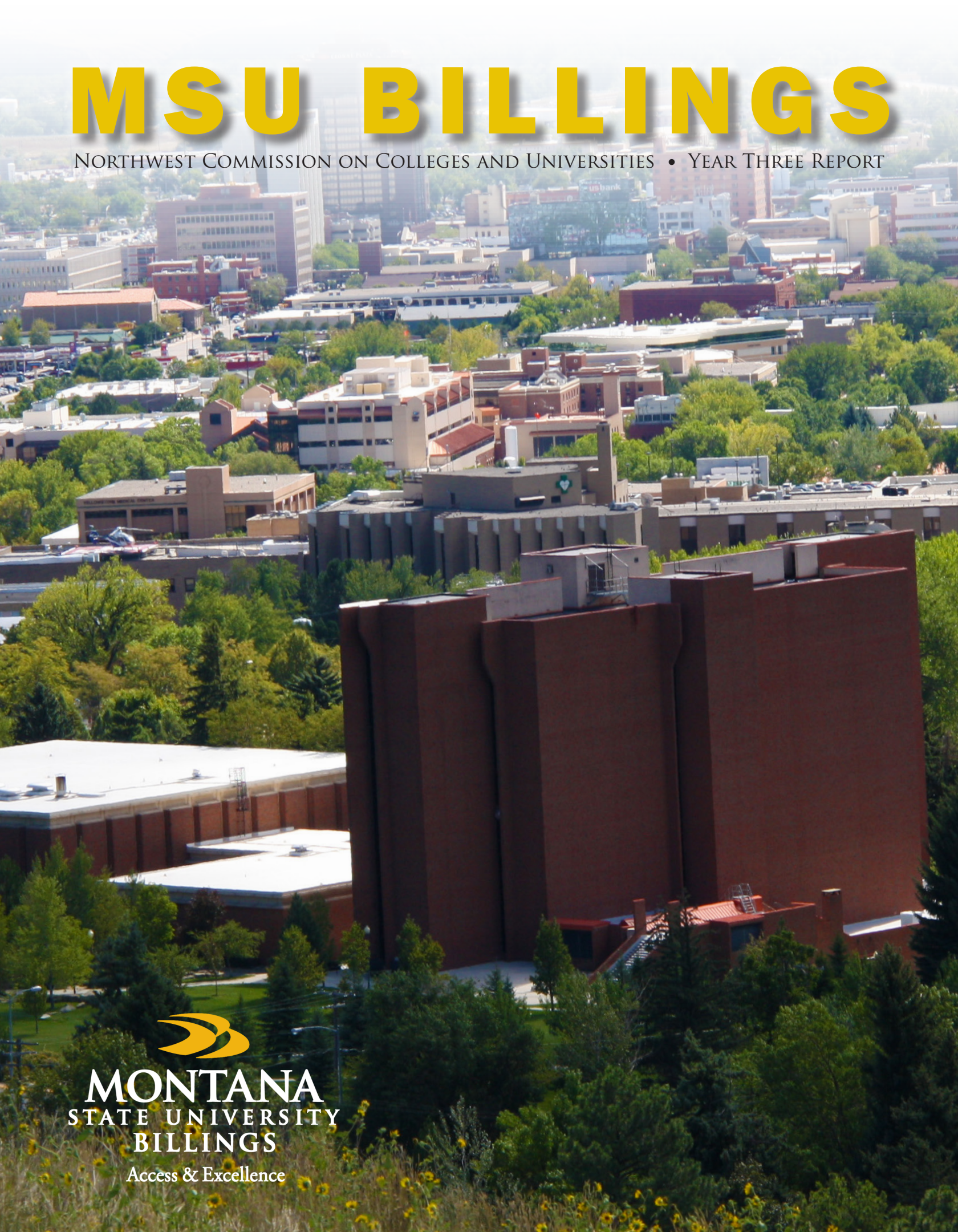


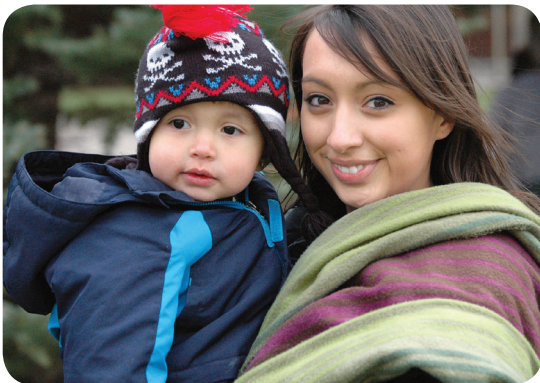
MSU BILLINGS

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES • YEAR THREE REPORT



MONTANA
STATE UNIVERSITY
BILLINGS

Access & Excellence



EXPERIENCE MONTANA'S URBAN UNIVERSITY
MSU
BILLINGS

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Northwest Commission on Colleges and Universities Year Three Self-Evaluation Report

Standard One: Mission, Core Themes, and Expectations
Standard Two: Resources and Capacity



MONTANA
STATE UNIVERSITY
BILLINGS

Access & Excellence

Submitted by
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Chancellor
September 2, 2013

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Institutional Overview

The story of Montana State University Billings is one of community. It is a community of learners, a community of educators, and an institution that is integrated into the thriving, supportive host community of Billings, Montana.

MSU Billings is a public Masters University (Carnegie classification, 2006) dedicated to serving the educational and workforce needs of Montanans by providing high-quality undergraduate and graduate programs in the arts and sciences, business, education, health, human services and technology. In response to a plea from citizens for an institution of higher education in Central or Eastern Montana, Eastern Montana State Normal School was established in 1927, the fifth unit at the time of the Montana University System. The institution evolved into Eastern Montana College of Education in 1949 and into Eastern Montana College in 1965. Then, in 1994, the Montana University System was restructured, and the institution was incorporated into the Montana State family of campuses and changed its name to Montana State University Billings in 1995.

MSU Billings is the third largest unit of the Montana University System, which is governed through the state constitution by a seven-member Board of Regents appointed by the Governor. In 1994, the Board of Regents merged the 11 state institutions into a single system, the Montana University System (MUS). That system has two families of campuses: Montana State University centered in Bozeman and the University of Montana centered in Missoula. Units of the Montana State University family of campuses are located in Bozeman, Billings, Havre and Great Falls.

MSU Billings is an institution embedded in Montana's largest city, which enables the University to serve an important niche in the region, state and in the Montana State University family. Located in a culturally, ethnically and educationally diverse metropolitan area, MSU Billings has evolved into a regional comprehensive University serving the eastern third of Montana. The campus mirrors the diverse and evolving nature of the city, both in student demographics and in reciprocal relationships and partnerships throughout the community and region.

MSU Billings is organized into five colleges: College of Allied Health Professions, College of Arts and Sciences, College of Business, College of Education, and City College, which serves the two-year community college purpose as an embedded part of the University. The University offers seventy degree options through the five colleges, including short-term work-force training, certificates, associate's, and bachelor's degrees. Three of the colleges (Allied Health Professions, Arts and Sciences, and Education) offer master's degree programs.

Strategic Planning

The University's mission, core themes, and objectives that manifest those themes are the foundational elements of the University's identity and purpose. Each of these levels of identity underwent a thorough revision and redefinition through the University's ("FutureU") Strategic

Planning Process.” This year-long process involved a leadership team representative of the entire University constituency, from students to chancellor. The team combined intensive research and public perspectives to forge a new strategic plan for the University. The initiative began with a meeting of campus representatives from the Academic, Student and Administrative divisions. The group identified institutional assumptions, challenges and opportunities, and developed a timeline for the strategic planning process. The goal was to complete an “overarching” university plan, and then each major unit in academic, student, or administrative divisions would construct or revise their plans to integrate with the university plan and clarify their prospective roles in accomplishing it.

Accreditation

In conjunction with the FutureU process, the University has redoubled its efforts in terms of accreditation by establishing a new position: the Vice Provost for Academic Affairs. The vice provost serves as the Accreditation Liaison Officer, and chairs/ coordinates the work of the Accreditation and Assessment Council (AAC). The AAC implemented a campus-wide dialog to work with the FutureU team to develop core themes, objectives and indicators. The AAC is composed of diverse membership representing a cross section of the University community.

The culture of MSU Billings continues to be one of engagement. The University remains a dynamic, evolving student-centered institution that works to assure Access and Excellence across all levels.

Program Prioritization

In conjunction with the development of a new University strategic plan, MSU Billings is engaged in a program prioritization process. Administrators at MSU Billings are designing and implementing an organized, step-wise method of analyzing program strengths and weaknesses for the purpose of determining programs to strengthen, maintain or discontinue. This process has been incorporated into the strategic plan itself. The institution is focusing program analysis toward fulfillment of the mission. The outcome of the process should include developing an approach for creating faculty participation in larger institutional initiatives, creating change in resource allocation processes, and aligning institutional goals with system-wide initiatives. As state revenues decline and permanent institutional budget reductions become necessary, program prioritization becomes critical for strategic reinvestment of funds.

Program prioritization is a part of strategic planning and resource allocation and involves the entire University. Key roles are played by the Chancellor’s Cabinet, the Provost’s Council, Administrative Services directors, Student Affairs directors, deans, department chairs, Academic Senate, Staff Senate, the two faculty unions, budget committees and advisory boards. Any substantive changes occur in conjunction with accrediting agencies, MSU Billings’ parent campus MSU Bozeman and the strategic goals of the Montana University System and its Board of Regents.

Preface

Montana State University Billings (MSU Billings) presents this Year Three Self-Evaluation Report to the Northwest Commission on Colleges and Universities (NWCCU). This report provides an updated statement of MSU Billings' mission and core themes, including objectives and indicators, as well as a thorough examination of the University's resources and capacities for carrying out this mission and associated themes.

Institutional Changes

The last full report submitted by Montana State University Billings to the Northwest Commission on Colleges and Universities was the institution's Year One Self-Study, September, 2011. Since that time, the institution has undergone a number of changes:

Administrative Changes

- Vice Provost—In January 2011, a new Associate Provost for Accreditation and Assessment position was created on an interim basis to assume primary responsibility for the maintenance of assessment/accreditation efforts across the University and to assist in strategic planning. Dr. Barbara Wheeling, Associate Professor of Accounting in the College of Business, agreed to serve in the role on an interim basis. A national search in the spring of 2012 proved unsuccessful. Dr. Wheeling accepted a position at another institution in the summer of 2012 and Dr. Matthew Redinger, Professor in the Department of History, assumed the interim role in fall 2012. A national search for a more comprehensive Vice Provost for Academic Affairs was initiated in the spring of 2013 resulted in the hiring of Dr. Redinger, who assumed responsibilities of the position July 1, 2013.
- Dean of the College of Business (COB)—Dr. Timothy Wilkinson was appointed as COB Interim Dean following Dr. Gary Young's position change from Dean of College of Business to interim provost, effective July 2010. A national search for a permanent dean was initiated spring semester 2012 and continued through spring 2013. Prior to the completion of the search, Dr. Wilkinson resigned his position to assume a new role at another institution. He was replaced as Interim Dean by Mr. Michael Campbell, Professor of Accounting. The national search in the spring of 2013 resulted in the hiring of Dr. Barbara Wheeling, who assumed responsibilities of the position July 1, 2013.
- Dr. David Craig, Adjunct Professor of English, was appointed to the position of Director of the University Honors Program in October 2011. Dr. Craig also assumed the role as the Interim Director of Graduate Studies through June 30, 2014, as the Provost and Deans work collaboratively to secure more permanent leadership of graduate programs.
- A year-long review of the College of Professional Studies and Lifelong Learning to determine college role, organizational structure, use of personnel, use of space and cost to the institution resulted in its transformation from a college headed by a dean to an office unit with a director reporting to the Provost and Vice Chancellor for Academic Affairs. Mr. John Walsh was appointed Interim Director of the MSU Billings Extended Campus until June 30, 2013 while a full national search took place. In the spring of

2013, the search resulted in the hiring of Mr. Kevin Nemeth, who assumed responsibilities of the position July 1, 2013.

- Dr. David McGinnis, who had taken a leave of absence to work at the National Science Foundation for two years, returned as the Director of Grants and Sponsored Programs, effective January 1, 2013.
- The Executive Director of the Office of International Studies and Outreach, Dr. Kirk Lacy, resigned to assume a position in the private sector. Dr. Thomas Rust, Associate Professor in the Department of History, assumed the position of Interim Executive Director of International Studies and Outreach pending a national search conducted in spring 2013. That search resulted in the hiring of Dr. Paul Foster, who assumed responsibilities of the position August 26, 2013.
- The University Athletic Director, Dr. Gary Gray, resigned his position in the fall of 2012 to take a similar position at another institution. Ms. Krista Montague, the Associate Athletic Director, assumed the duties of Interim Athletics Director on September 11, 2012. A full national search in the spring of 2013 resulted in the hiring of Ms. Montague, who assumed responsibilities of the permanent position on June 1, 2013.
- A new position, Director of e-Learning, was developed and Dr. Susan Balter-Reitz, Professor in the Department of Communication & Theater, is serving in this position on an interim basis. A full search is planned for the 2013-2014 academic year.

Strategic Planning and Program Prioritization

The administrative divisions of MSU Billings—Academic Affairs, Administrative Services, and Student Affairs—worked separately and together with a consultant on strategic planning during AY 2011-2012. In the summer of 2012, the FutureU Initiative was launched, with a goal of creating a shared vision for MSU Billings' future.

Strategic Plan development was completed in fall 2012. In January 2013, FutureU 2013-2018 was formally announced. The University Strategic Plan links closely with and articulates directly to the University Mission and Core Values statement.



Response to Topics Raised by the Commission

In the November 11, 2011 report from the Commission evaluators, MSU Billings received the following two recommendations resulting from the September 15, 2011, Year One Self-Evaluation Report:

Recommendation 1: Although the University has a clear mission statement that is published on their website and approved by the Board of Regents, there is no evidence to demonstrate that its mission statement is widely published and generally understood by its community. The evaluators recommend that the University document and provide evidence for how the University community is aware of the mission statement and understands it. (Standard 1.A.1)

Upon receiving the recommendation from NWCCU, the Provost met with the University Relations team about the best ways the University might accomplish the spirit of the comments given. That group decided to feature the current University Mission front and center during the upcoming strategic planning initiative. During one of the pre-retreat preparations sessions, the most recent (2010) MSU Billings mission review was featured as a study assignment for all of the strategic planning team members. The mission review was then posted on the strategic planning web site during the entire campus strategic planning process. This site has been revised and emended continually during the strategic planning process. This planning process is the University's effort to hone a vision for the institution's immediate future, and chart a course for the next five years. The planning initiative was termed the "FutureU."

The FutureU initiative was kicked off during the early spring of 2012 and a two-day retreat was held on July 10-11, 2012. This retreat was attended by a broadly representative gathering of students, faculty, staff, and community members. At the forefront of that focused effort was the University's mission; indeed, the conversations began with, and were centered on the four points of the mission statement. As the strategic plan came into finer focus throughout the fall of 2012, the four points of the mission statement provided the basis of evaluation by the wider University community as public comment streamed into the FutureU planning website. Ultimately, the University's mission statement constituted the beginning and the end of discussion surrounding the strategic plan. Upon the University's receiving unanimous final approval of the core themes, based on the four points of the mission statement, from the Montana University System Board of Regents during their meeting on January 8, 2013, the MSU Billings Strategic Plan was launched.

Montana State University Billings' mission statement lies at the heart of the University's new 2013-2018 Strategic Plan. At the heart of that strategic plan are the Core Themes, which correspond to the four points of the University's mission statement. The mission statement points are that this University provides an experience characterized by:

- Excellent Teaching
- Support for Individual Learning

- Engagement in Civic Responsibility
- Intellectual, Cultural, Social and Economic Community Enhancement

Mirroring these mission statement points are the University's Core Themes:

- Core Theme One: Cultivating Teaching Excellence
- Core Theme Two: Providing an Environment for Learning
- Core Theme Three: Promoting and Engaging in Civic Responsibility
- Core Theme Four: Enhancing the Community

These Core Themes are, themselves, expressions of the University's mission, and, as they are understood as the foundational principles upon which Montana State University Billings is basing its future identity, constitute a clear expression of that mission.

With the completion of the plan and its initial implementation in January 2013, the institution has charged itself as a campus with keeping that mission front and center moving forward. The University has also added an important new tagline to clarify its mission in simple terms for all of its constituents. That tagline is to discover "**The MSUB Advantage.**"

The Strategic Plan, "Discovering the MSUB Advantage, 2013-2018," has been published in four-color hard copy and distributed throughout the campus community, and resides on the University's website. The fact that it has received more than 1,400 visits by nearly 1,000 unique users indicates that it has been widely received by the University community.

One of the tasks to help us accomplish the goal of promoting the "MSUB Advantage" is stated clearly in the plan as ESSENTIALS FOR SUCCESS. C. 2: *Develop, consistent with the Montana University System Goals, a common message with appropriate internal and external strategies to promote the "The MSUB Advantage" of value, engagement, access and excellence.* While this remains in the 2013-2018 strategic plan, it is a process with which the campus community has been engaged in the past several months. There is a high level of confidence that when asked, the members of the University community—students, staff, and faculty—would identify teaching excellence, encouragement of learning, civic responsibility, and community involvement as central to the mission and priorities of the University. The University community maintains that these core values, and the mission statement upon which they are established, are widely understood as lying at the heart of the University's identity and the institution that its constituents deserve.

Recommendation 2: The institution has listed numerous (over 50) indicators to assess core theme, however, they appear as lists of everything that could possibility be included as opposed to key, strategic indicators. In addition, there is no mention of establishing targets by which to gauge progress. The evaluators recommend that the University examine each indicator to determine its value for measuring progress toward goals and core themes, that it establish baseline data, and that it determine appropriate targets to measure progress. (Standard 1.B.2)

In the context of the completion of the University's strategic plan, the FutureU team also

significantly revised the indicators by which the University will assess its success in carrying out its mission and core themes. The FutureU team, co-chaired by Dr. Mark Pagano, the Provost and Vice Chancellor for Academic Affairs and Mr. Bruce Brumley, the Chair of the Academic Senate, examined the indicators in tandem with developing the core themes' "opportunities to achieve" and the specific tasks within those opportunities by which each core theme would be developed. From the sixty indicators in the 2011 Year One Self-Study, the FutureU team, working in conjunction with the Chancellor's Cabinet, devised a list of twenty-eight indicators. These indicators arise straight out of the core themes that lie at the heart of the strategic plan, which is itself grounded firmly in the University's mission statement. Thus, indicators are intended to measure performance on activities that respond directly to the most important elements of the University's identity. Many of them are, indeed, lofty ambitions. But all are possible and necessary measures of the University's success in its pursuit of the fulfillment of its strategic plan. Each core theme has three to thirteen indicators to help gauge the progress on that theme. The metrics associated with each theme are as follows:

Indicators

Core Theme 1: Cultivating Teaching Excellence

1. Overall University Teaching Metric
2. Peer-Reviewed Faculty Publications and Presentations
3. Professional Development Funds Awarded to Faculty
4. Professional Development Funds Awarded to Staff
5. Students Enrolled in the University Honors Program
6. Total Grant and Sponsored Program Funds Received
7. Annual Average MSUB Faculty Salary as % of CUPA Peers
8. Annual Average MSUB Staff Salary as % of CUPA Peers

Core Theme 2: Providing an Environment for Learning

1. University Campus Fall Enrollment (Headcount/FTE)
2. City College Campus Fall Enrollment (Headcount/FTE)
3. Six-Year Graduation Rate—University Campus
4. Three-Year Graduation Rate—City College Campus
5. First-Year Retention Rate (First Time-Full Time, Fall-to-Fall)
6. Graduate Student Enrollment (Headcount/FTE)
7. American Indian Student Enrollment (Headcount/FTE)
8. International Student Enrollment/FTE)
9. Cost per Completion
10. Online/Traditional Credit Hour Ratio (Annual)
11. General Fund Scholarships and Waivers Awarded
12. Private Aid Awarded Through MSUB Foundation

Core Theme 3: Promoting and Engaging in Civic Responsibility

1. Annual Student Enrollment in Service Learning Courses
2. Number of MSUB Community Events
3. Annual Student Enrollment in Study Abroad Programs

Core Theme 4: Enhancing the Community

1. Clients Served Through MSU Billings CE/PD/Conference Programming

2. Student Enrollment in City College Two-Year Transfer Degree

Essentials for Success

1. Total MSU Billings Budget Allocation
2. Expenditure Ratio: Instruction/Total
3. Expenditure Ratio: (Instruction + Academic Support + Student Services)/Total
4. Construction Dollars Expended

Appropriate Targets to Measure Progress

Success in terms of the indicators listed above will be assessed via baseline data compiled from a rolling average of the previous three years, as indicated in the rubric in the Appendix to this report. Having established the rubric with which the institution will track progress on the Strategic Plan indicators, a few tasks remain. First, the institution needs to formalize the process of identifying the baseline numbers. The University is confident in the numbers provided in the rubric at this point, though focused discussions are necessary to determine that the institution's responsible parties accept the various definitions and descriptions of the figures. This will ensure that the institution reports consistent numbers for assessing successful progress on its indicators, and thereby, progress towards its goals. The second task remaining will be for the institution to use these baselines to identify targets. This will position the University to determine whether or not the institution has met its institutional success thresholds for progress on the strategic plan indicators.



UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Section 1: Executive Summary of Eligibility Requirements 2 and 3

Authority

MSU Billings is authorized to operate and award degrees as a higher education institution by the Montana Board of Regents (ER 2).

Mission and Core Themes

Consistent with Montana Board of Regents policy and legal authorization, MSU Billings submitted its mission review document to the Board of Regents, which they reviewed and approved on September 23, 2010. The University then submitted the institution's core themes based on this mission, which the Board of Regents approved on January 8, 2013. The University is funded by the State of Montana, through the Office of the Commissioner of Higher Education, based primarily on fulfillment of its mission and core themes, which lie at the heart of its strategic plan, and which guide spending priorities (ER 3).

Section 2: Standard 1.A: Mission

MSU Billings' mission provided an excellent point from which the AAC undertook a campus-wide process to gather feedback and suggestions regarding core themes. This process included ACC members contacting college constituents via focus groups, department meetings and/or electronic campus-wide communication to finalize the four core themes, objectives and indicators. The four core themes, approved by the MSU Billings Chancellor's Cabinet and the Montana Board of Regents, are:

- Cultivating Teaching Excellence
- Providing an Environment for Learning
- Promoting and Engaging in Civic Responsibility
- Enhancing the Community

MSU Billings understands the importance of its mission and core themes as the University continues to serve over 5,000 students. The AAC is currently overseeing the accreditation compliance process at MSU Billings, however the University is building compliance and assurance processes into the institution's operating procedures through the FutureU Strategic Plan thereby assuring continual assessment and improvement.

MSU Billings Core Purpose, Mission, Vision & Core Values

Core Purpose: To assure that all members of the University community reach their individual potential.

Mission: Montana State University Billings provides a University experience characterized by:

- Excellent Teaching
- Support for Individual Learning
- Engagement in Civic Responsibility
- Intellectual, Cultural, Social and Economic Community Enhancement

Vision: Montana State University Billings will be recognized as a regional leader for:

- Teaching and Learning
- Translating Knowledge into Practice
- Researching for the Future
- Accepting Leadership for Intellectual, Cultural, Social and Economic Development Beyond University Boundaries

Core Values

Integrity: MSU Billings' actions are ethical and principled to assure dignity and equity for all.

Educational Excellence: MSU Billings provides distinctive programs and challenging educational experiences for a diverse University community.

Student Achievement: MSU Billings provides academic support and administrative services to foster academic and professional achievement of the University community.

Community of Learners: MSU Billings respects and nurtures variety in intellectual contribution and scholarship enriching both the University and its extended community.

Meaningful Engagement: MSU Billings supports all members of the University community in their individual growth toward confidence, individual sense of purpose and acceptance of civic responsibilities.

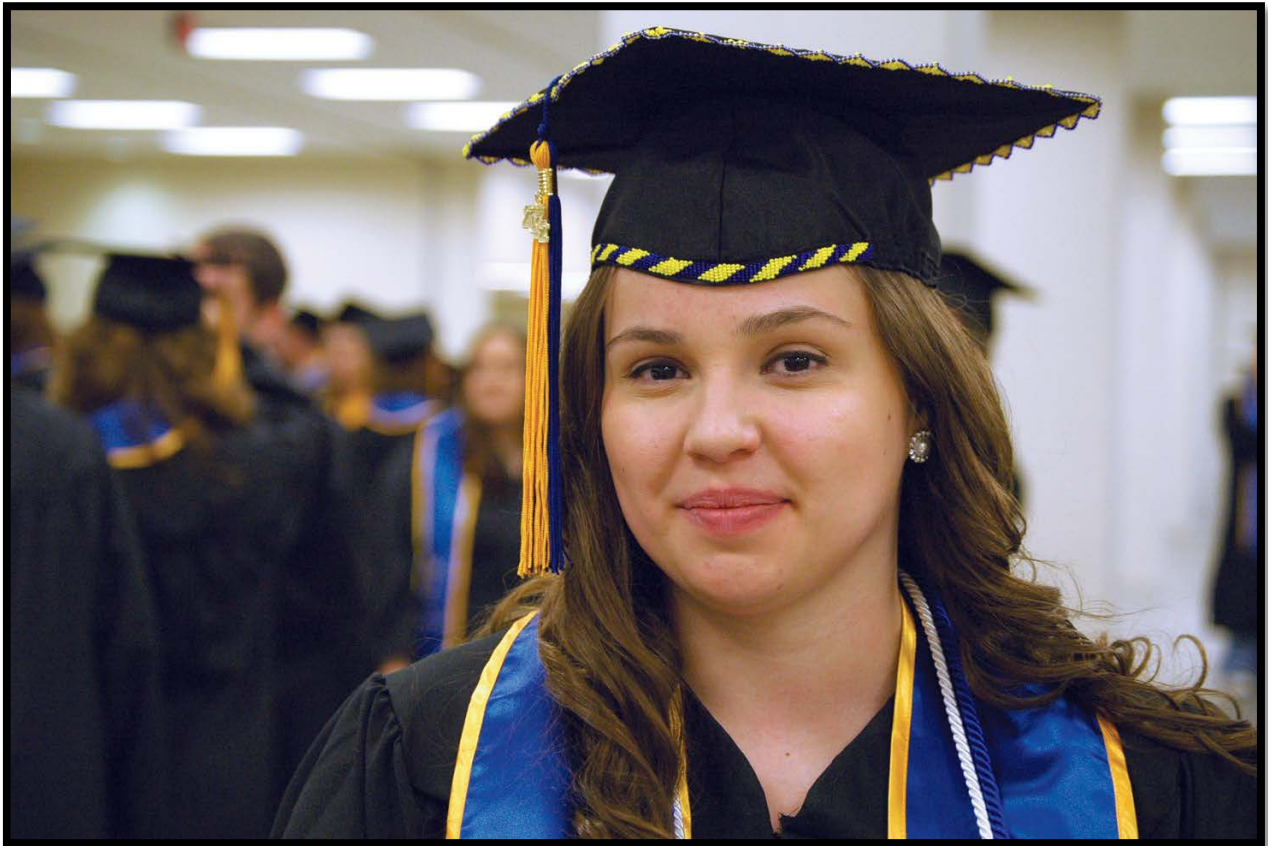
Responsiveness: MSU Billings meets the changing needs of its learners with informed action and innovation based on current standards of educational and technical excellence.

Interpretation of Mission Fulfillment

MSU Billings embodies this mission and these core values. Members of the university refer to this mission and these core values often in group settings and now base all of the campus decisions on the strategic plan that guides the university's work. The institution believes that now that it has a strategic plan based squarely on the approved mission and themes, the University is definitely on a path to fulfill its mission. As the plan opportunities are achieved one-by-one, MSU Billings moves closer to its goal. Once the plan is complete, the cycle will be repeated.

Articulation of Mission Fulfillment

The completion of the various tasks and opportunities as identified in the strategic plan are the clearest expression of the fulfillment of the University's mission, since the core themes that overlie these opportunities and tasks derive directly from that mission. These core themes, affirmed by the Montana University System Board of Regents at their March 2013 meeting, are based on the mission as approved by the Board of Regents at their September 2010 meeting. Assessment of the progress toward fulfillment of the University's mission is guided by the rubric included in the Appendix of this report.



Section 3: Standard 1.B: Core Themes

Core Theme One: Cultivating Teaching Excellence

The University's strong commitment to teaching excellence stretches back to the founding of the University in 1927 as Eastern Montana Normal School. That commitment is evidenced by close connections between students and faculty in classroom and online learning environments; experiential teaching and learning opportunities in the community; and a learning environment that encourages leadership and involvement. The University community has opportunities to further cultivate teaching excellence by enhancing support systems for instructors and students in traditional, blended, and e-learning courses and activities. Other opportunities outlined below focus on maintaining a University learning environment that appreciates, stimulates, and supports faculty and student research and creative endeavors. None of this is free. Therefore, the University will need to be good stewards of their resources and to pursue new external funding sources to improve teaching and enhance learning via new technologies, lab equipment and endowed professorships.

A. Opportunity to Achieve: Enhance excellence in traditional, online, and online/blended pedagogies.

Specific tasks to undertake to realize this opportunity:

1. Identify evidence-based strategies for developing best practices in teaching and learning.
2. Provide seed grants to incentivize faculty to explore, implement, and assess strategies that enhance their effectiveness at improving learning.
3. In conjunction with the faculty, develop expectations and/or other guidelines for courses/teaching.
4. In conjunction with the faculty, establish a University metric to monitor/demonstrate teaching excellence.
5. Increase nominations for MSU Billings faculty to receive external teaching awards.
6. Develop a plan to evaluate and enhance the integrity and credibility of the practices in, and delivery of, our e-learning programs.
7. Develop methods to assess online courses/programs including a study to assess the success of online student learning versus traditional student learning.
8. Develop, implement, and budget for a master plan for instructional equipment.

B. Opportunity to Achieve: Develop a culture that maintains and supports rigorous academic achievement as well as creative and inquisitive scholarly endeavors.

Specific tasks to undertake to realize this opportunity:

1. Continue development and implementation of the University Honors Program including infrastructure, funding and robust programming.
2. Identify and formalize appropriate leadership and processes for facilitating and supporting faculty and staff research, grants, and other creative endeavors at all stages.
3. Develop clearer ties with Montana University System research campuses.
4. Formalize an undergraduate research program.

C. Opportunity to Achieve: Enhance compensation for faculty and staff.

Specific tasks to undertake to realize this opportunity:

1. Analyze CUPA/CCAS/AAUP national salary data to determine MSU Billings' gaps.
2. Explore and develop merit pay options for staff and enhance merit pay options for faculty.
3. Develop and implement a plan to address compression and inversion for faculty and staff compensation.
4. Develop and implement a set of University criteria for reassigned activities for faculty.
5. Balance full time and part time faculty ratios with respect to each department or unit's needs ensuring results are sustainable and scalable.

D. Opportunity to Achieve: Facilitate additional professional development opportunities and resources for faculty and staff.

Specific tasks to undertake to realize this opportunity:

1. Institutionalize and augment the "one-time funded" professional development pool allocated for faculty each fall.
2. Formalize a recurring professional development line for e-learning instruction.
3. Establish similar competitively-allocated professional development pools for staff.
4. Establish a clearing house that catalogs all of the professional development opportunities available in e-Learning.
5. Create a comprehensive University calendar of existing pertinent dates, deadlines, etc. for all professional development resources for two-year, four-year and graduate education.

E. Opportunity to Achieve: Identify and procure increased external funding through grants, contracts, and foundations.

Specific tasks to undertake to realize this opportunity:

1. Seek sponsorship for laboratories and other appropriate campus facilities.
2. Develop processes to promote additional research and grant activities and to incentivize interdisciplinary projects and partnerships.
3. Seek sponsored (endowed) personnel lines and/or positions.
4. Develop increased coordination between the MSU Billings Foundation and the Grants and Sponsored Programs Office.

F. Opportunity to Achieve: Implement an Online Learning Office to facilitate e-Learning leadership on a college and University level.

Specific tasks to undertake to realize this opportunity:

1. Develop a position description, formalize responsibilities and establish expectations for college-level and campus-level e-Learning leadership and staff a University-wide leadership position in e-Learning.
2. Formalize responsibilities and expectations for the college-level e-Learning coordinators and prepare existing coordinators or recruit new individuals to serve.
3. Conduct a needs assessment at two-year, four-year and graduate levels to determine appropriate priorities and resource needs for faculty and support staff.
4. Develop and evaluate processes to fully communicate new technology to all constituents.
5. Develop a master plan related to the use of mobile devices in teaching and learning environments.
6. Review opportunities for beginner and advanced online teaching credentials as appropriate.
7. Implement and fund an online teaching certificate and/or professional development continuing education credit activity.
8. Scale up and roll out an MSU Billings version of the MUS online learning criteria.

9. Develop a University-wide system to proctor online exams.

Indicators

- Overall University Teaching Metric
- Peer-Reviewed Faculty Publications and Presentations
- Professional Development Funds Awarded to Faculty
- Professional Development Funds Awarded to Staff
- Students Enrolled in the University Honors Program
- Total Grant and Sponsored Program Funds Received
- Annual Average MSUB Faculty Salary as % of CUPA Peers
- Annual Average MSUB Staff Salary as % of CUPA Peers

Rationale for Indicators

These indicators provide broad metrics of the success of Core Theme One: Cultivating Teaching Excellence. The establishment of an overall measure of teaching excellence and the number of peer-reviewed faculty publications will provide useful and effective feedback on the success of institutional efforts to more fully develop, and assess excellence in teaching. Professional development funds, whether for faculty or staff, are awarded in a competitive process that fosters excellence in the classroom. An increase of the numbers of students in the University Honors Program requires a corresponding increase in the number of faculty teaching those students, and as the University Honors Program grows, the pressure and demand for excellence from the faculty will grow as well. The total number of grant dollars received by the MSU Billings faculty—particularly federally and regionally competitive grants—is a clear and meaningful measure of faculty excellence at the University. Finally, an essential requirement for the success of the University enterprise is its ability to attract and retain qualified faculty and staff. One measure of the University's ability to do that is its ability to compensate faculty and staff commensurate with their professional qualifications. The annual average salaries for MSUB faculty and staff members as a percentage of peer institution salaries are a measure of the University's success in meeting that requirement.

Core Theme Two: Providing an Environment for Learning

MSU Billings values individual learning at all levels – in the classroom, in cooperative education experiences and in leadership opportunities. The FutureU team has identified several opportunities that bolster the University’s commitment to an inclusive student learning environment. These include offering high-quality academic programs; further establishing MSU Billings’ reputation as a high-value, affordable institution; building capacity for programs that are in high demand; enhancing student retention and graduation rates; building capacity to meet enrollment projections; increasing graduate program opportunities; and solidifying MSU Billings’ reputation as the frontrunner for online learning in Montana.

A. Opportunity to Achieve: Establish MSU Billings’ reputation as: *Enhanced Affordability and Excellence*.

Specific tasks to undertake to realize this opportunity:

1. Secure additional private funding for scholarships and programs in the colleges at the two-year, four-year and graduate levels.
2. Secure additional grant and/or foundation funding to assist students in underrepresented populations and/or in targeted discipline areas.
3. Design and implement local strategies to carry out Board of Regents initiatives that will reduce student debt.
4. Increase work study, internships, and other employment opportunities for all MSU Billings students.

B. Opportunity to Achieve: Implement recommendations from the recent *MSUB Enrollment Management Initiative*. Fully communicate the initiatives to all faculty and staff.

Specific tasks to undertake to realize this opportunity:

1. Develop an information strategy that results in broad knowledge and use of recruitment/retention tools known as the *FutureU Recruitment and Retention Initiatives*.
2. Develop and implement strategies that deliver effective services, programs and activities to support accessibility, recruitment, and retention efforts of all diverse student populations by meeting their apparent and more subtle needs.
3. As a part of task 2 above, set overall recruitment and retention goals for each student demographic group.
4. Create and implement strategies to achieve annual University-level enrollment and retention goals within each of these targeted areas.
5. Implement college-level and administrative-level plans to address *FutureU Recruitment and Retention Initiative* needs.

C. Opportunity to Achieve: Enhance programs that have room to grow and potential to expand.

Specific tasks to undertake to realize this opportunity:

1. Identify programs which are in highest demand and have room for growth.
2. Work to create a culture that is flexible and quick to respond to necessary changes.
3. Develop a strategy to identify and manage “phase out” programs as necessary and appropriate.

D. Opportunity to Achieve: Expand Graduate Program Opportunities.

Specific tasks to undertake to realize this opportunity:

1. Establish clear University-level leadership for Graduate Studies.
2. Begin the next appropriate steps with each of the following graduate programs that are currently in various stages of consideration for further development.
 - Master's in Public Administration
 - Master's in Business
 - Doctor of Education
 - Master's in Occupational Therapy
3. Perform a market analysis for these and other potential new graduate programs.
4. Explore appropriate graduate-degree program opportunities for City College faculty, Tribal College faculty and faculty at other two-year institutions seeking advanced degrees.

E. Opportunity to Achieve: Continue to strengthen the University initiative to expand outreach and recruitment of international students.

Specific tasks to undertake to realize this opportunity:

1. Identify the desired characteristics and credentials for and then recruit and hire permanent leadership for *International Studies and Outreach (ISO)*.
2. Design and implement an appropriate organizational structure for ISO including streamlining international admissions into the overall University admission processes.
3. Locate a long term home for ISO that best suits the needs of staff and students.
4. Design and implement an appropriate business model for ISO that best meets the needs of all University units that support the initiative.
5. Collaborate with academic and student affairs areas to increase opportunities for MSU Billings students to be exposed to and gain awareness of a variety of diverse global cultures.

F. Opportunity to Achieve: Maintain the MSU Billings edge as front runner for online education in Montana

Specific tasks to undertake to realize this opportunity:

1. Identify appropriate new program opportunities and the potential markets for those programs.
2. Formulate a development and implementation strategy for each program that is chosen to move forward.
3. Develop a metric that demonstrates MSU Billings' commitment for e-Learning opportunities appropriately balanced with our traditional classroom offerings.
4. Develop and communicate concrete ideas about what it means for MSU Billings to be the *e-Learning Frontrunner* in Montana.

G. Opportunity to Achieve: Enhance student learning through cutting edge teaching and learning techniques that utilize technology, experiential learning, inter-disciplinary approaches, and a well assessed and analyzed general education philosophy.

Specific tasks to undertake to realize this opportunity:

1. Provide seed grants and/or incentives for faculty to prepare proposals for external grants to develop new course models that exemplify these various approaches.
2. Conduct a formal review of the MSU Billings general education core in light of the MUS requirements.

H. Opportunity to Achieve: Embrace the new mission of two-year education in Montana, and provide students from the City College service region with access to comprehensive, full service two-year attributes of a comprehensive community college mission.

Specific Tasks to undertake this opportunity:

1. In conjunction with the University campus, Provide affordable, open access transfer education opportunities through associate's degree education.
2. In conjunction with the University campus, identify and provide workforce education opportunities relevant to the service region.
3. In conjunction with the University campus, identify and provide developmental, adult basic education, and other lifelong learning opportunities relevant in the service region.
4. Implement a comprehensive general education program at the City College campus.

Indicators

- University Campus Fall Enrollment (Headcount/FTE)
- City College Campus Fall Enrollment (Headcount/FTE)
- Six-Year Graduation Rate—University Campus
- Three-Year Graduation Rate—City College Campus
- First-Year Retention Rate (First Time-Full Time, Fall-to-Fall)
- Graduate Student Enrollment (Headcount/FTE)
- American Indian Student Enrollment (Headcount/FTE)
- International Student Enrollment/FTE)
- Cost per Completion
- Online/Traditional Credit Hour Ratio (Annual)
- General Fund Scholarships and Waivers Awarded
- Private Aid Awarded Through MSUB Foundation

Rationale for Indicators

These indicators provide assessable and meaningful metrics of the success of Core Theme Two: Providing an Environment for Learning because they measure not only the size of strategically targeted populations among the student body, but also the degree of success the institution achieves in moving students through to completion. Following a multi-year analysis by Noel-Levitz, the University has committed to a thorough the “MSUB Enrollment Management Initiative,” which mobilized resources in Student Affairs and Academic Affairs to focus primarily on retention and persistence. Retention rates and graduation rates are clear and assessable indicators of the success of that initiative. Not all of these indicators are anticipated to track steadily upward. Indeed, cost per completion and faculty-to-student ratios would ideally demonstrate either steady trends or a decline over time. Finally, the University recognizes the correlation between the amount of aid in the form of scholarships and grants awarded to its students and providing an environment for learning for those students who receive this aid.

As the institution strives to provide the nurturing and secure learning environment of all of its student populations, student enrollment will grow. As resources become available from that growth, they can then be deployed to further meet the need to further enhance the learning environment students, as well as for faculty and staff.

Core Theme Three: Promoting and Engaging in Civic Responsibility

Civic and public engagement are hallmarks of MSU Billings and the University seeks to encourage engagement in local, regional and global arenas. Active involvement in the community not only ensures that the University fulfills its role as part of the MSU Land Grant University family, but it also demonstrates its desire to be a regional asset with global aspirations. MSU Billings will strive to be a civic-minded institution that encourages students to embrace civic responsibility, diversity and a determination to make a difference.

Overall

A. Opportunity to Achieve: Strengthen MSU Billings' reputation as a locally, regionally, and globally engaged Institution.

Specific tasks to undertake to realize this opportunity:

1. Clearly define local, regional, and global civic engagement opportunities and establish a baseline for what is already being done in each of these three areas.
2. Identify internal and external engagement champions for each of these areas.
3. Determine appropriate expectations and a compensation model for a University-level business plan for faculty and staff engagement activities.
4. Develop public recognition for faculty and staff who actively participate.
5. Determine for each department/unit which activities are relevant for their disciplines and students and then begin to infuse these activities into the curriculum.
6. Develop additional funding sources for community engagement including revenue streams from self-supporting engagement activities.
7. Apply for the Carnegie Classification category "community engaged University".

Local

B. Opportunity to Achieve: Strengthen MSU Billings as a well-recognized, locally-engaged institution.

Specific tasks to undertake to realize this opportunity:

1. Strengthen the civic engagement component of *First Year Seminar*.
2. Collaborate across the curriculum to increase civic engagement in courses so that a civic engagement component will be required for all academic programs.
3. Work with all academic colleges, and with two-year programs at City College, to strengthen existing partnerships and build new ones with a goal of enhancing quality of life in our surrounding community.

Regional/National

C. Opportunity to Achieve: Strengthen MSU Billings as a well-recognized, regionally-engaged Institution.

Specific tasks to undertake to realize this opportunity:

1. Conduct a needs analysis of the workforce training and other education requirements of Eastern and Central Montana communities impacted by the current energy boom.
2. Formalize partnerships with regional academic institutions, community and government groups, and/or private foundations to better serve our surrounding region.

Global

D. Opportunity to Achieve: Strengthen MSU Billings as a well-recognized, globally-engaged Institution.

Specific tasks to undertake to realize this opportunity:

1. Explore opportunities for international alumni participation in MSU Billings activities.
2. Link and build study-abroad opportunities for students with a goal of adding opportunities that have a civic engagement component.
3. Link and build faculty and student exchange programs abroad.
4. Increase program articulation agreements, joint degree programs, and other University/community collaborations with international University partners.

Indicators

- Annual Student Enrollment in Service Learning Courses
- Number of MSUB Community Events
- Annual Student Enrollment in Study Abroad Programs

Rationale for Indicators

MSU Billings is confident that these indicators provide assessable and meaningful metrics of the success of Core Theme Three: Promoting and Engaging in Civic Responsibility. Service learning and other forms of civic engagement are becoming a campus-wide commitment, and departments across the curriculum are mobilizing to adopt service learning components in each major program. Annual student enrollment in service learning-oriented courses will be a broad indication of the success of that effort. As the largest institution of higher education in the community, MSU Billings sponsors numerous community events. Tracking the number of these events is an indicator of civic engagement. Finally, as the campus works to internationalize its outreach, a measure of the number of students who study abroad is a clear and measurable indication of the University's progress in terms of international engagement.



Core Theme Four: Enhancing the Community

Because MSU Billings is a University that is deeply connected to the Billings community, it is important for it contribute to the intellectual, cultural, social and economic advancement of the city. Faculty, as experts in their fields of study, and staff, who are passionate about cultural engagement, will have leadership opportunities in this theme. Students will be encouraged to follow their passions as far as possible in this effort. As such, it is imperative that the University establish the infrastructure necessary to sustain those efforts.

A. Opportunity to Achieve: Develop and launch an MSU Billings Extended Campus initiative.

Specific tasks to undertake to realize this opportunity:

1. Establish clear University leadership for the *MSU Billings Extended Campus* organization.
2. Review the *Continuing Education Task Force Report* and begin an implementation plan.
3. Investigate, procure, and implement an electronic registration system for non-credit offerings.
4. Better connect academic programs with outreach initiatives.

B. Opportunity to Achieve: Engage the community through a wide range of activities and events.

Specific tasks to undertake to realize this opportunity:

1. Perform a review and record an inventory of current activities and events hosted or sponsored at MSU Billings.
2. Perform a review and record an inventory of external community/state events and initiatives in which MSU Billings participates.
3. Analyze data gathered through those reviews, to prioritize the events and programs that should continue along with developing a list of new partnerships and programs with mutually beneficial outcomes.
4. Explore opportunities for new engagement activities with or by MSU Billings alumni.

C. Opportunity to Achieve: Enhance partnerships with two-year and tribal colleges.

Specific tasks to undertake to realize this opportunity:

1. Update existing and develop appropriate new articulation agreements with two-year campuses both within and outside of the Montana University System.
2. Develop a relationship protocol for outreach development with tribal colleges to enhance existing relationships and initiate new partnerships.

D. Opportunity to Achieve: Better utilize faculty, staff and program expertise for community outreach.

Specific tasks to undertake to realize this opportunity:

1. Create an "expert's guide" with associated "talking points" to promote the University.
2. Provide a mechanism to coordinate internal and external opportunities for speakers and programs.
3. Develop an infrastructure that supports and facilitates launching outreach initiatives that are responsive to business, industry, and community needs to seamlessly connect with faculty, staff and students.

E. Opportunity to Achieve: Implement the MUS College!Now initiative.

Specific tasks to undertake to realize this opportunity:

1. Continue to monitor the rebranding initiative of the former College of Technology as City College at MSU Billings and analyze progress made toward its new comprehensive two-year mission.
2. Implement a plan to fully embrace the comprehensive mission philosophy within the embedded structure and the strong shared governance commitment of our University.

Indicators

- Clients Served Through MSU Billings CE/PD/Conference Programming
- Student Enrollment in City College Two-Year Transfer Degree

Rationale for Indicators

These indicators provide assessable and meaningful metrics of the success of Core Theme Four: Enhancing the Community because they measure the degree to which the University succeeds in reaching out to and fostering the development of the community. As the University brings community members to the campus events through continuing education, professional development, and conference programming, the University will be able to assess the breadth and impact of that programming through the numbers of community clients who participate in those programs. Finally, as City College moves to a full-service community college within the University in the College!Now Initiative, the numbers of students who transfer from City College's two-year programs to the University Campus's four-year programs will provide meaningful assessment data of the success of that effort.



Essentials for Success

Everyone associated with MSU Billings – faculty, staff, students, alumni and community supporters – has a role to play in forming the foundation that will make this plan successful. Through enhanced attention to the University’s resources, facilities, operations, procedures, and communications across all levels of the University, opportunities will arise to improve the University’s standing as an institution of access, excellence, service and value. With a continuing focus on efficiency, aggressive implementation of best practices in technological, educational and service areas, and continuous engagement with students, MSU Billings will set itself apart.

A. Opportunity to Achieve: Enhance efficiency, awareness, and operations across campus.

Specific tasks to undertake to realize this opportunity:

1. Document appropriate policies and procedures, make them easily available and commonly known by MSU Billings employees, and provide awareness and training when necessary.
2. Develop a comprehensive program to sustain a safe, fun, and mutually supportive working and learning environment for faculty, staff and students.
3. Provide impeccable service by embracing an espoused set of University-wide customer service expectations through awareness and training.
4. Enhance cultural/global awareness of all faculty, staff, and students through communication and training plans.

B. Opportunity to Achieve: Evaluate and reassign personnel and financial resources to match strategic plan priorities.

Specific tasks to undertake to realize this opportunity:

1. Evaluate and when necessary, revise unit organizational structures as academic, student affairs and administrative divisions examine their effectiveness in light of University strategic priorities.
2. Incorporate plans for faculty and staff attrition with appropriate succession planning.
3. Use established budget planning to achieve the Montana University System’s goal of an instruction allocation of 50% and a combined percentage allocated to instruction, academic support, and student services to be a minimum of 70%.
4. Develop a tool to review current budget allocations.
5. Review current programs and services for potential budget reallocation or investments.
6. Reallocate budget savings to the prioritized opportunities for enrollment growth and University enhancement.
7. Work with the MSU Billings Foundation to determine how future development campaigns can be aligned to help execute this plan.

C. Opportunity to Achieve: Enhance communication concerning our relevant image across all stakeholders.

Specific tasks to undertake to realize this opportunity:

1. Review and catalog current internal and external communication tools and materials.
2. Develop, consistent with Montana University System goals, a common message with appropriate internal and external strategies to promote the “*MSUB Advantage*” of value, engagement, access and excellence.
3. Implement an aggressive promotional plan for e-learning courses and programs.
4. Implement a comprehensive communication plan for the Community Engagement/Extended Campus initiative.

5. Develop a marketing and communication plan supporting a comprehensive MSU Billings Web-based University calendar tool that is used both internally and externally.

D. Opportunity to Achieve: Update University facility plans to integrate with FutureU.

Specific tasks to undertake to realize this opportunity:

1. Continue to advocate for approval of, and then prepare for, detailed design, construction, occupation and utilization of the University campus Allied Health/Science Building Project.
2. Continue to advocate for approval of, and then prepare for, detailed design, construction, occupation and utilization of the Residence Hall/Conference Center Complex Building Project.
3. Continue to advocate for approval of, and then prepare for, detailed design, construction, and then occupation and utilization of each component in the Athletic Facilities Master Plan.
4. Perform annual reviews of all University building/facility plans consistent with FutureU.
5. Implement The *Space Use Committee Concept* and use it to create a more collaborative University space expansion and use culture.

Indicators

- Total MSU Billings Budget Allocation
- Expenditure Ratio: Instruction/Total
- Expenditure Ratio: (Instruction + Academic Support + Student Services)/Total
- Construction Dollars Expended

Rationale for Indicators

These indicators provide assessable and meaningful metrics of the success of Essentials for Success because they focus on the infrastructure necessary for the University to achieve the various elements of this strategic plan including each opportunity in the four core theme areas listed above. Overall budget allocation is an essential baseline statistic that provides a context for the successes of the other elements of this core theme and provides a tool to gauge how the institution's budgeted financial resources are being deployed to match its strategic priorities. Given the baseline budget, efficiencies in the system will become paramount. For example, the indicators that focus on expenditure ratios are valuable measures of the degree to which the University can focus its resources on its prime directive: providing a quality education to the University's students. Finally, an essential auxiliary to the student experience is the University's ability to provide services to the student body that is possible through infrastructural development financed through Auxiliaries and Gifts.

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4-21, with references to specific eligibility requirements.

Overview

Montana State University Billings is an institution dedicated to the ideals of engagement and student-centeredness in its primary mission of providing a quality higher educational experience through commitment to excellence in teaching and support for individual learning. While being an affiliated institution in the broader Montana State University family, it is an autonomous institution of the Montana University System accountable for meeting its own Northwest accreditation responsibilities (ER 4). It is guided by its mission, core values and core themes, to pursue equal opportunity for education, employment, and participation in all University activities. Responsibility for assuring equal treatment while meeting the students' educational and student service needs accrues to all University administrators, faculty, and staff (ER 5). This responsibility is founded upon institutional integrity that arises out of the assumed duty of all members of the University community to uphold the public trust by embracing ethical standards (ER 6).

Governance

The institution is governed by the Board of Regents (BOR), which oversees the institution's fulfillment of its mission and core themes. The BOR consists of seven members, including one student regent, who are appointed by the Governor and confirmed by the Senate, to seven year overlapping terms. The Governor, Superintendent of Public Instruction, and Commissioner of Higher Education serve as ex-officio members of the Board. None of the members of the Board of Regents have contractual or employment relationships with MSU Billings (ER 7). At the campus level, Chancellor Rolf Groseth serves as the chief executive officer appointed by Montana State University President Waded Cruzado and confirmed by the BOR. No executive officers of the institution chair the Board of Regents (ER 8). The Chancellor supervises Vice Chancellors for Academic Affairs, Student Affairs, and Administrative Services, and a Chief Information Officer who collaborate with the Office of University Relations to ensure the fulfillment of the institution's mission and core themes (ER 9).

Academic Affairs

The core of the University is its dedicated, highly qualified faculty who are evaluated at a variety of levels under schedules outlined in the Collective Bargaining Agreement (CBA) and the Vocational-Technical Educators of Montana (VTEM) contracts between the respective faculty association and the Montana Board of Regents (ER 10). The University faculty maintains authority over the integrity, rigor, and propriety of the collegiate degree and certificate-granting programs through the Academic Senate (ERs 10, 11). MSU Billings remains deeply committed to the principle of academic freedom for both faculty and students, which is protected by the CBA and the VTEM contracts, and the Student Handbook (ER 15).

The educational program of the University is assessed through regular review and revision of student learning outcomes at the course and program levels (ER 11). This includes the General Education and Related Instruction programs, as appropriate for the various types of degrees and certificates. The associate and baccalaureate programs have been based on a thirty-one credit General Education core, overseen by the University General Education Committee, which is consistent with the MUS approved core. The learning outcomes of the constituent courses and categories in the program are regularly reviewed by the General Education Committee (ER 12). Associate of Applied Science programs have a twelve credit “related instruction” core, including courses in computation, communication, human relations, and technology (ER 12). Graduate programs at MSU Billings, administered by the University Graduate Studies Committee, also require specifically planned programs of specialization and concentration (ER 12).

Infrastructure

The staff and support structures of Montana State University Billings remain deeply committed to the institution’s mission and core values, and provide and maintain appropriate essential infrastructure to allow for their fulfillment. Among these essential support structures are the MSU Billings Library, Academic Affairs, to which Information Technology (ERs 13 and 14) reports, and Administrative Services, which includes Facilities Services (ER 14), (ER 18). Each of these entities remains dedicated to providing resources, facilities, and financial stewardship necessary for the institution’s successful pursuit of its mission and attainment of its core themes.

Policies and Procedures

As a public institution, Montana State University Billings recognizes the necessity of accountability to its state constituencies. Accountability to the institution’s students requires clear policies and procedures for students that guide issues such as admission, graduation, costs, calendars, and financial aid, typically publicized online as well as through the General Bulletin and the Graduate Catalog (ERs 16 and 17). Students are informed of their rights and responsibilities, and institutional expectations of student conduct standards in the Student Handbook (ER 17). These catalogs and guidelines are regularly updated on the University website.

Accountability to the taxpayers of the State of Montana includes, in a special way, assurance that the institution is a careful steward of the financial investment by that citizenry. The assurance takes the form of financial oversight by external agencies. This audit follows generally accepted auditing standards and takes place annually through the Montana State Legislative Audit Division. Independent audits are also performed annually for Revenue Bonds, KEMC-Yellowstone Public Radio, and the MSU Billings Foundation. Finally, the NCAA athletic programs are audited every three years by an independent auditor (ER 19).

MSU Billings and the Northwest Commission on Colleges and Universities

Montana State University Billings pledges itself to full disclosure to the Commission, and to providing any and all information necessary to facilitate the Commission’s evaluation and

accreditation work (ER 20). The University also accepts the standards and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy (ER 21). Finally, the University acknowledges the Commission's right to publicize its findings and other results of its deliberations (ER 21).

2.A – Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

MSU Billings' governance is shared by faculty, staff and students through several venues. The faculty Academic Senate (AS) constitutes the highest-level academic recommending body in the University, and therefore, reviews all curricular changes throughout the University. The AS has impact throughout Academic Affairs through its subcommittees:

- Academic Computing and Allied Technology Committee
- Academic Standards and Scholastic Standing Committee
- Creative and Research Endeavors (CARE) Committee
- Library Committee
- Graduate Studies Committee
- Undergraduate Curriculum Committee
- General Education Committee
- Commencement Committee

The MSU Billings University Campus Faculty Association, aided by representation from the Montana Education Foundation/Montana Federation of Teachers, conducts formal negotiations addressing working conditions with the Administration every two years in synchronization with the Montana legislative sessions. Collaborative negotiations result in the [Collective Bargaining Agreement](#)¹ (CBA). In the two years between formal negotiations, representatives of the association and administration meet as the Faculty Administration Collaborative Committee (FACC) to interpret contractual issues that arise. The University also maintains close contact with staff and leaders at the Montana Office of the Commissioner of Higher Education (OCHE) and Montana State University Bozeman (MSU) in these processes. Their expertise is used for labor relations and personnel relations at various levels.

City College Campus faculty negotiate the [Vocational-Technical Educators of Montana](#)² (VTEM) contract. Between formal negotiation years, City College faculty members meet with administration as the Union Management Committee, which brings contract faculty and administration together to discuss contractual issues as they arise during non-bargaining years.

Staff members participate in University governance through the [Staff Senate](#)³, and the students, through the Associated Students of Montana State University Billings (ASMSUB) meet as the [Student Senate](#)⁴ to deliberate and take positions on campus issues. In addition, student representatives serve on the Academic Senate and its subcommittees, the Provost Council, the Accreditation and Assessment Council, faculty search committees and faculty review committees. The contract between the Montana Public Employees Association and the Montana University System affords staff representation when larger governance input is necessary.

A review of BOR meeting minutes demonstrates the process of MUS budgeting and shows that ultimate decisions are often not made at the University level, whether on overall budgets or specific to employee compensation. The process involves the Governor's Office, the Montana Legislature, the Office of the Commissioner of Higher Education, the BOR and the individual units of the MUS.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Montana State University Billings is part of the Montana State University (MSU) structure of the MUS. Under the Montana Constitution, the governance and control of the MUS are vested exclusively in the Board of Regents of Higher Education (BOR). The BOR possesses full authority and responsibility for supervision, coordination and management of state public higher education. The BOR sets policy for the MUS, with administrative oversight the responsibility of the Office of the Commissioner of Higher Education (OCHE).

The BOR [Policy and Procedures Manual](#)⁵ furnishes rules of operation that are public and readily available. The manual contains detailed information in the following sections: (200) Governance and Organization; (300) Academic Affairs; (400) Research and Public Service; (500) Student Affairs; (600) Planning; (700) Personnel; (800) Compensation; (900) Financial Affairs; (1000) Physical Plant; (1200) Athletics; (1300) Information Technology; (1900) Miscellaneous. The BOR meets on a different campus bimonthly with advance public notice. MSU Billings typically supports four or five members of the Chancellor's Cabinet, including the Academic Senate Chair, the Staff Senate Chair, and the ASMSUB president to attend these meetings.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Responsibility for monitoring of University compliance with Northwest Commission on Colleges and Universities standards and other policies rests within the Office of the Provost and Vice Chancellor for Academic Affairs. Within this office, the Provost is the Chief Accreditation Officer, assisted by the Vice Provost for Academic Affairs, who is primarily responsible for preparing accreditation reports. The Provost participates in collective bargaining with the

Faculty Association on the University Campus and the Vocational Technical Educators of Montana union on the City College Campus. The Provost's office is also apprised of legislative action during the biennial Montana Legislative Session by the Office of University Relations through the Chancellor's Cabinet as well as tracking external mandates.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The Montana University System is governed by the Board of Regents (BOR). The responsibility for administrative oversight lies with the Office of the Commissioner of Higher Education (OCHE). The BOR consists of seven members, including the Governor and Superintendent of Public Instruction, who serve in an ex-officio capacity. All geographic regions of Montana are represented on the Board. One regent is a student within the Montana University System. The Montana Board of Regents is appointed by the governor according to the BOR [Policy 201.7--By-laws](#)⁶:

ARTICLE III. Membership

The board consists of seven members appointed by the governor and confirmed by the Senate. Not more than four may be from one congressional district and not more than four may be affiliated with the same political party. One of the members of the board shall be a student appointed by the governor who is registered full-time at a unit of higher education under jurisdiction of the board. The length of the term of the student member shall be not less than one year and not more than four years. The student membership shall not be subject to the congressional district nor the political party constraint mentioned above. Appointed members' terms are seven years. Vacancies shall be filled for the remainder of the unfilled term.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Montana BOR acts as a committee of the whole. According to BOR Policy [203.2.2—Board of Regents Meeting Notice](#)⁷, the BOR meetings are open to the public, and as such are subject to public scrutiny. University faculty, staff and students have multiple opportunities each year to engage Regents in conversation and participate in those meetings. Such public forums make inappropriate proceedings difficult, if not impossible.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

All major academic program changes are routed first through the Office of the Provost and Vice President for Academic Affairs at Montana State University Bozeman. Upon that office's approval of proposed programs or changes, they are routed then through OCHE. The Commissioner formulates a recommendation to the BOR for final approval. BOR approval is also required for substantive changes in institutional mission, policies and programs. Academic degree programs are reviewed by each department as part of the BOR-mandated periodic program review process. The Commissioner coordinates such reviews and reports findings to the BOR.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The BOR, upon the advice and consent of the MSU Bozeman President Waded Cruzado, and in accordance with BOR [Policy 205.2.1 – Chancellors; duties and responsibilities](#)⁸, appointed Dr. Rolf Groseth to serve as chancellor of MSU Billings in 2010. Dr. Groseth serves as the chief executive officer responsible for the management of the MSU Billings University Campus, the City College Campus and MSU Billings Extended Campus locations. Chancellor Groseth provides executive leadership and coordination for all campus activities, including academic, fiscal, and student affairs. The chancellor undergoes a Professional Employee Evaluation conducted by the president at MSU Bozeman that examines his performance in terms of his fiscal, managerial, organizational, and leadership abilities, his knowledge of the position he holds, and ability to work with others and within the MSU family of campuses.⁹

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

In accordance with BOR [Policy 705.1 – Commissioner and Board Performance Assessment and Compensation Procedure](#)¹⁰, and in recognition of the essential nature of self-evaluation to insure for the Montana University System the best leadership possible, the BOR and OCHE have adopted an annual review process. In the spring of each year, the BOR evaluates the Commissioner's performance on a set of mutually identified goals and the state of the MUS as a whole, and sets goals for the coming year. The BOR conducts a self-study of its stewardship every three or four years, or as determined necessary by the BOR itself.

Leadership and Management

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Administration

Montana State University Billings has an effective system of leadership (see the [Campus Organizational Chart](#)¹¹), organized to support the institution's mission and strategic plan. The chief recommending body to the Chancellor is the Chancellor's Cabinet, which meets weekly and consists of:

- Chancellor
- Vice Chancellor for Administrative Services
- Provost and Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Director of University Relations
- Chief Information Officer
- Academic Senate Chair
- President/Chief Executive Officer of the MSU Billings Foundation
- Vice Provost for Academic Affairs
- Dean and Chief Executive Officer, City College

The Chancellor is also guided by the Local Executive Board composed of three non-University, Billings community members.

Academic Affairs

The University's Academic program is overseen by the Provost and Vice Chancellor for Academic Affairs, who oversees the monthly Provost Council, with the following members:

- Dean, City College
- Dean, College of Allied Health Professions
- Dean, College of Arts & Sciences
- Dean, College of Business
- Dean, College of Education
- Vice Chancellor for Student Affairs
- Chief Information Officer
- Vice Provost for Academic Affairs
- Director of Grants and Sponsored Programs
- Director of MSU Billings Extended Campus
- Director of the Library
- Executive Director of International Studies
- Chair of the Academic Senate

- President of the Faculty Association
- Director of American Indian Outreach
- Director of Graduate Studies
- Director of the University Honors Program
- Representative of the Staff Senate
- Representative of the Associated Students of MSU Billings (ASMSUB)

Administrative Services

The Administrative Services team, which meets twice a month, includes:

- Vice Chancellor for Administrative Services
- Director of Financial Services
- Director of Business Services
- Director of Human Resources
- University Budget Officer
- University Police Chief
- Director of Facilities Services
- City College Administrative Services Officer

Student Affairs

The Student Affairs division includes the following student service units:

- Enrollment Management
- Student Life and Auxiliaries
- TRiO Programs
- City College Student Services and Retention
- Academic Support Services
- Community Involvement, Leadership, and Diversity

Each of these divisions within the University oversees its own strategic planning processes, management, and assessment activities.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The Chancellor of MSU Billings is a full-time employee of the institution. Any outside responsibilities and/or consulting activity must be in accordance with the state [Code of Ethics](#)¹² and BOR [Policy 770—Conflicts of Interest](#).¹³ Such outside activity is reported to the Office of the Commissioner annually.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

The University’s administrative organization, as outlined above, encourages and depends upon collaboration for success. In particular, the Chancellor’s Cabinet, the Provost’s Council, and the Accreditation and Assessment Council (comprised of the College Deans, the Director of the Library, various staff representatives, faculty assessment/accreditation coordinators of the five colleges, and representatives from the Vice Chancellor for Administrative Services, the Vice Chancellor of Student Affairs, the General Education Committee, and student government) are typical of the collaborative, broadly-representative bodies that oversee the efforts to fulfill the institution’s mission, core themes, and strategic plan.

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

MSU Billings views teaching, scholarship, service, and artistic creation as central. Indeed, throughout the institution, faculty scholarly development and contribution are consistent with the mission of MSU Billings and appropriate for the specific field of study. Academic policies dealing with these vital issues are made available to the various constituencies of the University through the two collective bargaining contracts that cover the two faculty groups on campus: the [Collective Bargaining Agreement](#)¹⁴ for the University Campus faculty, and the [Vocational-Technical Educators of Montana](#)¹⁵ contract for those on the City College Campus. Specifically, teaching, service, scholarship, research, and artistic creation are included in Department Rank and Tenure Committee criteria, and as such are integral to the faculty evaluation process. The labor agreements are available on the [Human Resources Office](#)¹⁶ website.

The Vice Chancellor for Student Services makes students aware of academic policies across campus through orientation sessions, through the student government, and through the [Student Policies & Procedures Handbook](#).¹⁷

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

“Access,” as one of the dual elements of the University motto, is a central element of the way business is accomplished at MSU Billings. The Library has, in many ways, led the way in this regard, as in clear in the Library’s [Mission Statement](#).¹⁸ Policies governing access to Library resources are available on the [On Campus Library Access website](#)¹⁹ and [Off-Campus Access](#)²⁰ site. As outlined in these policies, on-campus access is enforced by a schedule of overdue fines and replacement fees. Off-campus access to library resources is enforced by authentication where students, faculty, and staff are required to enter University credentials. In addition to these access points, the Library has forged contacts with other institutions to make research materials available through Interlibrary Loan. These policies are available through the Library’s [Interlibrary Loan](#)²¹ site.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

As part of the Montana University System, MSU Billings abides by the transfer policies mandated by the Board of Regents under [BOR Policy 301.5](#)²² on Transfer of Credits. This includes transfer of courses in the general education program taken by students at other campuses of the Montana University System. MSU Billings, as a member of the Montana University System, is a full participant in the Common Course Numbering system, a network of campus liaisons coordinating with the Office of the Commissioner of Higher Education in Helena, Montana to oversee the implementation of these Board of Regents policies. Other campus-specific transfer policies are articulated in the General Bulletin under the Admissions Office policy of [Transfer of College-Level Credits](#)²³.

A key element of insuring efficiency in student mobility and completion of academic programs is the University’s adoption of the DegreeWorks course audit and advising system. This system enables faculty and staff academic advisors to track students’ progress in real time, with ease of identification of available options for facilitating completion of students’ educational programs. MSU Billings embraces a culture of total University partnership in ensuring mobility and completion. The offices of Admissions and Records/Registrar and the Academic Advising Center are central to transfer credit evaluation and consistency, tracking processes, working with faculty and department chairs, and compliance with Board of Regents policies via use of student information system (Ellucian Banner).

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Students' rights and responsibilities are well defined in the [Student Policies and Procedures Handbook](#),²⁴ specifically in the "Code of Student Conduct" section. Students' rights in the student conduct process (due process) are identified and appropriate changes have been made to all sections related to Title IX and sexual harassment/violence. They involve formal dispositions, appeal processes, and student grievance policies and procedures. The code of conduct addresses both socially acceptable behavior and academic behavior; verbal and physical violence and harassment are clearly addressed in order to promote a safe living and learning environment for all students. Academic misconduct is also clearly identified in the "Code of Student Conduct" and covers four distinct conduct areas: plagiarism, cheating, fabrication and misrepresentation.

Student Policies and Procedures Handbook policies, including the "Code of Student Conduct," are reviewed annually. The Chancellor's Cabinet, Student Behavior Team, and ASMSUB review and approve changes. Printed copies of the Student Policies and Procedures Handbook are available to all students at the beginning of each semester via Higher Education Opportunity Act notification guidelines, Campus Store, Summer Orientation programs and various locations on campus.

Students living in the residence halls are given the [Residence Hall Policies and Procedures Handbook](#)²⁵ at the beginning of each semester. This handbook clearly states all policies and procedures regarding conduct, contractual agreements and available residence hall and campus resources.

Within the Division of Student Affairs, specific individuals are trained as conduct hearing officers. Professional staff serves as primary conduct hearing officers and can find students in violation of the Residence Hall Policies and Procedure Handbook or the "Code of Student Conduct." They are also authorized to assess appropriate sanctions. When students meet with a conduct hearing officer, they are provided with the Student Policies and Procedures Handbook and specific information regarding their due process rights as a student. In cases involving sexual harassment/violence, the Title IX Coordinator is informed and existing hearing procedures are pursued.

The Student Behavior Team includes the Vice Chancellor for Student Affairs, Director of Student Life and Auxiliaries, Director of Student Health Services, Assistant Director of Student Life and Housing, and the University Chief of Police. This team meets regularly to discuss incidents, assign campus hearing officers, and review issues and concerns.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The University's [general admission policy](#)²⁶ is established by the Montana Board of Regents and was revised in September, 2010, with addenda specifically directed towards admission to [four-year programs](#)²⁷ and [graduate students](#).²⁸ In accordance with policy, specific criteria are used to admit students to University Campus and City College Campus programs. Admission criteria vary, depending upon when students graduated from high school; and for which campus/program they seek admission.

The General Bulletin defines [admission policies](#)²⁹ for Transfer and Re-Admission applicants as well as for non-high school grads (must submit GED), current high school students, non-degree applicants, and international students.

Undergraduate admission to the University includes the following processes:

Mandatory Advising — All first-time freshman students entering either campus are required to see an academic advisor before registering for classes. During the initial advising session, students receive information regarding General Education/Academic Foundations requirements and worksheets for major and minor academic programs. All incoming students in fall semester are encouraged to attend New Student Orientation, where the student takes placement tests, receives a campus tour, meets with an academic advisor to discuss educational goals and formulate a course schedule, and takes care of “new student” details while on campus. Students who begin in spring semester experience a “New Student Day” that includes all of the testing and advising necessary to ease students into the life of the University.

Placement Testing All first time entering students and transfer students on both campuses who have not completed their general education requirements in English or mathematics must take the electronic COMPASS placement test during Student Orientation.

SOS TRiO³⁰ provides mentoring and academic advising to students enrolled in the program (SOS/TRiO policies and procedures manual³¹ is reviewed and updated annually).

Upward Bound³² and **Educational Talent Search**³³ (UB/ETS) provide course selection to high school students enrolling in University Connections and to seniors transitioning to the University as first time freshmen. Upward Bound also provides guidance to students enrolling in the Summer Bridge Program (UB/ETS policies and procedures manual³⁴ is reviewed and updated annually).

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The [Publications Board](#),³⁵ as directed by ASMSUB (student government) bylaws (see [Article 6, page 85](#)³⁶), serves as an advising body for the MSU Billings student newspaper, [The Retort](#). The Publications Board consists of a Chair, the ASMSUB Vice President, the [Retort](#) Editor-in-Chief, and a minimum of seven students at large. The Board assists the Editor-in-Chief of the paper in producing a publication reflecting established journalistic guidelines, quality and ethics.

The Board complies with BOR policy (Board of Regents of Higher Education Policy and Procedures Manual, [Policy 506.2](#),³⁷ Item #5), to ensure that student media operate free from censorship with protection under the First Amendment of the United States Constitution.

MSU Billings maintains and publishes [policies](#)³⁸ related to co-curricular activities and the roles and responsibilities of student and the institution for such activities as outlined in the [Student Policies and Procedures Handbook](#)³⁹ and Student Life publications.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Policies followed in the hiring process, appointments to positions, employee probationary periods, performance reviews and termination procedures are outlined through the following:

[HR policies and procedures](#)⁴⁰

Staff contracts:

Classified

[Montana Public Employees Association](#)⁴¹

[Montana District Council of Laborers](#)⁴²

[College of Technology Operating Engineers](#)⁴³

Craft

[International Brotherhood of Electrical Workers](#)⁴⁴

[Maintenance Painters Union](#)⁴⁵

[Pacific Northwest District Council of Carpenters](#)⁴⁶

[The United Association of Plumbers and Pipefitters](#)⁴⁷

Faculty Contracts:

[University Campus Faculty CBA](#)⁴⁸

[City College Campus Faculty VTEM contract](#)⁴⁹

BOR personnel policies regarding administrative positions

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

At the time of hiring, all employees go through a thorough orientation process with the Human Resources Office. The nature of this meeting varies depending upon the type of position the new employee occupies. Meetings with classified staff cover insurance options and other benefits, evaluation processes and criteria, and any appropriate contracts or collective bargaining agreements, which cover conditions of continued employment, employee rights and responsibilities, and policies dealing with retention, promotion and termination (please refer to classified and craft contracts in 2.A.18 above). Human Resources staff meet with new full-time faculty members to review insurance and benefits options, the collective bargaining agreement appropriate for their position, which covers policies dealing with conditions of work, evaluation, promotion, and termination (please refer to the [University Campus Faculty CBA](#)⁵⁰ and the [City College Campus Faculty VTEM contract](#)⁵¹ in 2.A.18 above). Further orientation for new employees occurs during the first two weeks of fall semester during the New Faculty Orientation workshop. Individual departments orient new faculty to departmental policies and procedures. In all departments, new faculty members are assigned a mentor to support them during their first year. Mentors may remain in supporting roles for tenure track faculty throughout their six-year tenure pursuit.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The institution abides by all appropriate human resource guidelines, including all policies specifically dealing with security and confidentiality, as identified in state policy in the [Code of Ethics: Standards of Conduct for State Employees](#).⁵²

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

MSU Billings strives at all times to represent itself accurately and appropriately to all of its students, the community, and itself. The primary methods of communicating information concerning academic programs and their completion are the [University General Bulletin](#)⁵³ (catalog), the [Graduate Catalog](#),⁵⁴ and the [University Webpage](#).⁵⁵ These media are updated regularly—the General Bulletin and the Graduate Catalog on a two-year cycle, and the University Webpage on an ongoing basis.

The University consistently communicates the most pertinent statistical data publicly through the [Office of Institutional Research webpage](#).⁵⁶ Data such as fees, operating budgets, degrees awarded and employment statistics are publicly available through this office.

The University communicates with the wider public primarily through the [Office of University Relations](#),⁵⁷ which coordinates the University's messaging through the public news media and state government.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

MSU Billings expects that all members of the University community, administrators, faculty, staff, and students, will strive to embrace the highest standards of ethics and integrity in their work in and through the University. Faculty conduct is governed through the [CBA](#)⁵⁸ and the [VTEM](#)⁵⁹ contracts, in addition to the general requirement that all members of the University community abide by Montana State standards of ethics and conduct as promulgated through the [Employee's Guide to Standards of Conduct in Montana State Government](#),⁶⁰ published by the Montana State Department of Administration.

Student conduct is regulated through the [Student Policies and Procedures Handbook](#)⁶¹ and is enforced through the [Office of the Vice Chancellor for Student Affairs](#).⁶²

Complaints and grievances are addressed and resolved through established policies. Faculty and staff are provided grievance procedures through their respective [negotiated agreements](#).⁶³ Student grievances are conducted through the Office of the Vice Provost for Academic Affairs, following established protocols as published in the Student Handbook (see, in particular, [Part IV: Student Complaint Procedures](#)⁶⁴).

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The MSU Billings administration—Chancellor, Vice Chancellors, Vice Provost, Deans and Directors—adhere to the MUS system policies on conflict of interest. Compliance with the policies includes reporting paid and unpaid board participation each academic year. Similarly, faculty annually report paid and unpaid consulting to the Office of the Provost through the [Conflict of Interest form](#).⁶⁵ The BOR adopted its conflict-of-interest policy from the Montana state [Code of Ethics: Standards of Conduct for State Employees](#).⁶⁶

The Montana Board of Regents has periodically reviewed and approved [Policy 770 — Conflicts of Interest](#).⁶⁷ Under the new policy, all Montana University System employees will receive

conflict-of-interest training and sign a form indicating their understanding and compliance with the policy.

Finally, faculty specifically involved in sponsored research projects are required to sign the [Conflict of Interest Research Disclosure Statement](#).⁶⁸

The University does not require any constituencies to conform to specific codes of conduct or seek to instill specific beliefs or world views.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The University has clearly adopted policies concerning intellectual property rights in terms of Information Technology policy. This [policy](#) reads:

Intellectual property stored on an MSU Billings or remote computer (including word processing documents, databases, spreadsheets, source code and/or object code, and any other files or information stored on an MSU Billings computer) which has been written or created by a user shall have its ownership determined by applicable law. One is prohibited from using (either for commercial purposes or for non-profit academic publication) any program or file created by a student or faculty member without that person's permission in writing; one may also be required to get further permission from others so that one has the clear legal right to use the information.⁶⁹



2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

MSU Billings indicates on its website and in its publications its regional accreditation status. Many individual programs are accredited by the appropriate professional accrediting agency. These programs indicate their accreditation status on the website and in published materials. Review of both website and publications demonstrates that accreditations are stated accurately and objectively.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Institutional integrity is paramount whenever the University enters into negotiations with external partners. All agreements with domestic entities are approved by the Office of the Chancellor upon consultation with the Office of the Vice Chancellor for Administrative Services, which ensures the contracts are written to be in compliance with all laws, policies and procedures of the State of Montana, Montana University System, and Montana State University Billings. Agreements with international entities also involve consultation with appropriate offices above and the Office of International Studies and Outreach (ISO). The ISO insures that all international agreements involve the relevant academic officials identified above, as well as the Office of the Vice Chancellor for Student Affairs to ensure that student rights and interests are protected.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The principle of academic freedom is central to the pursuit of the life of knowledge in the University setting. MSU Billings remains deeply committed to this principle. Academic freedom including both rights and responsibilities is assured through the Collective Bargaining Agreement Between Montana State University Billings Faculty Association And The Montana University System (“[CBA](#),” [§3.200](#)⁷⁰) and the Vocational Technical Educators of Montana ([VTEM](#), [§4.15](#)⁷¹) contracts. These contract agreements are reviewed and re-negotiated every two years concomitantly with the biennial convening of the Montana Legislature.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

MSU Billings has firmly established the value of an engaged, independent faculty, dedicated staff and administrators, and committed students who are free to pursue knowledge in a supportive, encouraging atmosphere within the context of the University's core themes, as identified in the Year One Report. In the report, Core Theme 1 outlines the University's commitment to independence in the dissemination of knowledge by a faculty that enjoys clearly defined academic freedom as explained in 2.A.27 above. Moreover, this freedom is reinforced in the University's strategic plan in Core Theme One: Cultivating Teaching Excellence in Opportunity to Achieve C, in which the University community commits to continuing to develop "a culture that maintains and supports rigorous academic achievement as well as creative and inquisitive scholarly endeavors." (See the University's approved [Strategic Plan](#)⁷².)

Paralleling this dedication to the independence in the pursuit of knowledge, the University is firmly committed to providing "Access & Excellence," as well as, "support for individual learning," in alignment with the MSU Billings Mission Statement. The University supports individual learning by cultivating an environment for learning. Multiple aspects come together to create an environment for learning. The Academic Departments contribute quality programs as well as opportunities to expand the learning environment for service learning and internships. The Advising Center helps students navigate their academic career, while student services support student learning. All these parts make up the ideal learning environment that cultivates student success.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

In the classroom, faculty, as public employees are expected to abide by the Code of Ethics, as identified in the Montana Code Annotated, 2011, Government Structure and Administration, Standards of Conduct, Part 1. Code of Ethics, statement concerning [public trust and public duty](#).⁷³

Moreover, the mission of MSU Billings' Office of Research Compliance is "to support ethical conduct of research that involves human participants in ways that improve the quality of research, increases awareness of ethical research, supports obtaining external support for research, and promotes the University's responsibilities for education, service, and leadership." (See [Office of Research Compliance](#)⁷⁴ website.) Research integrity is primarily the purview of the Creative and Research and Endeavors (CARE) Committee and the Institutional Review Board

(IRB) of the Office of Research Compliance. The CARE Committee's members are appointed by the Academic Senate's Committee on Committees from among faculty in the Colleges of Allied Health Professions, Arts & Sciences, Business, Education, City College, and ex-officio representatives of the administration and the Office of Grants & Sponsored Programs.

The IRB, which is guided by a set of by-laws includes the following members: one faculty member from each of the Colleges: Arts and Sciences, Education, Business, Allied Health Professions, and City College, at least one member whose primary concerns are in scientific areas, and at least one member whose primary concerns are in nonscientific areas. In addition, the IRB includes one member who is not otherwise affiliated with the institution, and is not part of the immediate family of a person who is affiliated with the institution, and the Director of Grants and Sponsored Programs.

The contractual assurance of academic freedom discussed above in 2.A.27, must be understood as conveying a concomitant obligation on the part of faculty members to acknowledge the responsibilities this freedom implies. Both bargaining agreements include language such as this from the CBA: "As persons of learning and educational officers, faculty should remember that the public may judge their profession and their institution by their utterances. Hence faculty should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons." (See [CBA, §3.200](#)⁷⁵)



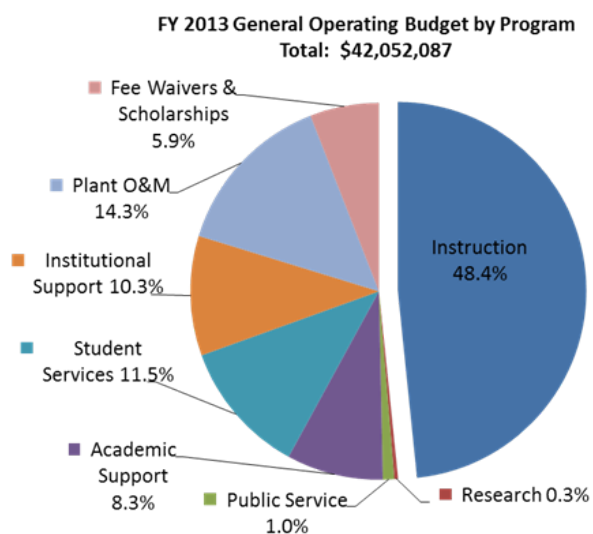
Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

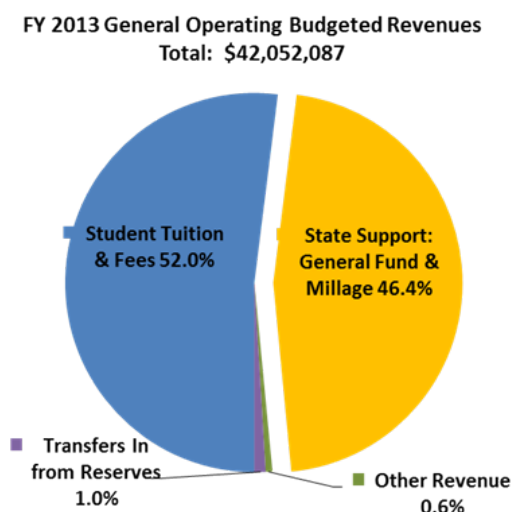
The Board of Regents has clearly defined policies addressing [oversight and management of financial resources](#) (see #4 in particular).⁷⁶ The State of Montana also has policies designed for [fiscal oversight](#).⁷⁷ In addition, the University follows generally accepted accounting principles and pronouncements, National Association of College and University Business Officers ([NACUBO](#)⁷⁸) and College and University Business Administration ([CUBA](#)⁷⁹) guidelines.

The Board of Regents annually approves University [operating budgets, including various reserve, transfers, debt, inter-entity borrowing and cash management reports](#).⁸⁰ The Board of Regents also reviews and approves the long range building plans for the University biennially.

Current operating budget expenditures are distributed thusly:



These revenues came from the following sources:



2.B – Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

As of spring 2013, MSU Billings employed 169 faculty members, 218 classified staff members, eighty-nine professional staff members and forty-two administrators serve the needs of the students and University. Established recruitment guidelines, provided by the Office of Human Resources, specify the selection processes and protocols. The University posts all hiring criteria, required and preferred qualifications, and search procedures in the job announcements. All positions are advertised, depending upon the level of the position. All positions announcements, which include duties and responsibilities, are posted to the university website. In addition, administration and full-time faculty searches are advertised nationally in the *Chronicle of Higher Education* and/or professional journals. Classified staff positions, part-time faculty openings, and hourly positions are generally advertised locally. Screening committees or managers complete the balance of the screening process and provide information and feedback to Human Resources. The Office of Human Resources conducts background security checks once the search committees agree to lists of finalists. Once Human Resources receives verification of a candidate's employability, the appropriate University officer makes a formal job offer to the successful candidate.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Both University administration and staff are evaluated regularly according to established policies and existing bargaining agreements. These evaluation processes include both written

and verbal evaluations. These evaluations are based on performance expectations and specific duties and responsibilities defined for the assigned positions.

- Administrators, including vice chancellors, vice provosts, deans, associate deans and directors, are evaluated according to the [Administrative Evaluation Process](#).⁸¹ The process establishes a rotating schedule devised by an *ad hoc* Administrative Evaluation Committee appointed by the chancellor (the committee included the vice chancellor for academic affairs, the vice chancellor for administrative services, and the vice chancellor for student affairs). The protocol is administered by an Administrative Evaluation Oversight Committee (AEOC) selected by the chancellor. Each administrator is evaluated once every five years based upon a rotation schedule designed to insure that an approximately equal number of administrators will be evaluated each year. New administrators serve for at least two full years before being evaluated by this process.
- Staff members are evaluated on an annual basis in accordance with a Memorandum of Understanding appended to the [Montana Public Employees Association contract](#) with the Montana University System (see page 47 for the MOU).⁸² These annual evaluations are conducted by the each employee's supervisor and uses a standardized [evaluation form](#).⁸³

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Professional Development

Faculty development is supported through the Creative and Research and Endeavors (CARE) program. This competitive internal grant program enables faculty in the colleges across the University to finance initial research that has potential for developing into projects with the potential for being nationally competitive. CARE proposals are peer reviewed by members of the CARE Committee (comprised of faculty representatives from each of the colleges) to assure that proposed research projects demonstrate sufficient rigor and are in keeping with the University's strategic plan. This grant program had been historically funded at approximately \$10,000 per year. In AY 2011-2012 and AY 2012-2013, in support of faculty scholarly activity, the grant fund increased dramatically. In AY 2011-2012, twelve proposals were funded for a total of \$42,804, while in AY 2012-2013, eleven research projects received a total of \$51,136. The University administration has demonstrated its commitment to faculty development through a continuing increase in available CARE funding.

Each fall for the past three years, funds have been specifically allocated for faculty professional development. More than \$80,000 was awarded to faculty through a competitive review process. Approximately fifty faculty members benefited from the use of these funds each fall.

Faculty members who teach online have access to faculty development funds to enhance their online pedagogy. In 2012-2013, Information Technology professional development funds totaling \$50,000 financed forty faculty and staff members' attendance at e-Learning and online

education conferences both within and outside of Montana.

Carl Perkins professional development funds include providing support for an average of twelve City College faculty members to participate in conferences and professional training. In addition, funds for mini-grants to support curricular innovation and experimental or intuitive research into technical processes appropriate to City College programs.

Sabbatical Leave

The University's CBA and VTEM contracts outline specific criteria for the awarding of sabbaticals to faculty. The detailed criteria for qualification, application process, and selection protocol are identified in the CBA and VTEM contracts. See Section 11.000 "SABBATICALS AND PROFESSIONAL TRAVEL" of the [CBA](#)⁸⁴ and Section 4.13 "SABBATICAL ASSIGNMENTS" of the [VTEM](#)⁸⁵ contract.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

MSU Billings is proud of its highly-qualified faculty. In 2012-2013, the University employed 161 full-time faculty members, of whom most held appropriate terminal degrees: ninety-one (57%) hold doctorates and seventy (43%) hold master's degrees.

MSU Billings University Campus full-time faculty taught 67% of the courses offered spring 2012 (672 of 966 courses offered), while part-time instructors taught 33% of all courses (294 of 966 courses offered).

The City College Campus VTEM contract specifies types of faculty appointments and associated rank. In addition to tenured and tenure-track faculty, the City College Campus employs faculty who hold special appointments—lecturers, adjunct faculty, fixed-term faculty and professional staff serving under letters of appointment (LOAs)—as well as part-time faculty members. The University Campus employs tenured and tenure-track, renewable non-tenure track, and temporary faculty, in addition to part-time faculty members.

The integrity and continuity of MSU Billings' academic programs lie in the strengths of the faculty. Within the departments, hiring decisions provide safeguards to the integrity of programs. Tenure-track and fixed-term faculty members are normally hired through national searches, while part-time, adjunct, and online faculty members may be hired through local, searches. Faculty members undergo an evaluation process that includes peer reviews and student evaluations, and follow evaluation protocols spelled out in the appropriate collective bargaining agreements; see Section 9.310 "GENERAL CRITERIA" of the [CBA](#)⁸⁶ and Section 7.1 "FACULTY MEMBER EVALUATIONS" of the [VTEM](#)⁸⁷ contract.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

University Campus faculty workloads for full-time faculty are distributed between the primary responsibility of teaching, and secondary responsibilities of scholarly development/contribution and service to the University/public. Academic-year teaching load responsibilities for tenure-track faculty are traditionally understood to be twenty-four credits, three credits of which are reassigned for scholarship and service. By CBA contract, full-time lecturers teach a minimum load of twenty-four credits per year. Department chairs receive up to 0.5 reassigned time for their role. This is negotiated between chair and dean for chair responsibilities as outlined in the CBA.

Under the City College VTEM contract, workloads are higher. Annual instructional workload for full-time faculty is thirty credits, depending upon the program's curriculum, lab, clinical, shop or internship requirements. In 2007, the City College Campus VTEM Union Management Committee negotiated a pilot three-year supplemental contract agreement to maximize City College faculty workload at thirty credits per year. This supplemental contract agreement was the result of both union and management's mutual desire to ensure faculty have time to participate in shared governance, scholarly endeavors, research, and new curriculum development ([updated through June 2013](#)⁸⁸).

Faculty workloads at MSU Billings are consistent with the Carnegie designation as a public masters' University. The number of tenured and tenure track faculty has been enhanced with lecturer lines on the University Campus. In the 2012-2013 academic year, the University listed 106 tenured/tenure-track faculty and fifty-five lecturers and other full-time instructors. Lecturers increase teaching time because lecturers teach a full load without reassigned time for research, and they also add to the number of faculty available for student advising and service to the University community.

Opportunities for service to the University and to the public abound. The challenge is balancing service with scholarly responsibilities. Junior faculty working toward tenure are often advised to limit their service in order to develop their scholarly record, though a lack of service responsibilities on the part of newer faculty can result in their not establishing an identity with the University. Similarly, senior faculty must balance their service responsibilities with their continued scholarly development.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for

improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

MSU Billings recognizes the value placed on regular, thorough, evaluation of its faculty to assure the effectiveness and quality of the institution's educational programs. The University clearly articulates its faculty evaluation processes and procedures in its [CBA §9.000 Professional Evaluation of Faculty](#)⁸⁹ and [VTEM contract §7.1 Faculty Member Evaluations](#).⁹⁰

Evaluation of University Campus faculty begins in the disciplinary departments, each of which is guided by its collaboratively developed Department Rank and Tenure Committee (DRTC) Guidelines. These criteria are produced by those who know the expectations of the discipline. DRTCs include the department chair, tenured faculty members of the department, a representative of another academic discipline and a student representative. In departments/programs with few faculty numbers, faculty members who have not yet achieved tenure or full professor rank may serve on the committee. All members have full voting rights.

Beyond the academic departments and programs, faculty evaluation is carried on by the University Rank and Tenure Committee (URTC)—tenured full professors from each college and one at-large member. The URTC sends its recommendations to the Provost and Academic Vice Chancellor. The CBA requires the administration to provide for full due process in all decisions concerning reappointment, rank advancement and/or tenure.

The City College campus faculty review process is less formally outlined. An ad hoc committee operating under the auspices of the VTEM Union Management Committee is engaged in a process to review cases involving faculty. The committee completes a draft for faculty to review on issues of evaluation and tenure, and is currently working on the promotion process. Faculty evaluation is a cooperative effort between the faculty member and immediate supervisor. The evaluation process includes a self-evaluation focusing on teaching, service, and scholarship, review of all syllabi, student evaluations, goals and the establishment of future goals. Tenured faculty are evaluated every three years, tenure track faculty are evaluated annually. [RNITA](#) (Renewable, Non-Tenure Track Appointment) faculty members are evaluated annually, and temporary one-year appointment faculty are evaluated at the end of their contract year.⁹¹ VTEM Union Management Committee involvement occurs only for changes in the evaluation instruments or processes.

The DRTCs, URTC, and administration on the University Campus use multiple indices in the evaluation of faculty performance, as identified in [CBA § 9.310 GENERAL CRITERIA](#).⁹² The General Criteria are meant to reflect the University mission in teaching, scholarly development and contribution and service to the University and to the public. The DRTC Guidelines indicate how faculty members from a specific department or program within a department are expected to address the institutional mission and align with the CBA.

The CBA outlines a regular schedule of evaluation for faculty, including requirements for peer review. Under terms spelled out in the CBA, faculty members are expected to participate in the

peer evaluation process to aid in reappointment, tenure, and rank advancement processes (See [CBA § 9.100](#) and [§10.120](#)).⁹³ Probationary faculty, faculty with special appointments and University lecturers are evaluated annually. For University lecturers and faculty holding special appointments, the schedule for reviews is adjusted, based on the nature of annual reviews. Following five successive positive annual reviews, the review takes place every three years. Part-time faculty members are reviewed annually as a regular part of the department chair responsibilities (See [CBA § 8.200](#)).⁹⁴

Evaluation of City College Campus faculty for promotion and tenure are guided by the VTEM contract. As City College evolves its mission, from a technical college primarily focused on vocational education to a one with the greater breadth found in a comprehensive community college, work of the VTEM Union Management Committee becomes even more important. The VTEM Union Management Committee's work is underscored by the commitment of the Chancellor and Academic Vice Chancellor to participate.

If the process results in determination that a faculty member is not meeting the expectations as specified in the CBA, the URTC, dean, and DRTC with the faculty member outline a plan-of-improvement in support of the faculty member's efforts toward continuing professional development. The plan focuses on areas of concern and is reviewed during the next annual review cycle (see [CBA § 9.710.G](#)).⁹⁵

In the case of evaluation concerns or at the request of a faculty member on the City College campus, the VTEM Contract calls for a conference between the faculty member, the dean and the evaluator to discuss evaluation issues. Supervisors assist faculty with development and provide suggestions for improvement in areas of need. Faculty may request review by the next level of supervision if they feel their evaluation contains inaccurate or misleading information.

2.C – Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Program Review

Montana State University Billings provides programs, wherever offered and however delivered, that articulate clearly with the University mission, core themes, and strategic plan. The University offers programs from five colleges: City College, the two-year technical and community college; the College of Allied Health Professions; the College of Arts & Sciences; the College of Business; and the College of Education. Program proposals are reviewed at several levels, and at each step of the review process, program goals and outcomes are measured by the standards established in the mission and strategic plan for alignment. Program proposals begin at the departmental level with the chair and departmental curriculum committees. From the departments, the program proposals go to the college curriculum councils, the college

dean, the Graduate Studies Committee or the Undergraduate Curriculum Committee, then to the Academic Senate, followed by the University Provost and Vice Chancellor for Academic Affairs. Once the proposed program is approved at these levels, it is forwarded to MSU Bozeman. Approval by MSU allows forwarding to the Montana University System Board of Regents (BOR) for final approval. Whether programs are submitted for approval or for information to the Board of Regents or to the Office of the Commissioner of Higher Education (OCHE) is determined by [Board Policy Determining the Level of Involvement by the Board of Regents](#).⁹⁶ Ongoing review of all major academic program changes, including degrees, certificates and diplomas, is conducted through the Office of the Commissioner of Higher Education (OCHE). The Commissioner formulates a recommendation to the BOR for final approval. BOR approval is also required for substantive changes in institutional mission, policies and programs.

Academic degree programs are reviewed by each college for the BOR at a minimum of every seven years. The Commissioner coordinates such reviews and reports findings to the BOR. Programs accredited by professional associations/agencies are reviewed according to the accrediting agency schedule.

Assessment of Student Learning Outcomes

MSU Billings has made significant progress in terms of program assessment. Prior to the 2008 NWCCU Accreditation Self-Study, assessment, in a formal sense, was a relatively new concept to most faculty and staff. Faculty had been assessing their students and courses, but formal assessment of programs based on identified and focused student learning outcomes occurred only in colleges having programs with professional accreditation standards. Currently, the campus as a whole has accepted a culture of assessment. Assessment in the vast majority of programs at MSU Billings has become formalized to include multiple measures of student performance, thorough analysis of the assessment data collected by faculty, and use of the analyses to inform necessary program changes.

Assessment of University programs overall takes place under the auspices of the Accreditation and Assessment Council (AAC). The AAC replaced the CQI Steering Committee following the 2008 NWCCU Self-Study. The AAC includes representatives of constituencies across the campus community, assuring that accreditation and assessment are ongoing group processes. This council is charged with overseeing the assessment and accreditation activities of University programs, and reports to the Provost and Vice Chancellor for Academic Affairs. The AAC serves as a clearing house for sharing information regarding assessment and accreditation processes and procedures across colleges and programs. Through this information sharing, individual programs have the benefit of comparisons and contrasts between the program processes/procedures and those used by other programs. Assessment at the program level takes place within the program or department, overseen by the department chair and/or the faculty, who are responsible for reviewing outcomes and assuring assessment for their specific disciplines.

Colleges and/or programs with special accreditations (the AACSB accredited programs in the College of Business, the NCATE accredited programs in the College of Education, the NASAD accredited programs in the Art Department, and the NASM accredited programs in the Music Department, and the NATEF accredited Automotive and Diesel programs, for example) maintain rigorous assessment standards required by their accrediting agencies.

Program Culmination

The result of this multi-faceted program review and culture of assessment is that programs on the MSU Billings campus culminate in degree designators consistent with recognized fields of study.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Programs of study at MSU Billings that lead to a certificate, Associate, Baccalaureate or Master's degree in a specific area have student competencies and learning outcomes identified. Programs publish objectives/student learning outcomes in the General Bulletin (see core competencies for the [Health Administration Program](#),⁹⁷ for instance), the City College Catalog (see page 63, [Accounting Assistant Certificate of Applied Science](#),⁹⁸ for example) or the Graduate Catalog (see [Master of Science in Public Relations](#),⁹⁹ for example), as appropriate. Many program outcomes are reviewed through annual reports to the dean's office. Changes in programs result from review of objectives as they relate to student achievement, program/faculty/student data and state/national specialty area standards. Necessary programmatic changes go through the University shared governance process—department, college, Undergraduate Curriculum Committee or Graduate Studies Committee, Academic Senate, Provost, Chancellor, and Board of Regents. Printed and online versions of the General Bulletin and Graduate Catalog are in effect for two years. Students can choose to remain with the catalog under which they enrolled or align their plans of study with a revised catalog as that occurs. The City College Catalog is published annually.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Certificate of Applied Science programs are designed to prepare students for immediate employment. This is a shorter program of study (thirty to forty-one total credits) with the expectation that the certificate can be completed in as little as one calendar year. For example, see the Certificate of Applied Science program in [Welding for Energy Technology](#)¹⁰⁰ in the City College catalog.

Bachelor degrees comprise 120 to 128 credits. Degree-specific four-year plans-of-study are outlined for all majors in the General Bulletin (See the plan-of-study for the [Bachelor of Arts Degree in History](#),¹⁰¹ for example), although MSU Billings students typically take five to six years to complete an undergraduate degree.

Graduate programs vary in number of credits required, and range from thirty credits to sixty, depending upon the program and licensure opportunities. All graduate programs, as outlined in the Graduate Catalog require cohesive [plans-of-study](#)¹⁰² which ensure the curricular breadth and depth required by each graduate program and professional standards.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Planning and administration of degree programs begins in the academic departments. Disciplinary experts in the faculty design, or revise as appropriate, the degree and certificate programs through departmental or program curriculum committees. Proposed degree programs then go through [established processes](#) that require college curriculum council, University Curriculum Committee, Academic Senate, and administrative approval. Following campus approval, program proposals are approved through Montana State University Bozeman and then by the Montana Board of Regents (BOR). See 2.C.5 below for more detail on the involvement of the various levels of oversight in the program proposal process.

MSU Billings submits notification to NWCCU when new programs are approved by the BOR. This level of review helps to ensure that degree and certificate programs have a coherent structure with the necessary course breadth, depth, sequencing, and appropriate synthesis of learning. Program review is mandated by the BOR at least once every seven years, and individual departments may conduct a review on a more frequent basis.

Undergraduate admission requirements, including [application instructions](#)¹⁰³ and [admission requirements](#)¹⁰⁴ for First Time Students, including [City College admission requirements](#)¹⁰⁵ are clearly delineated in the [General Bulletin](#)¹⁰⁶ and [online](#).¹⁰⁷ Graduate program admissions policies are covered in Standard 2.C.13 below. Graduation requirements are widely published in the [General Bulletin](#)¹⁰⁸ and [online](#).¹⁰⁹

Implemented spring 2013, an electronic degree audit system (DegreeWorks) is available for undergraduate students, faculty, and academic advisors to assist in completion of degree requirements and viewing of progress toward degree conveniently available online.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Design, approval, and implementation of the curriculum are vested in the faculty through departments, colleges, and the Academic Senate. The Academic Senate is the recommending body for curricular change. Procedures for new programs, programmatic changes and other modifications are as follow:

- All changes start at the departmental level. Any curricular proposals involving more than one department must be approved by faculty in all impacted programs.
- When the faculty and department chair have approved the initial proposal, it is forwarded to the Curriculum Committee of the college.
- Following approval by the College Curriculum Committee, the proposal moves forward to either the Undergraduate Curriculum Committee (for undergraduate courses) or the Graduate Studies Committee (for graduate level courses). Any course proposed for the General Education program is reviewed by the General Education Committee. The Undergraduate Curriculum Committee, the General Education Committee and the Graduate Studies Committee are standing subcommittees of the Academic Senate.
- When the proposed curricular modification has passed the General Education Committee or Undergraduate Curriculum Committee/Graduate Studies Committee of the Academic Senate, it proceeds to the full Senate for approval.
- From the Academic Senate, proposals with any changes from previous review committees return to the originating department for review. When approved, proposals are forwarded to the Provost and Vice Chancellor for Academic Affairs and from that office to the Chancellor.
- Once signed by the Chancellor, the proposed program or change is forwarded to the President of MSU Bozeman, and then to the Board of Regents for final approval.

Faculty also play an active role in the selection of new faculty members. Faculty are primarily responsible for forming the search committees, writing the position announcements, reviewing application files, screening applicants, and conducting phone and live interviews. Finally, faculty members participate in open forums and presentations, and make recommendations for hires of new faculty colleagues.

Ultimate responsibility for assessment through clearly identified student learning outcomes lies with the faculty delivering the programs. These are the same faculty who assume primary responsibility for formulation of, and implementation of the student learning outcomes that establish the basis for program assessment.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Effective integration of library resources and practices is advanced by representation of librarians on the Provost Council, General Education Committee, and Undergraduate Curriculum Committee. Faculty members from each college serve on the University Library Committee. Librarians have liaison responsibilities with each college. Library resources available on both University Campus and City College Campus are key when new programs and courses are proposed. Faculty work with the Director of Library Services and library staff to identify and provide access to needed materials. Faculty and library personnel have pursued grants to supplement areas of the collection that need strengthening and to support electronic linkages in the formation of library consortia. Recent proposals have added materials in a variety of fields. Examples include [Mango Languages](#);¹¹⁰ the [Psychology and Education Test Collection](#);¹¹¹ and the history of Modern Europe (the [Churchill Archive](#),¹¹²).

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

At MSU Billings, students may earn credit for prior learning through a variety of methods including work experience and challenge tests. The University works with the student to determine which type of experience can be translated into credit. Several options are as follows:

1. Challenge tests, such as AP, IB, CLEP and DANTES, allow the student to study for and test out of equivalent college-level courses. Study guides are available in Career Services or the City College Library and Testing Center to assist students in preparation for these tests. Tests can be scheduled at City College.
2. Students may have already earned credit through work-site training, government-sponsored workshops or military experience. If students have certificates or documentation, stating that the American Council on Education (ACE) or the National Collegiate Credit Recommendation Service (NCCRS) assesses that training, credit may be available for coursework for which there are equivalencies in MSU Billings' curriculum. Military credit is assessed from the DD214, DD295, or military transcript.
3. In addition to the methods listed above, the University offers students the opportunity

to earn credit through [Prior Learning Assessment](#).¹¹³ This assessment takes into account work experience or other learning experiences, that do not fall into the categories described above, but that can be assessed through the development of a portfolio. Up to fifteen credits can be earned through Prior Learning Assessment, and this type of credit is graded with “P” if credit is earned. The University offers individual instruction for students throughout the process of preparing this portfolio.

4. Consistency with existing departmental policies and accreditation standards for various colleges is necessary for policy implementation.

MSU Billings’ General Bulletin and the City College Catalog list specific requirements and restrictions related to earning credit through experience—the General Bulletin’s [Prior Learning Assessment Policies and Procedures](#), which includes [Assessment Guidelines](#),¹¹⁴ and the City College Bulletin’s [Prior Learning Assessment Policies and Procedures](#) (pp. 25-6) and [Prior Learning Assessment Guidelines](#) (p. 26).¹¹⁵

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

At the direction of the Montana Legislature, the Montana University System Board of Regents and the Office of the Commissioner of Higher Education developed a Transferability Initiative. Through this initiative, clear procedures and policies regarding the transfer of credits among the various units of the system guided Faculty Learning Outcomes Councils, drawn from specific disciplines at institutions throughout the state, to examine individual transferable courses and reach consensus about appropriate learning outcomes for each. This process continues at present, and is guided by a committee of Common Course Numbering Liaisons at public institutions of higher education throughout Montana. These liaisons coordinate institutions’ compliance with Board of Regents policy [301.5 Transfer of Credits](#).¹¹⁶

Policies for the transfer and acceptance of credit are included in the [General Bulletin](#).¹¹⁷ The transfer policies are in compliance with Board of Regents policies and are designed to ensure that the credits accepted are comparable to courses offered at MSU Billings. Course equivalency guides from many colleges are noted on both the [University website](#)¹¹⁸ and [General Bulletin](#).¹¹⁹ Articulation agreements are handled through equivalency guides rather than contracts.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The undergraduate program at MSU Billings is designed with General Education, major, minor and elective components intended to cover not just the students' chosen areas of specialization but also foundational knowledge to broaden their perspectives and result in well-informed, well-educated citizens. Current and past MSU Billings General Bulletins present suggested plans of study for each major and minor offered. The Montana University System Core Curriculum (MUS Core) described in the [Board of Regents Policy 301.10](#)¹²⁰ assures the transfer of up to thirty semester credits for those students enrolled in courses prescribed within each of six areas at a participating host institution.

All AA, AS, BA, BAS and BS degree programs contain a General Education component of thirty-one credits from [five categories](#).¹²¹ Thus, General Education comprises approximately thirty percent of the total credits required for a Bachelor's degree. For AA and AS degrees, this thirty-seven-credit General Education requirement comprise approximately sixty percent of the sixty-nine (on average) credits required. The Associate of Applied Science and Certificate of Applied Science programs require a less robust General Education background. Students are required to take one course each in computation, communication, and human relations. City College has included a technology component as well. Students pursuing this option are required to take twelve credits of General Education.

A Montana State General Education Council established in December 2005 oversees the provisions of [Policy 301.10](#),¹²² including the MUS Core. With the assistance of the Council, each campus of the Montana University System has developed a list of courses that satisfy the MUS Core. The MUS General Education Council believes that the purpose of general education, and its importance in undergraduate education, is best articulated by the ["Essential Learning Outcomes"](#)¹²³ statement developed by the Association of American Colleges and Universities. The Council formally adopted that statement in February 2008 as the rationale for the MUS General Education Core.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

The [General Education Learning Outcomes](#)¹²⁴ are listed in the General Bulletin. The General Education Committee works with the disciplines represented in the General Education Core to establish and revise, as necessary, these student learning outcomes for each category, and consistent efforts are being made to assess the success of General Education courses in meeting the program goals. The General Education Committee has worked closely with Information Technology to construct and maintain a General Education Assessment database into which faculty teaching General Education courses can enter assessment data based on the identified learning outcomes for each respective category.

Participation in this system has been relatively sparse, which is the result of a loss of faculty confidence in the system that it could result in meaningful assessment data. This is a valid assessment of the database. Therefore, the General Education Committee, with the financial support of the Office of the Provost and Vice Chancellor for Academic Affairs, has invested in a much more reliable assessment protocol for the General Education core. Following years of research and analysis, the General Education Committee decided to purchase the ETS Proficiency Profile exam to assess the General Education core. In its pilot phase during spring 2013, the exam was administered to nearly 100 senior students in a representative sample of students who have completed their General Education core. With normed and reliable data at its disposal, the General Education Committee is confident that the exam will provide important and meaningful assessment data. General Education is a topic of central importance to MSU Billings, as reflected in the University's effort to improve its assessment and relevance through the [FutureU Strategic Plan, Core Theme 2.G and H](#).¹²⁵ In the 2012-2013 academic year, the General Education Committee, guided by an assessment of the reporting system and in an effort to align with the Montana Board of Regents' transferability core, worked in conjunction with the Office of the Vice Provost for Academic Affairs to reduce the General Education Core from 37 to 31 credits, thereby completing the task outlined in the FutureU plan's Core Theme 2.G.2.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Outcome Performance Expectations for Applied Certificate and Associate Degree Candidates
City College offers 35 academic programs including 18 Associate of Applied Science (AAS) degrees, 10 Applied Certificates, 4 Associate of Science (AS) transfer degrees, and one Associate of Nursing (ASN) degree. The academic programs are organized by disciplines into four center

divisions, including general education and learner support; industry and computer technology; transportation and business; and nursing, health and safety.

Sixteen academic programs are either certified or accredited by national and regional organizations. For a complete list, please refer to the [City College Catalog](#).¹²⁶

Since 2007, student learning objectives have been developed at the programmatic level and course level for all programs offered at the City College campus. In addition, academic programs regularly undergo review and redefinition in response to changing needs, changing resources, and continuous quality improvements. Fourteen industry program advisory councils (PACs) meet either annually or biannually (depending on the program) to review curricula, employment data, resource issues, and program goals. The advisory councils provide recommendations to program faculty and College administration.

Program specific outcome performances/assessment benchmarks differ. In nursing there are lists of specific student outcomes required by the State Board of Nursing for accreditation, which range from student demonstration of commitment to professional development through student demonstration of ability to insert an IV or give an injection. In the construction program, specific skills outlined in the curriculum are tested through construction of a house which is then inspected and marketed to the public. Meeting the inspection provides each student cohort with a validation of the skills learned, and individual competencies in multiple areas are demonstrated one-by-one to the instructor and scored as the project proceeds. All individual program outcomes may be found in the [City College Catalog](#).¹²⁷ Outcomes of the general education courses required in any given program (not all programs – certificate programs, for example – require completion of the general education core) are the same as those required in the four-year University Campus General Education courses.



Graduate Programs

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

MSU Billings has a set of Core Values that flow from the University mission. Colleges within the University have mission statements and strategic plans that derive from the University mission, and align with the FutureU Strategic Plan. Graduate programs are guided by college mission statements. The University’s Mission, Vision, and Core Values emphasize the importance of being responsive to the changing needs of learners and their communities. Growing from two Masters programs in one college (1965-1992) to [ten degree-granting programs across three colleges](#),¹²⁸ colleges offering these programs have evidenced a commitment to helping students across the state and beyond develop new knowledge, expertise, leadership, and civic responsibility.

Primary responsibility for administrative oversight of graduate program lies within individual colleges with the [Graduate Studies Committee](#) serving as a University-wide coordinating body.¹²⁹ The Graduate Studies Committee is responsible for serving as a curriculum review body for graduate programs, for developing policies related to the graduate program, for recommending membership on the graduate faculty, for acting on post-baccalaureate student petitions for deviations from policies, and for making recommendations to the Academic Senate. Currently, responsibility for administration of graduate programs resides in the Office of the Provost and Vice Chancellor of Academic Affairs. The Provost’s office works with the college deans to determine the future administration of graduate programs, which may include identification of a permanent Director of Graduate Studies. As graduate education has grown at MSU Billings, the Director of Graduate Studies has undergone several iterations—half-time faculty/half-time director, half-time dean/half time graduate director, co-chairs of the Graduate Studies Committee serving as graduate director, and interim Provost and Vice Chancellor for Academic Affairs with graduate director responsibilities. None of these options has proven optimal for the necessary coordination and growth of graduate education. Currently, the Director of the Honors Program has additional graduate director duties assigned on an interim basis. The role, scope and responsibilities of a Director of Graduate Studies are under review and discussion continues with the goal of determining a more permanent solution during AY 2013-2014.

Outcomes assessment is crucial to the ongoing success of graduate programs. Graduate faculty must have reliable indicators that graduate students possess the requisite content knowledge, research skills, and professional competencies appropriate to each graduate program. The nature of graduate education at MSU Billings includes attention to the values of the discipline,

research methodology, major questions in the discipline, professional competencies and current literature in the field. Graduate students are expected to demonstrate a deep understanding of the disciplinary literature, as well as to formulate their position relative to that literature/research/praxis. This level of sophistication is not widely expected of undergraduate students.

Infusing graduate programs with programmatic outcomes and multiple measures of those outcomes has required rethinking the basic structure of most programs. All graduate programs have identified specific and measurable outcomes that are indicated in the graduate catalog (see, for example, the [College of Education Initial and Advanced Outcomes](#),¹³⁰ and the [Master of Science in Public Relations](#)).¹³¹

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

The Admission criteria for each graduate program are listed in the Graduate Catalog. In addition to [general admission requirements](#),¹³² each department admits candidates based on its own particular published criteria. Files containing admission materials with admission or rejection decisions are kept in the Office of Graduate Studies. A Pre-Condition Checklist is kept in each file listing the requirements for admission and the date each one was completed.

Completed application files are sent to individual departments. The department faculty and/or admission committees make the admission decision and notify the Office of Graduate Studies. The office sends admission or rejection letters to applicants.

Student files may, depending on the program, contain the following:

- Graduate application
- Official transcripts from every college or University attended
- Standardized graduate test score reports
- Letters of reference
- Letters of application
- Plans of Study
- Acceptance letters from the University and from the Office of Graduate Studies

Credits can be transferred into a graduate program if they are approved by the program director or advisor. Each graduate program has limits on the number and type of transfer credits accepted. Transfer credits must be equivalent to courses in the student's graduate program at MSU Billings, as determined by the program into which the student desires to transfer credits. The College of Allied Health Professions, the College of Arts and Sciences, and the College of Education each maintain separate policies on transferring graduate credit, all of which are published in the Graduate Catalog and on the University's [website](#).

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

MSU Billings does not offer graduate credit for prior experience. The University does offer credit for independent study, internships and clinics within a degree program. There is a clear policy in place for governing graduate independent coursework. A maximum of six credits of independent study may be used on an approved plan of study. A Graduate Student Independent Study Agreement must be approved by the course instructor, advisor, department chair, and dean of the college.

Many graduate degree programs require completion of a practicum or supervised field experience. Students must have an approved plan of study and meet all other departmental requirements before an application for a field experience will be accepted. Prior approval from the advisor and department chair is required before registration is allowed. Students are required to spend a minimum of 45 hours onsite for every semester credit earned. Hours vary by program and may be subject to professional association accreditation and/or state licensure requirements. Supervision of the experience may take a variety of forms—on-site mentor supervision, visits from University faculty, online supervision through real-time webcam observation, and/or regular activity reports with time logs, or contracting with part-time University supervisors. Supervision of the experience is planned and agreed to by all parties and meets standards/expectations of the specific program area.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Program Learning Objectives (PLOs) are fully developed and published for each graduate program responsible for preparing students for professional practice. The PLOs focus on the higher level of knowledge and performance of skills specific to the professional discipline. The development and measurement of the program goals and objectives are overseen by faculty within individual programs. In programs at MSU Billings accredited by an outside agency, the PLOs have been established as part of the criteria for accreditation, and include the knowledge

and skills necessary for licensure in the particular field. For example, please see the [Master of Science in Athletic Training](#)¹³³ program PLOs serve as an example.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Off-Campus Other Special Programs Providing Academic Credit

The [core purpose](#)¹³⁴ of MSU Billings is “to assure that all members of the University community reach their individual potential.” The University’s [Extended Campus](#)¹³⁵ is the outreach arm of the campus to broaden the definition of the “University community” to include the larger Billings community. The mission of the Extended Campus is to support new ventures and interdisciplinary programs of study, pursue innovative and entrepreneurial programs, and promote lifelong learning opportunities, in collaboration with existing University divisions—colleges, student services, instructional technology, etc. The educational programs offered through Extended Campus are tailored to the economic, social, and cultural needs of the University’s constituents.

All programs offered through the Extended Campus address the University’s mission of providing students with academic excellence and exposure to an intellectual community of learners. The Extended Campus in partnership with other colleges and administrative divisions offers programs designed, approved, administered, and evaluated according to approved institutional policies and procedures.

To achieve Extended Campus’s broad mission statement, Extended Campus continually looks for ways to meet the needs of its constituents. The Extended Campus identifies opportunities, explores niche markets in which the University has traditionally not engaged and creates [original programming designed](#)¹³⁶ to extend University resources into the community. This requires the outreach team to be actively engaged in an ongoing dialogue with the community at large.

The unique nature of the Extended Campus, with one of its locations in the heart of downtown Billings, affords the Extended Campus the opportunity to interact with the community much more intimately than is typical of the academic colleges. Through its conference center, niche market programming and community events, the Extended Campus has made significant progress in positioning the University as an integral community partner.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student

achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Continuing Education

MSU Billings retains responsibility for course offerings, evaluation of student achievement, and the fiscal integrity of its programs. Established academic policies and procedures for program and course approval are managed by the faculty, department heads and deans of the respective colleges. Many of the courses offered through the Extended Campus are taught by MSU Billings faculty, for extra-compensation on a self-support basis.

[Extended Campus](#)¹³⁷ serves as the designated fiscal manager but individual departments are responsible for the academic management of these courses. As part of the overall strategic planning process, the Extended Campus's goals and initiatives align with the University's Mission to ensure that ongoing as well as new program initiatives further the mission and goals of the campus. Contractual arrangements are consistent with Montana Board of Regents Policy, are recorded and are regularly reviewed.

Extension Programs:

The creation of extension programs is a process involving full-time faculty of the appropriate disciplines and fields. In accord with University policy, no unit other than an academic department is authorized to approve awarding of credit. Therefore, the Extended Campus works closely with the faculty, department chairs and deans of the accrediting college to ensure credit-awarding programs go through a review from program proposal and design through program evaluations.

Organization:

MSU Billings extension programs are administered through the Extended Campus. Extended Campus's educational programs are not only compatible with the University's mission but extend the University's mission by making education available to all who seek it through providing access to training and continuing education opportunities for the region and state via the following:

- Online course offerings
- Interactive Video
- [Educators on Campus](#)¹³⁸
- [Kids on Campus](#)¹³⁹
- K-16 Collaboration
- Continuing Education (extension credit, state Continuing Education Units, and noncredit)
- Personal Enrichment
- Customized Training
- Workforce Development
- Conferencing Services

Extended Campus staffing consists of eight FTE who, under the direction of the Extended Campus Director, coordinate the different sites, programs, courses and outreach efforts. An advisory committee keeps the unit closely attuned to economic, social, and cultural needs of the University's communities and constituents, and assists in ensuring that the programs and activities of Extended Campus are productive and of high quality.

Review Procedures:

All credit-bearing extension offerings are approved in advance by the appropriate University department. Each course is reviewed each time it is offered for academic rigor, student outcomes assessment, and instructor qualifications by the department faculty, chair and dean of the college. Approvals include the Provost and Vice Chancellor for Academic Affairs and Director of Graduate Studies, if appropriate.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Credit Policies:

The granting of credit for all continuing education courses is based on a consistent policy and meets the Carnegie unit standards. The initial course proposal used to create courses is approved through academic channels. Each approval includes a course syllabus outlining course outcomes, schedule and student requirements and outcomes. The University expects course instructors to maintain these standards.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

For each course or offering Extended Campus maintains a record of the syllabus or schedule, location, instructor or presenter, number and type of CEU, contact information for each student, and other relevant information such as course brochure. All certificates of completion issued are signed by the Extended Campus Director.

MSU Billings retains responsibility for course offerings, evaluations of students, and the fiscal integrity of programs. Established academic processes of program and course approval are managed by the faculty, department heads and deans of the respective colleges. Many of the courses offered through Extended Campus are taught by MSU Billings faculty for extra-compensation on a self-support basis. Extended Campus serves as the designated fiscal manager for self-support courses, but individual departments are responsible for the academic management of these courses. As part of the overall strategic planning process, Extended Campus goals and initiatives align with the University's Mission to ensure that ongoing as well as new program initiatives further the mission and goals of the campus. Contractual arrangements are consistent with Montana Board of Regents Policy, are recorded and are

regularly reviewed.

2.D – Student Support Resources

2.D.1 *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

MSU Billings offers learning environments that are engaging and exploratory through multiple service learning, internship and work study opportunities. Also, there are support services offered through the [Academic Support Center](#)¹⁴⁰ that are NADE certified. Among these resources are:

- Three learning labs conveniently located at City College, the MSU Billings Student Union, and the College of Business
- Online tutoring for writing
- College Reading and Learning Association certified program
- Sixty hours of face-to-face tutoring per week, including weekends
- Computer lab availability with calculators available for checkout

Student Opportunity Services (SOS), Upward Bound, and Educational Talent Search provide resources to address a variety of students' deficiencies or concerns, including:

- [academic tutoring](#)¹⁴¹ by SOS
- other SOS [services](#)¹⁴² that promote student success and learning needs that include mentoring, academic and financial advising, and checking out equipment for class use
- Upward Bound's six week academic [summer program](#)¹⁴³ and other [services](#)¹⁴⁴
- Educational Talent Search's [services](#)¹⁴⁵ and [activities](#)¹⁴⁶

2.D.2 *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The [University Police Department](#)¹⁴⁷ provides law enforcement services to the University for the safety of students, faculty, staff and guests. Seven sworn police officers certified by the State of Montana handle police and criminal matters on all MSU Billings property and provide other Public Safety services including parking, emergency management, and building safety.

All officers have successfully completed training at the Montana Law Enforcement Academy and enforce all federal, state, city laws and ordinances, and University policies, applying proactive patrol techniques to monitor University property during business and non-business hours. On the University Campus, officers are on duty 24/7; on the City College Campus, an officer remains on duty from 10 a.m. to 6 p.m., and patrol cars frequent City College Campus to

provide security during evening classes. Officers conduct monthly inspections of each building to check for safety hazards, suspicious activity, security concerns, or building mechanical malfunctions.

Officers respond to any report of criminal behavior, safety, emergency, or security concerns. They also respond to service-related requests such as escorting students to their campus destinations, transferring University money, addressing parking issues, and granting building access during non-business hours. Officers monitor the campus by vehicle, on foot, or on bicycle. They maintain communication with dispatchers and with night watch staff in residence halls during non-business hours.

University police are active members of the [University Safety Committee](#),¹⁴⁸ comprising a variety of campus representatives. The Police Chief is a member of the University Emergency Crisis Communications Committee (see "[Emergency Preparedness](#)"¹⁴⁹). As an example of the responsiveness to emergent safety issues, following the spring 2007 Virginia Tech campus shooting, the University Safety Committee changed the [emergency response plan](#).¹⁵⁰

To assist with addressing potential threat from a student in a classroom or addressing behavior deemed inappropriate, the VCSA has developed [Classroom Behavior and Suspicion of Threat](#)¹⁵¹ procedure, a [Student Behavior Report Form](#),¹⁵² and [guidelines for faculty](#)¹⁵³ to use when dealing with distressed students (including referral procedures).

The University Police department clearly articulates its policies concerning [Community policing](#),¹⁵⁴ [mission statement](#)¹⁵⁵ and [services](#).¹⁵⁶ The department complies with federal law by posting the Clery Act required disclosure of campus security policy and campus crime statistics, the county sex and violent offenders' registry, the state sex and violent offenders' registry, and links to a website for information relating to identity theft. Handouts for these sites are available at the University Police Department office.

The Clery Act website is included on each copy of the parking regulations brochure, given to anyone who drives a vehicle to campus. This website is also listed on new employee application forms and posted on many campus bulletin boards.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

From 2010-2012, Recruitment Teams and Retention Teams comprised of faculty, staff, and administrators across the University and City College campuses examined recruitment and retention practices through a training partnership with Noel Levitz. As a result, fall semester 2012, the [Office of New Student and Retention Services](#)¹⁵⁷ was developed. This office brings recruitment and retention services together in order to recruit students most ready to benefit from a higher education experience, as well as to offer students the support services necessary to succeed. Special focus is on the freshman year experience. There are New Student

Specialists for both the University and City College campuses who specialize in student recruitment and College Success Specialists in each academic college who specialize in retention.

Additional recruitment services come from [Jacket Student Ambassadors](#),¹⁵⁸ a group of approximately forty student volunteers who assist the Office of New Student Services. Ambassadors must complete a selection process and required training once per semester, along with training for each project/event. Training includes the following: representing MSU Billings in a professional and positive manner, knowledge of University resources, assisting with campus visits and events and office procedures.

As aligned with the University Strategic Plan (Core Theme Two: Provide an Environment for Learning), annual recruitment and retention plans are published to review enrollment goals for students who are matched to MSU Billings programs. Through a communication flow plan, students receive timely information about the institution and its programs. New Student Specialists communicate directly with students from prospects through matriculation. Once freshman students register for orientation, one of the College Success Specialists will begin communicating with students to provide additional information about the students' academic colleges as well as assisting students with any questions they may have about beginning as a student at MSU Billings.

Beginning in fall 2012, MSU Billings began developing intentional programming to assist first-year students with their transition into the college environment. This programming includes essential components. First-time, full-time freshman are highly encouraged to enroll in a First-Year Seminar course (A&SC 111), the aim of which is providing resources, strategies, and learning environments that actively engage students in meeting their educational goals while increasing their knowledge of community, civic engagement, and service learning. First-year students are assigned to a College Success Specialist (CSS) during their first year. The CSS maintains communication via e-mail, phone calls, and face-to-face interactions to assist in providing information and guidance throughout the first year. An Academic Recovery program is provided to assist students who are on academic probation after their first semester. Through Academic Recovery, students work to earn an acceptable GPA during spring semester. The program involves both a large group session for basic information about recovery, and several follow-up one-on-one appointments to discuss student's individual needs.

When a student declares a major, typically in their second year of matriculation, the responsibility for advising that student transfers to the appropriate academic department. Generally, students are assigned a departmental advisor, who picks up where the Advising Center leaves off, and advises the student through graduation. Faculty advisors within the departments also advise students intending to transfer to another institution. For students interested in transferring to another Montana public institution, this process has been greatly facilitated by the Common Course Numbering system, whereby faculty committees across the state assign all courses common rubrics, numbers, names, and student learning outcomes.

Student Orientation Programs

Orientation programs are offered in the summer for all new freshman and incoming transfer students. Specialized orientation experiences are offered for the different populations that MSU Billings serves in order to customize content and respond to differing needs (see, in particular, orientation agendas for [Adult Learners, Online students, and Transfer Students](#)).¹⁵⁹ A half-day registration and orientation program is offered prior to spring semester for both campuses. Each college then offers a short college-wide orientation program on New Student Day, the day before regular classes begin.

University Campus. Summer orientation programs were re-vamped in 2010, and a two-day overnight orientation experience is offered 4-5 times throughout the summer for traditional-aged college freshman. Family programs run simultaneously for the parents and other supporters of students. A one-day orientation is offered for both transfer students and for adult learners.

City College. City College has a separate summer Orientation program. New students attend one of fifteen small registration sessions and one of two large orientation sessions. At the registration sessions, students take the COMPASS placement test, attend an advising overview presentation, meet individually with an academic advisor, and register for classes. Transfer and readmitting students make individual appointments with advisors. Subsequently, students attend one of two orientation sessions prior to the start of school offered at various times in August and September, which provide students with critical information before fall semester. In the summer of 2013, City College is transitioning their orientation format to merge with the University Campus. All traditional-aged incoming freshmen will be encouraged to attend an overnight orientation session, in order to better connect students to services and student life offered at the University Campus. One-day transfer and adult orientations will be held on the City College campus.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Program Modification Policies and Procedures:

Procedures to eliminate or change program requirements are processed through the same set of committee approvals as are program additions. A document is prepared proposing the change or elimination, including figures on program enrollment and resources, a five-year plan for program phase-out, and a two-year staffing plan. The plan to eliminate the program must be presented two to three years prior to its elimination from the General Bulletin. The Academic Senate by-laws describe this process. In addition to these internal policies, the Office of the Commissioner of Higher Education (OCHE) has published a separate document on program modifications, terminations, and new programs. Modifications, additions, and

terminations go through all of the above-described steps, including approval by the Chancellor. Following this protocol, the University submits a letter of intent to the President of MSU Bozeman, who forwards it to the Board of Regents. Any concerns expressed by MSU Bozeman are addressed before submitting a full proposal to the BOR for review. Through [Policy 303.4—Program Termination](#),¹⁶⁰ the Board of Regents has established a two-step process by which program terminations are discussed at two separate meetings before BOR approval.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) [Institutional mission and core themes](#);¹⁶¹
- b) [Entrance requirements and procedures](#);¹⁶²
- c) [Grading policy](#);¹⁶³
- d) [Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings](#);¹⁶⁴
- e) [Names, titles, degrees held, and conferring institutions for administrators and full-time faculty](#);¹⁶⁵
- f) [Rules, regulations for conduct, rights, and responsibilities](#);¹⁶⁶
- g) [Tuition, fees, and other program costs](#);¹⁶⁷
- h) [Refund policies and procedures for students who withdraw from enrollment](#);¹⁶⁸
- i) [Opportunities and requirements for financial aid](#);¹⁶⁹ and
- j) [Academic calendar](#).¹⁷⁰

The MSU Billings General Bulletin is readily available for view or download to the public through the MSU Billings [Catalogs webpage](#).¹⁷¹ All of the material requested is available at the links provided above.

2.D.6 Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

The curriculum at MSU Billings is intentional in its design, and dedicated to helping students achieve measurable outcomes during their educational experience. The curriculum aims to provide the knowledge, skills, and foundation necessary for success in life beyond the university. Each MSU Billings program that leads to licensure or which has unique requirements for employments is clearly described in appropriate programs' webpages and in the university catalogs. For examples, see the College of Education [Special Education Endorsement Project](#),¹⁷² and the College of Allied Health Professions [Master of Science in Rehabilitation and Mental Health Counseling Program](#)¹⁷³ on the MSU Billings website. For examples as they appear in university catalogs, see the College of Business [Accounting Option](#),¹⁷⁴ the [College of Education](#)¹⁷⁵ licensure information, and the College of Arts & Science's [Medical Laboratory Science Option](#)¹⁷⁶ from the General Bulletin, and City College's Nursing licensure eligibility requirements in the City College [Nursing Handbook](#).¹⁷⁷

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Access to all campus data conforms to the MSU four-campus [Enterprise Data Stewardship Policy](#).¹⁷⁸ The Office of Admissions/Records/Registrar initiates, maintains and approves access to all student records in compliance with [American Association of Collegiate Registrars and Admissions Officers](#)¹⁷⁹ policies on retention of records. Student identifiable records are shredded when the office files are purged. Release of information is conducted in accordance with FERPA regulations and University policy as published in the [General Bulletin](#).¹⁸⁰ There are three types of student record storage systems on the MSU Billings campus. Current student data since 1999 are stored in the multi-campus Enterprise Information System (EIS), student records from the older campus VAX system are stored in the campus data warehouse, and student data from the pre-computer era are stored in secure office files. Each system and disaster recovery system is described below.

- Current electronic student records are maintained by the MSU system's four institution EIS, SCT SunGuard (Ellucian) Banner system, which resides in Bozeman. Permissions are granted to employees by the supervisor completing the [Banner Account Request Form](#).¹⁸¹ This is approved by the employee supervisor, MSU Billings Registrar, and the MSU Student Module Team Leader. Once this documentation is complete, employees are granted access to the appropriate student tables for MSU Billings. They also receive training on Banner navigation and security concerns before accessing student

information. The EIS resides at MSU in Bozeman and has a daily, weekly, and monthly backup cycle; tapes are stored on the Bozeman campus. There is a Disaster Preparedness Plan detailing backup for the live EIS database for all four campuses on the MSU Billings site which has been funded since FY 2009. See Electronic Resources in the Year Three Report [SharePoint](#) site for the MSU Multi-Campus Disaster Recovery Plan.¹⁸²

- The Office of Admissions/Records/Registrar retains office files and email that relate to students' official records. The electronic student files that were part of the legacy VAX system are stored in an MSU Billings campus data warehouse which runs on Microsoft SQL Server. Access and permission to the transcripts follow the same process as the campus portion of the EIS. All electronic files include the original copy, a mirrored duplicate, and a tape backup. The electronic files are in a secure machine room and are backed up to tape daily, weekly, and monthly. The tapes are stored both on-site in McMullen Hall and off-site at the City College Campus. Older non-electronic transcripts (pre-1980) are secured in fireproof files and stored in the McMullen Hall basement. A four-campus initiative for document imaging was established in September 2004 and has been on the multi-campus priority list but has not received the required funding for the four campuses.
- Students applying to the TRiO programs must complete an application. Data from the application is entered into a database system that is backed-up to the University server. Students, and their parents if the student is underage, must sign a Consent of Release for academic records. Applications are retained in locked file cabinets.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The [Office of Financial Aid and Scholarships](#)¹⁸³ makes a wide variety of types of financial aid available to students at MSU Billings. The University [General Bulletin](#)¹⁸⁴ and [website](#)¹⁸⁵ include detailed information on financial aid, including eligibility requirements, application procedures, cost calculators, deadlines, and other financial resources. Other offices that cater to specific populations on campus also provide assistance. The [Student Opportunity Office](#),¹⁸⁶ [Upward Bound](#),¹⁸⁷ and [Educational Talent Search](#)¹⁸⁸ offer financial aid advising to students and their parents, assist students in accessing financial aid and scholarship information, provide assistance with FAFSA completion, and offer workshops on financial literacy and loan repayment.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Students borrowing money through either the Perkins loan program or the Direct Loan program are informed of their repayment obligations prior to the disbursement of any loan funds. Students are required to complete entrance counseling and a master promissory note. MSU Billings has partnered with [Student Assistance Foundation](#)¹⁸⁹ (SAF) by locating an SAF staff member in an office next to the Office of Financial Aid & Scholarships to personally assist students with loan repayment options. Students and families can find resources on the [Financial Literacy Resources](#)¹⁹⁰ page. The loan programs are regularly monitored through state reporting to Student Financial Services.

The MSU Billings Office of Financial Aid and Scholarships encourages students and families to learn more about the money they borrow and the money they spend. Financial Literacy is a collaborative effort at MSU Billings to not only reach students and parents, but to provide training to faculty and staff so the entire University can help provide information about the importance of managing money. From orientation, to academic advising to first-year seminar classes, students find financial literacy a component of their experience at MSU Billings. Investing in college is an important decision and MSU Billings is committed to educating students so they have solid financial habits in school and beyond.

Key elements of the institutional commitment to see that students and their families become more financially literate include Financial Aid staff presentations at FAFSA presentations night, College Goal Montana, high school workshops, mentorship and Resident Hall Advisor training, and other venues to share information regarding loans and other types of financial aid. The goal is to have an informed community. Examples of the resources used at these presentations are the Council for Opportunity in Education materials on "Protecting and Rebuilding your Credit" and "Financial Planning made Easy."¹⁹¹

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Advising

Mandatory academic advising is provided to all new admit, readmit and transfer undergraduate students, at both the University and City College campuses, through the [Advising Center](#).¹⁹² The Advising Center also offers mandatory and centralized academic advising for students who have not yet declared major, international students and students on Satisfactory Academic Progress warning with Financial Aid. Students are assigned to [advisors](#)¹⁹³ by academic program areas.

On the University Campus, with the exception of some pre-professional majors, students who have declared a major are transferred to faculty advisors in their major department shortly after declaring a major. This allows for decentralized advising at the sophomore level and above, tailored to the students' need by major or by discipline. On the City College campus, due to length of study in certificate and two-year associate degree programs, students are transferred to a faculty advisor during their first semester. The exceptions to this general rule are students completing prerequisites in health programs that require competitive entrance, such as the Associate of Science in Nursing. These students remain with the Advising Center until they are accepted into the competitive entrance programs or declare a different major/program.

The Advising Center on each campus may retain a student longer if the student is on academic probation. Additionally, though a student is assigned to a faculty advisor, that student may continue to use the Advising Center (either campus) for assistance with adding, dropping, withdrawing, answering registration and degree questions, and obtaining other resource materials.

Regular and frequent interface between the Advising Center and academic departments allows both center advisors and faculty advisors to remain current in degree program requirements. Interfaces may include daily correspondence with faculty or department chairs, department meetings or larger College governance group for discussions, and clarification regarding ongoing program revisions and immediate advising issues.

Students receive a letter and an email from the Advising Center about their assignment to a faculty advisor. Simultaneously, the Advising Center forwards the student's file to the faculty advisor so that students get consistent and seamless service. This process is enhanced with current DegreeWorks package added to the Banner system as it will allow electronic records to be accessible to the student, faculty advisors and advising center advisors.

Advising services at MSU Billings and City College use the full intake, split model, whereby students are provided a central location to begin their advising experience while more specialized knowledge and mentorship come from faculty advisors after leaving the Advising Center. This model allows students one place to discuss the various majors and minors and gather information about campus resources and policies, where students can easily access services as they begin their enrollment. The Advising Centers at both campuses works closely with other Student Services through meetings and/or referrals to the Academic Support Center, Career Services and the Student Success Coordinator.

Advising Center advisors assist students in the following specific areas:

- Developing plans of study
- Assisting with placement into appropriate math and English courses based on ACT, SAT, Montana University System Writing Assessment (MUSWA) score and COMPASS or transfer course equivalency

- Selecting and registering for courses.
- Evaluating transcripts for Advanced Placement credit, military credit, and credit from previous post-secondary institutions attended.
- Providing information about General Education major(s), minor(s), and elective requirements. This information is delivered to students by a paper format of Advising Worksheet and effective spring 2013 semester students will have access to their degree information electronically by utilizing Degree Works.
- Collaborating with other departments throughout the semester to connect with students about advising and registration (i.e. presents advising information to First Year Seminar courses, sets up a registration information table in Athletics and Student Health Services during Advising Week, provides advising in the Residence Halls twice a semester for students in the halls.)
- Providing information and referral to campus resources and other Student Affairs offices as appropriate (i.e., Career Services, Academic Support Center)
- Withdrawing from, dropping and adding courses
- Assisting in follow-up with students not in good academic standing
- Assisting with visits or calls to community and Tribal Colleges to meet transfer students
- Advising potential new students when they are on campus for a tour.
- Advising students during Orientation and University Connection events.
- Offering additional support to students not accepted into competitive programs through career advising and exploration of alternate majors

Student Affairs began an intensive consulting process with Noel Levitz in 2010-2012 on Retention, Recruiting and Financial Aid practices. This process included campus-wide working committees comprised of representatives from both Student Affairs and Academic Affairs who reviewed, modified and assessed services related to retention, recruiting and Financial Aid. Additionally, student enrollment planning committees and campus-wide committees such as the Enrollment Management Team were developed. While these changes are currently on-going with and continuing to review data, MSU Billings will resume its participation in the Noel Levitz Student Satisfaction Inventory (SSI) in Spring 2014 as further assessment with a repeat of the SSI on a two or three year cycle.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

The [Student Union and Activities Office](#)¹⁹⁴ provides the support and leadership for the registration, operation, and function of all student clubs and organizations. The Student Union and Activities Office develops an annual cycle of events for student organizations that includes registration and training, event planning, and recognition. Student organization classifications include: leadership, academic, religious, social, and recreational.

The [Experience Leadership Program](#)¹⁹⁵ coordinates a four-year leadership program that provides students with an opportunity to engage in meaningful leadership opportunities and

includes academic classes that support the education and mission of the Leadership program. A team of professional staff provide the support and leadership for the Student Leadership Program.

The [Office for Community Involvement](#)¹⁹⁶ (OCI) focuses on connecting service and community engagement into all aspects of student clubs and organizations and activities. The University's core theme of civic engagement is connected to student organizations through opportunities to be involved in civic engagement as a part of the student leadership experience. The OCI is also closely associated with the First Year Experience program, as well as academic programs that emphasize service learning opportunities.

The [Student Life Office](#)¹⁹⁷ oversees more than fifty student organizations. Students are encouraged to join at least one club during their college careers. Student organizations are consistent with the institution's mission, and facilitate student involvement in academic, departmental, cultural, religious, performing arts, student government, literary, honorary, and service activities on campus and in the larger Billings community.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The areas of auxiliary services and Student Life work closely as a team to provide services and programs that enhance the student experience and allow the students to be successful in the classroom. A long range [Auxiliary Master Plan](#)¹⁹⁸ was developed in 2011 and is being implemented in phases to help guide facilities and program plans to provide for growth and development of auxiliary services. The MSU Billings Strategic Plan calls for reviewing this plan on an annual basis to help keep it current with campus developments.

Student Life and Auxiliary Services includes the following operations:

Housing and Residence Life

The [Housing and Residence Life](#)¹⁹⁹ program on campus provides residence housing for approximately 500 students and ten families. The program coordinates all basic housing services, as well as including a strong educational component. Programming and support services include health and wellness programming, academic support and intervention, and paraprofessional and professional staff serving as a resource for students.

The Housing and Residence Life Office seeks input and guidance through annual surveys from constituents and makes recommendations for change based on survey results. A committee on Housing and Dining meets as needed to review programs, make recommendations, to review potential changes or updates, and to serves as a feedback and advisory committee.

Student Union & Activities/University Events

The [Student Union and Activities Office](#)²⁰⁰ provides the following functions: event management across the University, City College and Extended Campus; student life and student activities; operations of the Student Union Building; and student leadership positions.

Students are involved and engaged through various services in the Union including Student Government, Student Activities Board, student organizations, and student building manager positions.

The Student Union Advisory Board includes: students, faculty, staff and makes recommendations on policy and space usage.

Dining Services

Sodexo [Dining Services](#)²⁰¹ offers residential and retail dining locations at the Rimrock Café, Stingers Bistro, SUB Connection, Jazzman's, and City College. Various dining options are available year round and at various times throughout the day.

The students, faculty, and staff are surveyed annually regarding the dining services operations, Regular meetings with the management, and the Housing and Dining Committee continuously analyze the quality of services.

Campus Store/Bookstore

[Jackets and Company](#),²⁰² the Campus Store, offers services at the University Campus Student Union location and at City College. The store provides the following services: textbook sales (on-line and in the store), clothing and school supplies, electronics, C-store, and Custom Shop. The store is open daily year round and during weekend and evening hours. Students are involved through the student manager program and provide a student view on operations of the store.

Student Health Services

Student Health Services (SHS) partners with St. Vincent's Hospital to provide services at the University and the City College locations. The services offered include: basic health care services through mid-level providers, outreach and educational programming, mental health counseling, and student wellness.

The [Student Health Center](#)²⁰³ provides opportunity for student input and guidance through participation in the national surveys as well as local campus surveys. The Director of SHS, works closely with the Residence Hall Staff and Student Government to ensure the services and programs offered are meeting the needs of the students.

Child Care Center

MSU Billings partners with Children's Choice to operate the [William R. Lowe Child Care Center](#)²⁰⁴ on the University Campus. The center is open Monday to Friday providing child care for infants through age 6. The Center is in the process of obtaining NADE accreditation. The

Director of Student Life and Auxiliary Services works closely with the Director of the Child Care Center to manage the operations.

The Child Care Advisory Board, consisting of faculty, staff, and students meets to provide input on policy, program, and rates.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

MSU Billings subscribes to the National Collegiate Athletic Association's (NCAA's) important [Principle of Institutional Control](#),²⁰⁵ (PIC) which states, "It is the responsibility of each member institution to control its intercollegiate athletics program in compliance with the rules and regulations of the Association." The MSU Billings Director of Intercollegiate Athletics reports directly to the Chancellor as of June 1, 2013. According to the PIC, it is "the institution's president or chancellor who is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures." To facilitate the Chancellor's oversight of the intercollegiate athletics program, the MSU Billings Director of Intercollegiate Athletics meets regularly with the Chancellor to review components of the intercollegiate athletics program, including but not limited to budgeting, staffing, academic achievement, gender equity, scholarships/financial aid, strategic planning, policy making, sponsorships, and NCAA compliance.

A portion of the University's intercollegiate athletics program's mission and vision statement reads as follows:

"The [Yellowjacket Athletics](#)²⁰⁶ program at MSU Billings exists for the benefit of the student-athletes involved in the program. The program is built on strong, sound philosophical and educational principles. More specifically, the program is guided by a well-established operational taxonomy related to the physical domain, the psychomotor domain, the cognitive domain, and the affective domain of each student-athlete (Bloom's Taxonomy).

Within the physical domain, the Yellow jacket Athletics program provides opportunities for student-athletes to enhance their strength, endurance, and other physical capacities through the medium of physical conditioning and fitness development. Within the psychomotor domain, the athletics program enables student-athletes to enhance their neuromuscular development through advanced skill acquisition and execution. Within the cognitive domain, the program provides opportunities for student-athletes to enhance their intellectual development with respect to athletics as well as academic achievement. Finally, within the affective domain, the Yellow jacket Athletics program enables student-athletes to develop personally, socially, and emotionally through a variety of experiences associated with teamwork, goal setting, overcoming adversity, honesty, ethics, sportsmanship, self-esteem, etc."

As an active member of NCAA Division II since 1979, the intercollegiate athletics program conducts a comprehensive self-study as required by the NCAA every five years using the NCAA's Institutional Self Study Guide to Enhance Integrity in Intercollegiate Athletics (ISSG). The most recent review occurred in 2012.

Intercollegiate Athletics Goals and Objectives

Goals, objectives, employee expectations, policies, and procedures are clearly written and reviewed at least annually, by each member of the intercollegiate athletics program. Each employee in intercollegiate athletics receives a written copy of the department's policies and procedures. These are reviewed by the Director of Intercollegiate Athletics with each employee. As policies and procedures are revised and updated and as new policies and procedures are added, each employee receives a revised written copy

Annual employee evaluations are based upon written expectations as stated in each employee's annual written letter of appointment. The employee evaluation process begins in March with each employee preparing and submitting a self-report/self-evaluation based upon his or her written position description. This process is similar to that used by faculty as each faculty member prepares and submits a narrative and supporting documentation related to expectations of faculty. The review materials are forwarded to the Chancellor with written narratives accompanying the review packets at each step.

For example, an assistant coach submits his or her written self-report to the respective head coach. These materials and the head coach's comments are forwarded to the Director of Intercollegiate Athletics. The Director prepares a narrative to be included with the evaluation packet and forwards the materials to the Chancellor.

The duties and authority of the Director of Intercollegiate Athletics, the Faculty Athletics Representative (FAR position is required by the NCAA), and the Senior Woman Administrator (SWA position is required by the NCAA) are clearly articulated and implemented in the course of each person's daily responsibilities and activities.

The fourth person in the NCAA's overall plan for institutional control is the Chief Executive Officer (CEO); at MSU Billings, this is the Chancellor. The Chancellor is very closely involved in the oversight of every aspect of the intercollegiate athletics program, including but not limited to budget management, hiring and evaluating employees, policy development and implementation, strategic planning, and oversight of gender equity.

Intercollegiate Athletics Admissions, Collaborations, Academic Success and Graduation

Student-athletes at MSU Billings must meet all of the published admissions criteria required of all students entering the University. In addition, freshmen student-athletes must meet specific academic requirements in at least sixteen core areas as set by the NCAA and are evaluated

independently by the NCAA Eligibility Center in Indianapolis, IN. Although it is possible for students at City College to be eligible to compete in intercollegiate athletics at MSU Billings, those students must meet the admissions criteria as required on the University Campus.

All athletic aid offered by the intercollegiate athletics program is administered by and overseen by the University's office of Financial Aid. The intercollegiate athletics program works closely with the Director of Financial Aid, who signs each written offer of athletic aid to prospective student-athletes as part of the written scholarship offer made by the intercollegiate athletics program. All athletic aid is given within strict compliance of NCAA rules and regulations.

Each student-athlete's transcript is evaluated at the end of each semester by the Director of Intercollegiate Athletics (AD) and the NCAA Compliance Coordinator/Senior Woman Administrator (SWA) to ensure satisfactory progress toward degree completion and minimum NCAA academic standards. Student-athletes maintain close communication with their head coaches, academic advisor in the advising office or academic department.

The Department of Intercollegiate Athletics works closely with Student Affairs staff. Regular communications exist between Athletics and the respective offices in housing, admissions, and financial aid.

Coaches work closely with the admissions staff when recruiting student-athletes. The admissions staff is a great help in sending application materials to these prospective students and helping with the registration process. Once enrolled, student-athletes and their coaches work closely with the advising staff so student-athletes register for the proper classes. Coaches frequently monitor the academic progress of student-athletes.

If a student-athlete is involved in a student conduct issue in the residence halls or elsewhere on campus, Athletics works with Student Affairs to address concerns. Each student-athlete is a student first, and is encouraged to take full advantage of each and every service and office on campus that will enhance the overall student experience while at MSU Billings.

Academic Achievement

The Yellow jacket Athletics program at MSU Billings values high academic achievement. In addition to providing athletic scholarships to academically qualified student-athletes, several endowed scholarships exist in the MSU Billings Foundation to reward high academic achievement to student-athletes on a competitive application basis. Many student-athletes at the University have gone on to graduate programs, both masters and doctoral, as well as to medical schools.

MSU Billings coaches are expected to mentor their student-athletes to achieve excellent grade point averages. MSU Billings Intercollegiate Athletics' commitment to high academic achievement is demonstrated by student-athletes consistently maintaining an overall department-wide cumulative GPA above 3.00.

Coaches monitor mandatory class attendance of their student-athletes, and conduct academic progress reports across the course of each semester. Study periods are common among teams, both at home and on the road. Student-athletes communicate their travel dates to faculty early each semester and make plans to make up work they will miss. NCAA Division II prides itself on both athletic and academic excellence and the balance between the two. The University does likewise.

Graduation Rates

Each year, MSU Billings reports its official student-athlete graduation rates (commonly known as the federal rate since the definition and method of calculation are defined by the federal government). More recently, a new NCAA calculation known as the Academic Success Rate (ASR), a calculation that includes the six-year graduation rate of all student-athletes, including transfer students and those who did not receive athletic aid is also reported.

The most recent graduation rates report and academic success rates report, tracking the 2002-2005 cohorts, indicate the following:

- The MSU Billings overall, general student graduation rate, using the federal government definition, of 33% with a student-athlete graduation rate of 50% and an academic success rate of 79%.

At MSU Billings, women's basketball, women's soccer, and women's tennis led the way with an ASR of 100%, with women's cross country/track & field at 91%, women's golf 86%, and women's volleyball and softball 80%. On the men's side, men's golf leads with an ASR of 86%, followed by men's basketball at 77%, men's soccer 72%, baseball and cross country/track & field 64%, and men's tennis 60%. Links to all reports may be found at the [NCAA Education & Research](#)²⁰⁷ site (under Division II).



2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Student and employee accounts are generated in the application and hiring process, respectively. Each has a set of criteria to identify the student or employee that meet the appropriate standards. Once the person has been entered into Ellucian Banner, a Generated ID (GID) and a Third Party ID [firstname.lastname(one up number)] is assigned. The person must use these identifications to conduct business with the institution.

The online system takes a feed from the EIS (Banner) to create the person and attached course information. The campus also takes a feed from the EIS (Banner) to create a user account using the Third Party ID in an LDAP. The LDAP is used to identify the student for any access to the online system and must match that used in the EIS. There are no additional charges to students for identity verification.

Accounts are generated automatically in the learning management system (LMS) as authorized by the Banner system for current or upcoming terms. Additional access to accounts must be authorized by the requesting party, department chair, dean, provost, and CIO and is for a specified time to perform related duties such as access for teaching assistants, peer review, disability services, and other academic processes. Account usernames and passwords are tied electronically with those used for paying bills, registering for courses, and accessing other personal information. Passwords require changing every 180 days.

The LMS has features that allow faculty to create multiple choice exams with similar but different questions for sets of students. Training and support is provided by the e-Learning staff. Plagiarism may be monitored by faculty using TurnItIn. The e-Learning staff members provide training and support to faculty for using this resource.

Faculty members are increasingly using a proctoring system to further assist in certifying student identification. The campus Space Use Committee is currently reviewing space to locate a large proctoring center. Many faculty members require their students to take a proctored exam on campus or go to a proctoring center at their own cost if not on campus.

2.E – Library and Information Resources

2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.*

Since the institution's founding, the library has been a core part of the curriculum at MSU Billings, providing for the informational and educational resource needs of MSU Billings students, faculty, and staff, as well as members of the larger Billings community (see the [About the Library](#)²⁰⁸ page). Originally housed in the main campus building (now McMullen Hall), a separate library building was built in 1969. The facility, which has undergone many renovations, consists of three floors for a total of approximately 58,000 square feet.

The library has been a selective depository library (currently, approximately 44%) in the Federal Depository Library Program since 1958. Over the past 10 years, staff members have worked diligently to catalog the entire government documents collection. Print and microfilm holdings have been reduced, and whenever possible, electronic formats are selected. The library uses MARCIVE to incorporate catalog records that enhance electronic access to government documents. Criteria for weeding in government documents center on relevance to MSU Billings’ curriculum, and to the local, state, and regional communities (see the Library’s [Collection Development Policy](#)²⁰⁹). The library works closely with the Regional Depository Library at University of Montana in Missoula to follow appropriate weeding processes and requirements.

The MSU Billings print collection consists of approximately 230,000 items (see the updated [Association of College and Research Libraries Statistical Report 2012](#)²¹⁰ and the [National Center for Library Statistics Academic Library Survey, 2012](#)²¹¹). The library uses YBP as a book vendor, and receives slips for review through an approval plan based on a profile on file with YBP. A Collection Development team comprised of library staff meets weekly to review these slips and consider requests from students and faculty. In addition to YBP, the library subscribes to Amazon Prime in order to facilitate more timely purchases of requested materials.

Each librarian is assigned to academic colleges or departments as [liaisons](#).²¹² Through ongoing relationships with departmental faculty, librarians solicit recommendations for purchases. Librarians also remain current with campus curricular needs by participating in committees such as the General Education and Graduate Studies committees. The Director learns of new curricular offerings at Provost Council.

To support the growing number of international students at MSU Billings, the library collaborated with the Office of International Studies and Outreach to create a special [international collection](#).²¹³ Located in its own room on the third floor, this collection houses books in the seven first languages of current international students, as well as ESL resources divided by reading level.

The library has a limited [audiovisual collection](#).²¹⁴ For several years, DVDs have been purchased through a partnership with the Associated Students of MSU Billings (ASMSUB). These videos are primarily recreational in nature but are popular among students. A small collection of audiobooks, primarily award winners and items specifically requested in audio format by faculty, is also available.

In the face of steadily rising subscription costs, the library reviews journal subscriptions annually and makes retention decisions based on in-house and interlibrary loan [usage](#),²¹⁵ as well as full text availability. At the same time, every effort is made to expand ejournal offerings. Through collaborative partnerships with MSU Bozeman, the library has been able to affordably subscribe to such packages as Taylor & Francis, JSTOR, and OVID.

The [Special Collections and Archives](#)²¹⁶ focus on the history of MSU Billings and the local area. Noteworthy collections within the Archives include University Archives, the Barstow Ledger Art Collection, the Artists' Book Collection, the Terry C. Johnston Collection, a small collection of Andy Warhol drawings, and the Dudley White Collection.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Decisions about collections are driven by usage data and faculty input. First-line decisions are made according to [usage statistics](#),²¹⁷ typically focusing on older materials that have not circulated in many years. Since MSU Billings is not a comprehensive research institution, the library's resources constitute a working collection, which must be current in order to be useful to students. With their subject knowledge, faculty members identify materials that are seminal works in the field.

In recent years, staff members have been weeding extensively after a prolonged period when weeding did not occur regularly. Education, Science, Psychology, Business, and Sociology are completed at this time. To ensure that capture of all appropriate faculty input, weeding projects are discussed with the [Library Committee](#)²¹⁸ of the Academic Senate. The committee is comprised of representatives from each college. With broad representation, the committee is able to identify additional cognate areas with interest in a specialized area, such as Rehab Counseling in relation to Psychology, in order to assure appropriate collection items are kept or discarded.

The library makes every effort to acquire books, journals, and electronic resources recommended by faculty. [Liaison librarians](#)²¹⁹ regularly call for suggestions in college and department meetings, and faculty representatives on the Library Committee are also asked to recommend additions to the print and electronic collections. In making these acquisition

decisions, the number of majors in the field is considered , as exemplified by the decision in 2010 to subscribe to Communication & Mass Media Complete.

In terms of budget considerations, the library enjoys the support of the University administration. While never adequate to purchase or subscribe to all the desired resources, the library budget has been spared drastic cuts. For FY2013, the [materials budget](#)²²⁰ (primarily for purchases/subscriptions of books, periodicals, and DVDs), was \$102,874. In addition, the library is the recipient of one-time-only funding distributions along with the five academic colleges. The library is also able to use funds supplied by the student Equipment Fee. Each student pays a Library/Assessment Fee each semester. In FY2013, this fee totaled \$42.80 per student (\$17 for the library, \$25.80 for the Provost Office for program assessment and accreditation). The library fee is generally used for electronic resources. Finally, an endowment built in the 1990s supplements activities that enhance the library's mission.

The City College Library also has a [modest budget](#),²²¹ separate from the University campus. All databases are shared across both campuses. Every effort is made by the Director and the liaison librarian to solicit requests for both print and electronic materials from City College faculty.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library has an extensive instruction program, consisting of traditional bibliographic instruction, one-on-one consultations, other workshops, online tutorials, and a library presence in Desire2Learn (D2L).

The library offers traditional instruction sessions in two rooms equipped with SMART Boards at the University Campus library. Liaison librarians reach out to assigned colleges/departments and offer to provide instruction. Staff members frequently deliver [face-to-face instruction](#)²²² in classrooms on both campuses.

An integral part of the instruction program is the offering of LS125, Research in the Information Age, a three-credit course that satisfies the General Education Global Academic Skills Information Literacy and Communication category (see the Global Academic Skills [category description](#)²²³ and a [course description](#)²²⁴). Offered since 2007, this class is taught by librarians and is offered both face-to-face and online. It covers basic aspects of information literacy and introduces students to library resources (see course evaluations and syllabi for [LI 125 Research in the Information Age](#)²²⁵).

Each semester, librarians offer other training as well. In Fall 2011, courses were offered in Microsoft Word, Excel, and PowerPoint. In Fall 2012, workshops were offered in subject-specific areas including Business, Education, Humanities, and Allied Health, as well as sessions offering help with downloading and using ebooks. The constant message to faculty is that library instruction works best when working with a specific class on a specific assignment.

In Spring 2012, the library piloted a Book-a-Librarian program in order to reach out to students and faculty on a more individualized basis. These sessions offer one-on-one instruction at a recently-reconfigured service desk.

The library has created web-based tutorials using Camtasia in most common subject areas and addressing the most common questions. In Spring 2013, the tutorials were moved from Java-intensive flash-based tutorials to YouTube posts in order to improve access for all devices. The move also made tutorials more easily postable in social media outlets such as Facebook (see examples of library tutorials and other instructional resources at the [How Do I...?](#)²²⁶ page.

The library has always maintained a strong presence in online learning, with librarians serving on e-Learning committees and initiatives over the years. Beginning in Fall 2012, the library increased its presence in D2L, the campus course management system. A [general widget](#)²²⁷ containing contact information and links to basic resources is included in each D2L shell. Librarians are in the process of developing subject-specific widgets, with widgets live in History, Communication, and Education. These enhance the library's presence and also provide a face of the library for distance students. The library's presence in online learning will increase further with a newly-created [Distance Learning Librarian](#)²²⁸ position. This position, which tasked with supporting both faculty and staff utilizing library resources at a distance, was filled in early 2013.

The library is involved in technology usage for campus. One of the largest and most highly-used computer labs, the Information Commons, is located on the library's first floor. Scanners, copiers, and printers are available. At City College, the library contains a large computer lab area and is integrated with the Academic Support Center. Because of its excellent working relationship with the IT Department, the library is often the testing ground for new technologies, such as the pay-for-printing system being implemented campus-wide.

Professional development funding is available for librarians to attend conferences in order to improve instruction and other skills. Library staff members (both librarians and classified staff) regularly attend state, regional, and national conferences.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The library is very much a part of the campus culture of assessment and accountability. In fall 2010, the library hired an Assessment Librarian who is tasked with collecting and examining data about the library's services and collections. Data are collected for the National Center for Educational Statistics (IPEDS) and for [ACRL](#).²²⁹

In addition to these statistical reports, the library also conducts regular surveys of patrons. In Fall 2006, LibQUAL was used. This came at a difficult time, as the University was in the midst of transitioning to a central email portal, and resulted in many complaints from both faculty and students. However, useful data were gleaned from this early effort, and several follow-up focus groups were conducted.

In Spring 2012, with assistance from the faculty Library Committee, a [survey of faculty](#)²³⁰ was conducted. In response to comments made on the survey, the library has subsequently marketed ebooks and DVDs to faculty and increased cultural outreach/programming. The number of online tutorials for library resources has also been increased. Finally, funding was secured in spring 2013 to hire a Distance Learning Librarian, assigned specifically to promote library services to both students and faculty and also to assist other librarians in their outreach.

The University Campus library staff consists of [twelve FTE](#),²³¹ including six professional librarians, four classified technicians, one administrative associate, and one director, while the City College library is staffed by two 0.5 FTE clerks. For an institution of MSU Billings' size, the library is well staffed. This allows librarians to specialize their services, including assignments over collection development, instruction, technical services, assessment, archives, and distance learning (see [Position Descriptions](#)²³² on the library's website).

The library has a good working relationship with other departments on campus. The Director meets regularly in Provost Council, where information is exchanged and plans are made with deans, directors, and Student Affairs. With a large computer lab housed in the library, the relationship with Information Technology (IT) is very important. IT and Facilities Services have been responsive to changing library needs. Further, as personnel needs change, Human Resources has been helpful in adjusting position descriptions and updating organizational reporting structures.

Sections of the library's three-credit General Education course, LS 125 Research in the Information Age, are assessed in several ways. Each semester, instructors collect student evaluations, instructor peer evaluations, sample assignments, and a self-evaluation (see course evaluations and syllabi [here](#)²³³). These materials are reviewed by the Director in regular meetings with teaching librarians.

Professional development funds are available for both professional and classified staff to attend conferences in order to stay current in their areas of responsibility. Many staff members attend the Montana Library Association annual conference, as well as the Pacific Northwest Library Association, Mountain Plains Library Association, and ACRL conferences. Librarians with specific responsibilities also attend more focused conferences, including the ARL Assessment Conference and the SLOAN-C conference on distance education. Personnel attending conferences provide reports on their experiences at staff meetings.

The library has been closely involved in the development of the University Strategic Plan. The Director and some librarians participated in retreats in summer and fall 2012 as the plan was developed, submitted to the Board of Regents, and ultimately approved. Over the past two years as this process has continued, the library has maintained a set of [strategic goals](#)²³⁴ aligned with the University's [core themes](#).²³⁵ A more extensive library strategic plan will be developed by December 31, 2013.

Usage of facilities is closely monitored. The library consists of three floors, with a total of approximately 58,000 square feet. Parts of the collection are housed on each floor. The first floor also includes a large computer lab called the Information Commons. Group study areas are available on each floor. In summer 2012, thermal counter units were installed at the library's main entrance in order to better count the [number of persons](#)²³⁶ visiting the facility daily.

2.F – Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

MSU Billings has a long-standing reputation for stability and excellence in financial management. It consistently operates within annual budgets. Annual audits have found no irregularities, and the few recommendations made by auditors have been appropriately addressed. Just as notable, the administrative leadership and staff have expertise that is used across the University — from budgeting for academic planning to enrollment management forecasting. That expertise and commitment to *Access and Excellence* at all levels significantly contributes to delivery of a unique student learning experience and demonstrates responsible stewardship of resources.

Adequate resources are allocated to ensure both the success of the strategic initiatives and the maintenance of current obligations. As an institution, MSU Billings balances its budget annually; the University has not and is currently not operating in a financial deficit. The adequacy of financial resources is demonstrated in published financial reports, including financial statements, budgets and audits. Academic programs requiring extra funding in addition to

departmental operating budgets requests, and if approved, charge a BOR-approved fee to the students enrolled in specific programs or courses.

MSU Billings financial statements show a history of financial stability. [Audited financial statements](#)²³⁷ are consolidated for all units of Montana State University. The Basic Institutional Data Form tables, IPEDS, and the information found in the unaudited supplemental section of the financial statements for MSU Billings also provide evidence of financial stability. No deficits and clean audit opinions indicate financial stability. Deficits in the general operating funds are not allowed by state law and any deficits in other funds are immediately addressed and corrective action taken either through other funding sources or inter-entity loans. Negative cash balances in subfunds are not allowed for a period longer than seven days per state law.

Fiscal Officers and the Executive Budget Committee monitor all funds continuously to ensure funds are allocated and accounted for properly and within budget guidelines, and that funds are available for payment of short and long term debt and liabilities.

Reserves are held in the General Operating Budget to assure coverage of unexpected changes in revenue or expenses. A reserve for renewal and replacement of facilities funded by bond funds is required in the indenture and is held in investments by the bond trustee.

The Montana University System (MUS) hired consultant Dennis Jones from the National Center for Higher Education Management Systems (NCHEMS) to select peer institutions for each MUS unit and to compare the unit funding to that of selected peers. MSU Billings' funding was 100% of its twenty-six independently selected peers. Peer status was based on number of students and similarity of programs.

The State Legislature and the Board of Regents give the units the autonomy to allocate their resources according to campus strategic plans with an appropriate level of BOR overview. MSU Billings has complete autonomy in financial planning and budgeting for non-appropriated funds, e.g. fees, grants, contracts, etc. The internal allocation of funds is at the discretion of the MSU Billings administration (as spelled out in [BOR Policy 205.2.1](#)²³⁸ "Chancellor's Duties and Responsibilities") and allocated in accordance with priorities outlined in the strategic plan as well as recommendations from University constituents. Budget allocations are made in a series of budget meetings during which proponents of various budget items explain how their proposals address the strategic plan of the unit. A review of the budget development summary shows "additional investments" and "budget reductions" according to the strategic plan. The Board of Regents has final approval of the annual individual MUS campus budgets.

As with any educational institution, much of the MSU Billings budget is expended for salary and wages. The Montana Legislature approves a cap for state salary increases. Salary and wage rates for faculty, classified staff, and trades people are determined by collaborative negotiations but normally remain within the state approved cap. Salaries for administrators and professional staff are set by the administration with approval by MSU Bozeman, the Office of Commissioner of Higher Education (OCHE) and the BOR, depending upon type of position.

The University has a variety of revenue sources, including the following:

- General [tuition and student fees](#)²³⁹ support the education and general operations of the University.
- [State Appropriation](#)²⁴⁰ (administered according to BOR Policy 970.1 – Biennial Allocation of State Funding to Montana University System campuses) and a six-mill levy that support the education and general operations of the University. General fund money is provided to support Montana resident students. Non-residents pay 300% of resident tuition. WICHE and WUE students pay 150% of resident tuition.
- Mandatory [fees](#)²⁴¹ are charged to all students to support information technology, instructional equipment, the Academic Support Center, recreational activities, student activities, academic buildings, the library, athletics, health services and the Student Union Building.
- Course [fees](#)²⁴² are charged for specific courses having extraordinary expenses.
- Grants and contracts operations focus primarily on research, training and workforce/economic development. Indirect cost revenues from grants and contracts are allocated to: a) a central pool for institutional support (60%), b) the Principal Investigator (20%), c) the College of the Principal Investigator (10%), and d) the Department of the Principal Investigator (10%).
- Sales and service fees fund auxiliary enterprises.
- Land grant revenue, including timber sales from these lands provides income.
- Invested funds earn return-on investment interest.
- Federal and state financial aid programs help eligible students pay for their educational expenses.
- The Perkins Loan Fund and the McDonald loan fund are available for students.
- The MSU Billings Foundation secures, holds and manages endowed funds for the benefit of the University and assists in fundraising for various purposes.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

There are two levels of financial planning and budgeting. One is on the Montana University System level, the other on the MUS campus level.

Budgeting for the MUS begins approximately a year before a biennial legislative session and involves regular discussions between the Office of the Commissioner of Higher Education, the Governor’s Office and Montana legislators. The Board of Regents (BOR) Budget Committee and the Fiscal Officers of the MUS follow an established [Budget Cycle Calendar](#)²⁴³ to guide discussions of MUS strategic initiatives to be addressed during the next biennium: new costs, inflationary adjustments, etc. Once MUS officers have developed draft budgets for each campus of the University System, work with the Legislative Fiscal Division and the Governor’s Budget Office begins. The current funding model is based on the institutional base level

funding plus inflationary factors. This model allows the individual campuses to maintain a base-level of funding in the face of expected declining numbers of high school graduates.

At the MUS level, the Governor recommends a combined higher education/K-12 education budget to the Legislature. The Legislature considers the budgets and makes changes before approval of a lump sum appropriation for the MUS. The Board of Regents previously allocated the approved lump sum appropriation to each of the campuses; however, starting with the FY2014, the Board is allocating the appropriation to Montana State University in Bozeman and the University of Montana in Missoula based on three year average resident FTE enrollment. MSU and UM allocate the state funding to each campus based on biennial budgets presented by the MUS Fiscal Officers, enrollment, and other strategic considerations. Biennial budget planning for FY2014 and FY2015 as described above is in process.

The centralized process has system-wide advantages, but limits the options financial planners have at the campus level. Campus-level financial planning and budgeting remains continuous. Annually, directors, deans and department chairs meet with their division/college faculty and staff to determine budget needs to achieve strategic goals. These needs are forwarded to the Vice Chancellors. The Executive Budget Committee (EBC) meets regularly to develop annual, biennial, and future budgets and to review the status of the current year budget. Enrollment reports are reviewed frequently throughout the year to monitor enrollment trends and to plan for potential funding changes. The University Budget Committee, comprised of representatives from every Division and College, reviews the annual budget investments and reallocations proposed by University divisions—Administrative Services, Students Affairs, Academic Affairs—and makes recommendations to EBC and the Chancellor. Final budgetary decisions are the responsibility of the Chancellor.

Planning and development of other University funds, including restricted, loan, auxiliary and plant funds is ongoing and monitored on a regular basis by Fiscal Officers and management.

The University submits long-term plans for building needs to the Montana Legislature every biennium according to needs indicated in the University Master Plan. The five-year budget and capital-improvement plans reflect the University's Strategic Initiatives.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The Budget Office maintains a website that lists [University Budget Documents](#)²⁴⁴ and a [Budget Planning Calendar](#)²⁴⁵ to track and manage various planning activities throughout the biennium. Budget briefings are held periodically or are posted to the [Budget Office website](#)²⁴⁶ to communicate current budget activity and issues. Training on fiscal and budget management is held throughout the year.

Gaining appropriate input from University constituencies during the annual budget development process has improved significantly through the use of a representative University Budget Committee. The Chancellor, Provost and Vice Chancellor for Academic Affairs, Vice Chancellor of Administrative Affairs and Vice Chancellor for Student Affairs are continually reviewing this process to make improvements.

After the annual operating budget is approved by the BOR, the operating budgets are distributed to all fund controllers at the beginning of each fiscal year. Detailed instructions are included with the operating budget. All budget adjustments are processed, entered in the Banner Finance/Budget system, and available for review online. All budget adjustments are approved by the Fund Controller, Dean, Vice Chancellor, University Budget Officer, and the Chancellor (depending upon the amount and nature of the adjustment).

The [annual operating budgets and reports](#)²⁴⁷ and [metrics](#)²⁴⁸ approved by the BOR are widely available online. Accessible are various reports for general operating revenue and expense, expenditures by program, scholarships, other fund type budgets and various metrics and other reports.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

University accounting records are processed through the Banner accounting system. The system has been designed to make it possible to present financial statements in compliance with Generally Accepted Accounting Principles (GAAP) as well as Governmental Accounting Standards Board ([GASB](#)²⁴⁹) requirements. The University maintains its accounting system and prepares its financial statements in accordance with the guidelines established by College and University Business Administration, as published by the National Association of College and University Business Officers. Adjustments are made to comply with GAAP. The accounting system is audited by the Legislative Auditor's Office. Banner accounting records are interfaced with the State's accounting system and are reconciled monthly.

The administration of MSU-Billings demands accountability and fiscal responsibility. All personnel are subject to the same rules. Internal controls are an integral part of the financial and business processes designed to safeguard University assets, ensure compliance, check accuracy and reliability of data, segregate duties, and review authorizations and transactions.

All University revenues and expenditures are subject to the same laws, policies and procedures. Revenues and expenditures are controlled through a process of fund controller approval, supervisory review, budgetary and internal controls, and adherence to federal, state, local, Board of Regents, University laws, policies, and procedures. Internal audits are conducted by the University Budget Director on an as-needed basis. The Internal Audit Office of Montana State University Bozeman also performs periodic internal audits at the University.

The [Business Office web page](#)²⁵⁰ includes links to the procedures guide and is updated regularly to provide guidance to financial managers regarding the proper accounting and expenditure of funds.

University financial statements are prepared annually. A [consolidated report](#)²⁵¹ is issued combining financial data for all of Montana State University. Individual campus information can be found in the Supplemental Information at the back of the report. Financial statements for the University pledged revenue bonds and the KEMC Public Radio station are also prepared and audited annually by independent audit firms.

All University funds and accounting systems are subject to audit by the [Legislative Auditor's Office](#).²⁵² The MSU Billings Foundation is audited annually by an independent CPA firm.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Long range capital plans are addressed utilizing a combination of master planning and the MT State Long Range Building Program (LRBP). The University uses the master planning process to create a five-year-to-twenty-year vision of renovation, construction, and expansion needs. Determination of needs is based on demand based surveys, financial data, trends in higher education, enrollment data, deficiencies within existing infrastructure, and the collective needs of all divisions. This living document is updated continuously to adjust the long range goals and future plans for the University. The current [campus Master Plan](#)²⁵³ is the document from which the University derives the projects that will be carried forward into the [Long Range Building Program](#) (LRBP).²⁵⁴ The LRBP process is a biennial review of projects requesting Legislative approval for all Montana state agencies. Within each University, individual priorities are established which then are compiled into a list of projects that collectively represent the needs of the Montana University System (MUS). This list is then merged with the needs of all other state agencies and sent to the governor for consideration in his proposed budget. Once the list of LRBP projects are incorporated into the budget, the list is then sent to the Montana Legislature's Appropriations committee for approval. All projects approved by the Legislature are administered by the MT State Department of Administration unless a delegation of authority is requested by the State agency.

Capital funds are received through the Legislature or through the issuance of bonds or other debt instruments. The funds are for specific purposes contained in the MUS unit long-range building plan or the campus master plan and are specified at the time of the request to the

Legislature or time of the debt issuance. Prior to issuance of bonds, debt service requirements including pledged revenues and debt payments are scheduled for the life of the bonds.

All debt financing is done by the Administrative Vice Chancellor and the Financial Services Director. Financing plans and repayment sources are reviewed in detail to ensure adequate resources are available to pay short- and long-term debt. Since 1994, revenue bond issuances for all units of Montana State University are consolidated and cross-pledged, resulting in more favorable interest rates and credit ratings. A memorandum of agreement states that each campus will continue to service its own share of debt requirements.

The University submits an [annual report](#)²⁵⁵ to the Board of Regents detailing all outstanding debt for the institution. Debt service payments for revenue bonds are made from net pledged revenue sources derived from auxiliary operations and student fees. As a result, there is no depletion of resources available for educational purposes due to bond payments. An independent audit firm audits bond indebtedness every year. Debt service coverage ratios for revenue bonds for FY2011 and FY2012 were 1.58 and 1.90, respectively. Debt service schedules for bond payments are provided in the indenture and are maintained in the Financial Services Office for the lifetime of the debt. Annual debt service requirements are published in the footnotes of the financial statements.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

In keeping with Montana Board of Regents (BOR) policy and generally accepted accounting standards, the financial relationship among education and general operations and the auxiliary enterprises must be independent, and every effort has been taken to guarantee this independence. Auxiliary enterprises have, as a matter of course, not been used to supplement education and general operations. In specific instances, however, where personnel and certain programmatic needs have arisen, education and general funds have been used to assist with these expenses. There are certain positions within the University that liaise between auxiliary operations and the general University fund. A portion of the salaries of individuals, such as the Vice Chancellor for Student Affairs and the Director of the Office of Community Involvement, whose responsibilities include work in both Student Affairs and Academic Affairs, is provided by both general funds and auxiliary funds. Similarly, certain specific programs, such as special events and the ELP (Experience Leadership Project), a student leadership development program, are funded through both general funds and auxiliary funds.

Administrative costs incurred in education and general funds to support auxiliary enterprises are recovered through a recharge system. The recharge amounts are determined based on the use of the service by auxiliaries and the reasonable cost of that service.

In the fall of 2009, Montana State University Billings contracted with an architect to conduct an

[Athletics and Auxiliaries Master Plan](#).²⁵⁶ The focus of the plan is to determine the demand and financial feasibility for improvements to athletics, housing, the Student Union Building (“SUB”), food service, health services, and child care.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The annual [financial report audit](#)²⁵⁷ of all University funds is done by the State of Montana Legislative Audit Division (LAD) in accordance with generally accepted auditing standards. The financial related/compliance audit for all campuses is done every two years, the most recent of which was in [FY10 and FY11](#).²⁵⁸ Any findings or recommendations from the compliance audit are included in the State’s [Single Audit Act Report](#).²⁵⁹

In addition to the LAD audits, independent audits are performed annually for revenue bonds, Yellowstone Public Radio, and the MSU Billings Foundation. An agreed upon Procedures Report is done for the NCAA athletic programs every three years. There may also be smaller independent audits or financial reviews of grant or financial aid programs as deemed necessary by the sponsoring agency or government.

Results from the audits are reviewed by management both during the audit period and in the audit exit interviews. Management prepares a response to any findings or recommendations that is incorporated in to the LAD audit report. Audit reports are presented to University management, the Legislative Audit Committee, and to the Board of Regents. A plan of corrective action is developed following the issuing of the report.

Management takes every opportunity to work with the auditors to remedy the sources of or find solutions to any audit recommendations. Auditors follow up on recommendations in subsequent audit periods and report on the status of the audit recommendations.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The [MSU Billings Foundation](#)²⁶⁰ advances the goals of Montana State University Billings through the solicitation, investment, and stewardship of financial support for the University. This relationship is carefully guided by a memorandum of agreement between the two entities.²⁶¹ The Foundation works to expand philanthropy toward the University, advance awareness of the University in the community, and promote University and community partnerships. The

Foundation conducts broad-spectrum annual fund-raising campaigns, targeted major gifts efforts, and occasional major campaigns to provide support for University needs and initiatives.

On Dec. 31, 2006, the Foundation successfully completed the University's first-ever major fund-raising campaign: *People, Pride and Promise: The Campaign for Excellence at Montana State University Billings*. The Foundation raised more than \$30 million during the five-year effort, well above the \$21 million goal. The campaign fund-raising efforts specifically addressed key endowments and scholarships for the University.

On Dec. 31, 2012, the Foundation successfully completed [The Opportunity Campaign for MSU Billings Scholarships](#),²⁶² raising \$7.2 million in gifts and pledges over the three-year life of the campaign. By setting the campaign goal at \$6 million in its first campaign since the onset of the 2008 recession, the Foundation communicated recognition of and sensitivity to difficult economic times for donors while conveying the enormous and ever-growing financial challenges faced by many students struggling to pay tuition. By surpassing the \$6 million goal, the Foundation reasserted the importance of support for the University and its students. The community response reflects the healthy relationship between the Billings community and MSU Billings.

Although perceived to be important educationally and economically to the city since its founding, the University continues to gain recognition and respect from all constituencies. The vision, outreach efforts, and commitment to meeting the workforce needs of a growing city by the current administration were reciprocated in the community response to *The Opportunity Campaign for MSU Billings Scholarships*.

2.G – Physical and Technological Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

The initiatives and goals of Facilities Services align with the University Strategic Plan and support the University vision. The recent completion of the [FutureU Strategic Plan](#)²⁶³ has identified four core themes that the University will endeavor to implement over the next five years (2013-2018). In addition to the Strategic Plan, the University has successfully been implementing changes to operations and facilities based on demand based analyses of its students. Some of these projects include:

- Completion of a major renovation of the Student Union Building in September 2012 which incorporated several student priorities including informal study space, a copy center, a convenience store, and vastly improved instructional space for the Academic Support Center. The \$3.9M project also significantly improved the aging mechanical infrastructure of the building.

- Completion of a major renovation in one of the University's large lecture halls. The layout, furniture, and technology were all upgraded to respond to student/faculty needs and trends in higher education. The \$500K project was greatly needed to update aging instructional space.
- Completion of a major renovation that focused on improving student services operations at the MSU Billings City College Technology building. A joint library was created with the City of Billings, new space was provided for testing, disability support services, student health services, and improvements were made to the improved student commons. The \$1M project greatly improved the services at the two-year campus.
- Planning efforts for a new residence hall and conference center to be located on the MSU Billings Campus. These are tied directly to the FutureU strategic plan.
- Renovation of several key instructional labs within the Science Building which improved aging instructional space and incorporated current technologies / equipment for students.
- Renovation / relocation of the photography lab within the Liberal Arts building which consolidated operations and improved aging instructional space.
- Major replacement of campus sidewalks and stairs to eliminate safety hazards and increase the ease of access for students with mobility impairments.
- Resurfacing of several campus parking lots in summer 2013 to increase the lifespans of these facilities.
- Improvements to University food service operations, including a new coffee shop, several branded concepts, and upgrades to the serving line at the City College.

Biennially, Facilities Services completes [customer satisfaction surveys](#)²⁶⁴ to insure maintenance, repairs, custodial, and grounds are all meeting the expectations of the University faculty, staff, and students. These survey results are then used to adjust and improve the services within the Department.

In 2010, the Administrative Services Division began the process of developing a unified [Strategic Plan](#)²⁶⁵ which will serve to provide a flexible roadmap for the future of the division. This effort transitioned each of the Departments out of completing individual biennial surveys and will endeavor to unite the division in metrics and goals for increased cross-department integration. The strategic plan was developed in three phases: Current State Assessment, Future State Design, and Implementation Plan. The services for each of the departments, including Facilities Services, were identified in the plan and both the current assessment and future opportunities were identified. Seven distinct goals were developed for the plan and annual objectives and action items were developed to guide the process. This plan is being integrated with the University Strategic Plan during the 2013 calendar year. The final section of the FutureU plan, "Essentials for Success," is closely tied in several ways to Administrative Services initiatives.

Overall, performance was very good in the most recent [Facilities Services survey](#),²⁶⁶ with

positive trends in all areas but one. Custodial Services demonstrated negative trend lines and in response to this, a custodial services plan was developed based on Association of Higher Education Facilities Officers (APPA) guidelines. [Work plans](#)²⁶⁷ for each building were developed, [standards](#)²⁶⁸ established and staffing levels determined. Through implementation of these new standards and metrics, the quality of custodial services is now above acceptable levels and customer feedback is positive.

Relative to the Administrative Services Strategic Plan, the first goal and subsequent survey was to develop a [comprehensive training strategy](#)²⁶⁹ and program for the University to build awareness, knowledge, and skills for Administrative Services and processes. The objectives were to identify and prioritize training needs through survey of current staff and then develop a plan to deliver these needs. Facilities Services had most key functions identified as either important or very important to the department. Comments were reviewed and feedback will be implemented into the next stages of the strategic plan.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

MSU Billings employs a Hazardous Material/Waste Coordinator, who is the single agent for any hazardous material procurement and disposal. Annually, the coordinator attends a state-sponsored refresher course to maintain currency on regulatory changes and provides annual training for University personnel as appropriate. The coordinator is currently in training to implement the transition to the Globally Harmonized System of Classification and Labeling of Chemicals which soon will be required by OSHA (staff training deadline 12/1/13).

Current materials safety data sheets (MSDS) are located in all areas where hazardous materials are stored or used. The University will soon transition to the new GHS standard requirements, which will require all MSDS sheets to be revised, rewritten, and republished. MSU Billings is classified as a small-quantity generator by the Montana Department of Environmental Quality with fewer than 1,000 kilograms of [hazardous waste](#)²⁷⁰ generated per month. The coordinator monitors storage areas and quantities monthly.

The University recently purchased a fluorescent bulb crusher through a MT Safety Smart Grant which greatly improved the internal process with which fluorescent bulbs were disposed. The new equipment greatly increases the safety and efficiency of the process, as well as reducing the associated costs.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The University Master Plan was first completed and published in December of 2000. Associated studies were published in September 2002 and December 2006. In 2010, the University

completed a [comprehensive update of the Master Plan](#),²⁷¹ including specific focus on Auxiliary operations (housing, recreation, athletics). This process yielded many new and exciting ideas, goals, and priorities for the University. The University Master Plan is a living document that is updated continuously to adjust the long range goals and future plans for the University (see the [2012 update](#)²⁷²). It is from this document that the University derives the projects which will be carried forward into the [Montana State Long Range Building Program](#).²⁷³ The new University Strategic Plan calls for an annual review of the University Master Plan in relationship to its relevance to the Strategic Plan.

Along with the internal Master Planning process, the State of MT provides a program through its budgeting process whereby “new space” is identified, prioritized, and the associated capital/operating funds are allocated to the University. The [presentation on the Life Sciences Building](#)²⁷⁴ illustrates MSU Billings’ most recent major renovation project requested through the State’s Long-Range Building Program, which strives to insure appropriate support for the University’s infrastructure. Additionally, FY2010-2011 Repair and Restoration accounts were established to address the needs for major pieces of equipment which historically had required allocation of specific Building Fees or LRBP Deferred Maintenance funds that may not have been available when needed.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

There are several distinct areas in which equipment is essential to Facilities Services supporting the University core theme objectives and goals. These areas are equipment related to infrastructure, equipment related to services, and equipment related to student learning.

Equipment related to infrastructure is constantly evaluated and Facilities Services employs two full-time preventative maintenance mechanics which do all routine maintenance on campus. Several major mechanical projects have been completed within the last two years, including a \$1.5M mechanical upgrade in the Student Union Building, a \$1M mechanical upgrade in the Science Building, and most recently an \$800K mechanical upgrade in the Physical Education Building. The University has been completing many energy-related projects as well across the campus, including its first photovoltaic array and a collaborative venture with a private company to install a VAWT (Vertical Axis Wind Turbine) at the MSU Billings City College.

Equipment related to services is a challenging area due to tight budget constraints and creative means have been utilized recently to enhance the funds available for these items. Within the last two years, Facilities Services has applied for and received over \$100k through grants to upgrade aging service equipment. Most notably, a new Bobcat 5600 Toolcat was purchased through a \$43,000 RMTD loss mitigation grant for snow removal. This new equipment replaced two 1960’s vintage tractors that were unreliable and past their usable service life. The new

equipment dramatically increased both the efficiency of operations and safety of the campus. Other equipment that has been recently purchased for Facilities Services through safety grants includes two additional hydraulic pickup lift gates, a fluorescent bulb crusher, state-of-the-art utility locator, and a new two-ton truck used for sanding the streets and parking lots during winter months.

Student equipment is a key area of support necessary for academic programs. Over the past three years, roughly \$2.5M has been allocated to the colleges for the replacement and purchase of instructionally related equipment. Many needed items have been funded, from a climbing wall in the Physical Education Building to a Psychology seminar room in the Liberal Arts Building. The equipment intensive programs at City College have received significant upgrades. Equipment in the Science Department has also been a focus for recent upgrades. Laboratory equipment is provided for the biology, chemistry and physics laboratories through the Science Technical Services budget, faculty research grants, the College of Arts & Sciences and Administration Equipment Funds. Partnerships between MSU Billings and the local medical community have yielded over \$1M in new equipment for students and faculty research, including a nitrogen generator/compressor for the laser laboratories as well as several other key pieces of equipment.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The [Office of Information Technology](#)²⁷⁵ provides total service, support, purchasing and replacement for all state-funded computing equipment and software. Grants and non-state funded entities provide funding for their equipment while IT provides the support and maintenance. Student computer laboratories, classroom equipment, and faculty computing needs, as well as library computers, are all supported centrally by the Office of Information Technology, headed by the Chief Information Officer (CIO). All technology design and purchases are coordinated with the CIO.

The Enterprise Information System (EIS – Ellucian Banner) is a four campus system. MSU Billings shares the governance, cost, and operations of the EIS. The CIO sits on the governing council to help set priorities, future direction, and operational support. The four campuses have additional systems that share vendor and/or software installations: parking, residential halls, card systems, learning management system, libraries, and other smaller applications. This is part of a four campus initiative called MSUii or [MSU Integration Initiative](#),²⁷⁶ to become more efficient in purchasing, implementing, and operating software systems on all four campuses.

The campus has current desktop computers for all faculty and staff who are full-time. Part-time faculty and staff, as well as student employees, are provided with rejuvenated computers. All computers have the latest campus software installed as part of the campus site licensing model.

Student classrooms and open computing labs are provisioned with the same software on all machines. This matches the software installed on faculty machines. This enables students to go to any lab and faculty to go to any classroom and have the same software.

The library hosts the Information Commons, a computer facility for student use created as a unique study/computing environment at both the University Campus and City College. There are additional features in the library to support faculty and students such as scanning capabilities, inter-library loan, and other technological resources.

MSU Billings has provided for research and grant computing. As part of the MSUii project there is a new Research Computing Group at MSU to support the increasing federal data requirements for the four campuses. This project is newly created and MSU Billings is participating in support of its research faculty.

The campus has approximately 2,000 computers for faculty and staff. Classrooms are provided with computers, projection systems, and Elmo's. Many classrooms have older VCR and DVD units for videos. The Office of Information Technology has also installed phones in each multimedia room to provide immediate access between the faculty member and IT staff in the event of multimedia issues.

The campus network is 10 Gig at the core and to most buildings, 1 Gig/100 Mbs to each desktop. The campus also has a VoIP, Cisco Telepresence, and collaboration infrastructure to support faculty/students in their online courses, online student support, and employee productivity. The campus operates email, file-sharing, data warehouse, web services, and reporting.

Approximately 25% of campus computers are replaced annually on a four year cycle. Network equipment and servers are replaced on a four-to-six-year cycle. Smart classrooms are replaced on a four-to-six-year cycle. Other equipment purchased by grants, donations through the MSU Billings Foundation, or areas funded by designated funds are replaced as those budgets allow while using the four year replacement cycle as a standard.

Projects in the initial phases of implementation are analytics, data warehouse, document imaging, DegreeWorks and Signals (student degree audit, graduation status, and current course progress status, respectively), new card for printing and copying, and other smaller projects. Most of the projects are joint projects among the four MSU campuses.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The Office of Information Technology manages the campus technology as well as the e-Learning operations. IT also trains across applications that reside on multiple campuses, hosted sites, and local installations.

The Ellucian Banner (EIS) training is performed primarily by the functional offices to the campus users. This involves the Banner modules of Student, Financial Aid, Finance, and Human Resources. The Student and Finance modules are the predominant areas providing training for campus users. This is done through documentation, periodic classes for end users, and clear outlined procedures for particular functions. This particular training is one of the objectives of the [Administrative Services Strategic Plan](#).²⁷⁷

Faculty and related support staff receive training on the learning management system from the e-Learning Office within Information Technology. This occurs as part of an annual back-to-school training time, any updates or new versions during the year, and on demand – the latter is the most popular and is provided by the IT staff in faculty offices.

The media services staff members within IT provide training on the multimedia resources in classrooms, auditoriums, and other specialized areas. They also provide support and training for clickers, sound systems, and presentation

Office of Information Technology (including e-Learning and Institutional Research) staff participate in up to two conferences per year for technical training necessary to install and implement new technologies. Front line staff members are provided with released time and funding for online training and local technical training.

The campus is introduced to new desktop and business applications using electronic communications, special classes during the annual back-to-school activities, classes during the year, and one-on-one training. Additionally the campus has two sets of online training licenses, linda.com and atomiclearning.com that provide supplemental task specific training to campus members, both employees and students.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Systems that involve the four MSU campuses are vetted through functional groups on each campus, four campus functional governing groups, local administration, and the MSU governance council. Approved projects are put on a project plan, prioritized by the governance council, and scheduled according to priority and resource availability. The projects must meet the requirements outlined in the associated master plans.

Campus hardware and software purchases go through several steps in an information gathering process. All purchases and technology choices are approved by the CIO. All software is purchased on either an annually renewing site license or concurrent license to allow for updates and new versions. All fee and state supported computer purchases are entered into a purchasing master plan and noted in the inventory when refreshment is to take place according to a four year cycle.

The technology purchasing process begins with a request submitted with rationale (written or verbal). Relevant IT staff members answer implementation and operational questions from the CIO. A fuller set of options is provided by the Office of Information Technology to the requestor. In some cases, a four campus impact is evaluated by IT staff members on the MSU campuses. Pricing quotes are returned to the requestor. Once all agree on the purchase, IT staff members proceed with purchase, receipt, installation, implementation, operation, and maintenance.

Campus hardware purchases are made with the view that this equipment must be able to run the latest software four to six years after purchase. Software purchases are made with the view that the latest software should be purchased to insure a full set of capabilities, most up to date security, and compatibility with other newly purchased software.

In the case of grants, there is collaboration between the CIO and PI in consultation with IT staff on the implications of the purchase, long term costs, and requirements on infrastructure that may be incurred. To better coordinate interactions of Information Technology with the academic enterprise, on July 1, 2013, the CIO's reporting structure was moved from the Vice Chancellor for Administrative Services to the Provost.

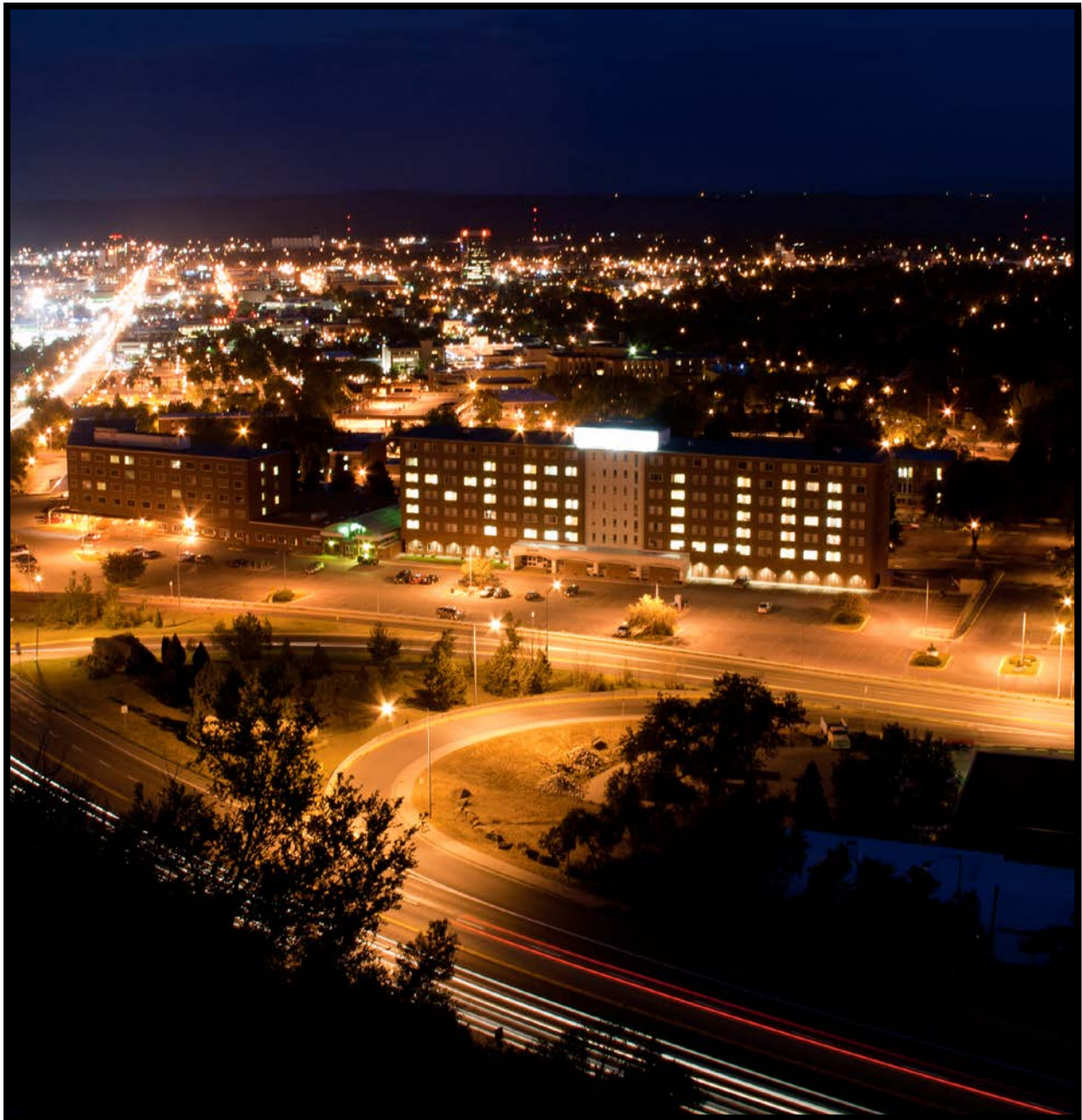
2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The four MSU campuses have established a common [IT Strategic Plan](#).²⁷⁸ This plan meets the criterion set out in the MSU and MUS Strategic Plans while also allowing specific objectives that meet the criterion set out in the MSU Billings Strategic Plan.

The [MSU Billings Strategic Plan](#)²⁷⁹ has several components: 1) facilities, operational technology, and overall campus master plan with divisional plans. These plans detail what should be done. The operational technology master plan is a response to the criterion, what will be needed while adhering to the technological standards of currency, standard replacement, and viability. These plans set the stage for infrastructure requirements, type of technology needed, and quality of implementation and support.

The student and employee plans are updated annually based upon current year purchases, replacements, and changes in use. The student computing resources are reviewed annually by an Academic Information Technology Committee that reviews the plan, approves the current year expenditures, and makes revision suggestions.

The MSU Billings technological infrastructure has been driven by adopting current technology for infrastructure, developing new technology for teaching and learning, and providing a current environment for the University's faculty, staff, and students. Each purchase is made with an eye to what will be needed in five years, what practices will be used in that time, and the technology students may be using. Additional considerations are given to research activities to assure an adequate network and infrastructure for support of research activities. The IT strategic plans were carefully folded into the new University Strategic Plan and IT will have major responsibilities in helping the University meet its goals in and of the Core Themes.



Conclusion

Montana State University Billings is a dynamic institution in part because it is located in a rapidly developing urban environment. In addition to its responsiveness to its Billings home, the institution also benefits from its ability to internalize and capitalize upon its identity. Through this Year Three Self-Evaluation Report, the University confirms its ability to identify its mission and goals, guided by its core themes and values, and then assesses whether the University has the resources and capacities necessary to carry out that mission and those goals.

This report also addresses the topics raised by the Commission in response to the Year One Report. The University is confident that it has addressed these concerns and has committed itself to continuously monitor and improve those issues requiring further attention. The institution carried out an extensive review and refocusing of the University mission and core themes. This comprehensive effort involved representatives of the entire university community, as well as the Billings community. Through this process, the University community honed a coherent strategic plan for the next five years, under which it will strive to serve its students, its community, the State of Montana and the University's service region. Evidence of the success of that endeavor will be measured through assessment of key indicators that are closely tied to the strategic plan, the institution's mission, and the four core themes.

Chapter One of the Year Three self-study reviews the University Mission, Core Themes, and the University's expectations of fulfillment of those Core Themes. These four Core Themes—and the final, “overarching” Essentials for Success theme—are undergirded with several “opportunities to achieve” that spell out the broad strokes of strategies for fulfilling the Core Themes. Included with each opportunity are numerous specific tasks that serve as tactical plans for carrying out those opportunities. It is to these tasks that the strategic indicators are most closely aligned. Assessment of the indicators is the clearest measure of the fulfillment of the University Mission.

Chapter Two of the Year Three Report constitutes the bulk of the report. In this section, MSU Billings outlines first the Eligibility Requirements as established by the Northwest Commission demonstrating that the institution qualifies for continued membership. Second, the report examines the resources and capacities to achieve the university mission and vision through the various sections of Standard Two as required. A brief summary of each of the elements of Standard Two follows:

Standard 2.A Governance

On a system-wide level, MSU Billings operates under the leadership of the Office of the Commissioner of Higher Education, the Montana University System Board of Regents of Higher

Education, and the University's parent institution, Montana State University Bozeman, in compliance with the Montana Constitution, state law, and various accrediting agencies. On the campus level, MSU Billings embraces a model of shared governance intended to provide the University's constituencies with appropriate input and involvement in the decision- and policy-making processes. The institution makes every effort to see that the results of these processes are communicated throughout the University community. Policies and procedures regarding the use of library and other information resources and technology; transfer of credits; student, faculty, and staff rights and responsibilities; and admissions and placement are widely published in a variety of formats to reach the broadest audiences possible. In terms of governance, policies and procedures relating to human resources, the University strives to communicate effectively to employees—professional, classified, and students—to ensure that all are treated equitably, and that all policies regarding the work environment and expectations are widely published and recognized.

Finally, the University works tirelessly to represent itself accurately and appropriately to the students, the community, accrediting agencies, and itself to protect its integrity and the high ethical standards guiding its actions. The institution protects the academic freedom of its faculty, as well as the freedom of the entire University community to appropriately communicate the fruits of their labors with the public whose trust and financial support the institution relies upon.

Standard 2.B Human Resources

Consistent with the its mission and core themes, University employs and maintains sufficient faculty and staff to meet its educational objectives and provides effective professional development opportunities to allow those employees to assure the integrity of those educational programs whenever and wherever they are offered. All faculty, administrators, and staff are regularly evaluated according to established schedules and criteria as spelled out in the appropriate labor agreements and contracts.

Standard 2.C Education Resources

The institution's educational programs lie at the heart of the University's mission, and they articulate clearly from the strategic plan and core themes. Assessment of student learning outcomes resides at various levels. At the course level, student learning outcomes are identified for all courses, and are listed in course syllabi; assessment at this level rests in the hands of the faculty members. Programmatic student learning outcomes, published for all programs in the University's General Bulletin, rest with the faculty in the various academic programs. Assessment of the University's programs as a whole is the responsibility of the

broadly representative Accreditation and Assessment Council that reports to the Provost and Vice Chancellor for Academic Affairs.

Work on the General Education Core at MSU Billings is a continual process. AY 2012-2013, the General Education Committee successfully worked with the Academic Senate to reduce the General Education Core from thirty-seven credits to thirty-one credits in alignment with the Montana University System Transferability Core. Assessment of that program is undergoing fundamental change to make the assessment of General Education reliable and normed to national trends.

The Graduate programs at MSU Billings align squarely with the University mission, core themes, and strategic plan. Academic oversight of graduate programs lies with the departments and colleges that offer those programs. Assessment of programs is based on the specific and measurable Program Learning Outcomes posted in the graduate catalog. These Program Learning Outcomes assure that graduates of these programs have higher-level skills and knowledge needed to succeed in the professional workplace.

Finally, the Director of the MSUB Extended Campus oversees the University's continuing education and non-credit programs to assure that they address the University's mission of providing students with academic excellence and exposure to an intellectual community of learners. Through continuing education and extension programs, the MSUB Extended Campus meets the needs of diverse constituencies, from area youth in summer programs to professional workforce training and conferencing programming.

Standard 2.D Student Support Resources

Student Support Services at MSU Billings strive to assure the safety, security, and propriety of learning environments and opportunities for all students. From extensive advising and tutoring services, first year experiences, and orientations at various levels to campus security initiatives, broad co-curricular and auxiliary services, and intercollegiate and intra-mural athletics, the University works to meet today's higher education students' needs, desires, and expectations.

Standard 2.E Library and Information Resources

The Library at MSU Billings has been, from the founding of the institution, a central part of the teaching and learning mission of the University. The Library has remained impressively responsive to student, faculty, and community needs. As a Federal Depository, the Library also retains responsibility for maintaining federal records. Library staff members have successfully balanced this responsibility with demonstrated ability to broaden the Library's holdings to include materials for a wide audience, including audiovisual collections, Special Collections and Archives, and access to a large and growing Interlibrary loan system. At all times, the Library

strives to assure faculty, staff, and administration involvement in acquisition and other planning decisions that are informed by regular and systematic assessment of the Library's holdings and services.

Standard 2.F Financial Resources

MSU Billings enjoys a long history of financial stability and excellence in financial management. Through well-developed protocols, budget decisions at both the Montana University System level and the campus level undergo thorough analysis and planning processes. At MSU Billings, the broadly representative University Budget Committee provides a shared governance review of budgetary adjustments, investments and requests and forwards its recommendations to the Executive Budget Committee and the Chancellor. It is chiefly through the University Budget Committee and the University website that budgetary reports and decisions are communicated to the University community. Long-range building planning, the relationship between general operations and auxiliaries budgets, and regular financial audits are carefully controlled by Board of Regents policy and state statutes. Financial planning and implementation are in keeping with the University's Mission and core Themes, as well as ethical and professional standards.

Standard 2.G Physical and Technological Infrastructure

In terms of physical and technological infrastructure, MSU Billings assures that planning and development align with the University mission and long-term goals in response to the institution's constituencies. Equipment needs and infrastructural development plans undergo constant evaluation to ensure that the University's growth and development retain mission focus.

MSU Billings has been able to emerge as the online education leader in the State of Montana to a great degree because the Office of Information Technology maintains vigilance over the campus technological infrastructural needs. Not only does IT work to provide faculty, staff, and administration with appropriately emergent technology, but the office also provides effective training for the University community in the best technology practices.

Through this Year Three Self-Evaluation Report covering Accreditation Standard Two of the Northwest Commission on Colleges and Universities, Montana State University Billings has demonstrated that it possesses the human, physical, intellectual, financial, and technological resources necessary to successfully carry out its mission, core themes, and core values. Furthermore, the University firmly believes that in addition to demonstrating the effectiveness of using its resources and capacity to realize its mission, the institution is confident that it has

deliberately and effectively addressed the recommendations presented by Northwest in response to the University's Year One Self-Study Report.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Montana State University Billings

Address: 1500 University Drive

City, State, ZIP: Billings, Montana 59101

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Montana University System

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
College of Business	BS	Association to Advance Collegiate Schools of Business	2010
College of Education	BSEd, BSSE, MEd	National Council for Accreditation of Teacher Education (Council for Accreditation of Educator Preparation)	2010
Department of Music	BA	National Association of Schools of Music	2010
Department of Art	BA, BFA	National Association of Schools of Art and Design	2012
Athletic Training	MS	Commission on Accreditation of Athletic Training Education	2012
Rehabilitation and Mental Health Counseling	MS	Council on Rehabilitation Education	2007
Paramedic	AAS	Committee on Accreditation of Allied Health Education Programs	2008

Revised February 2011

Program or School	Degree Level(s)	Recognized Agency	Date
Automotive Technology	AAS	National Institute for Automotive Service Excellence	2007
Diesel Technology	AAS	National Institute for Automotive Service Excellence	2007
Automotive Technology	AAS, CAS	National Automotive Technicians Education Foundation	2007
Diesel Technology	AAS, CAS	National Automotive Technicians Education Foundation	2006
Collision Repair & Refinishing	AAS, CAS	National Automotive Technicians Education Foundation	2009
Collision Repair & Refinishing	AAS, CAS	Inter-Industry Conference on Auto Collision Repair	2012
Paramedic	AAS	Commission on Accreditation of Allied Health Education Programs	2008

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: See below.*)
Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 12/2012	One Year Prior Dates: 12/2011	Two Years Prior Dates: 12/2010
Undergraduate	3,831.9	3,987.6	4,047.2
Graduate	260.9	295.1	282.5
Professional			
Unclassified			
Total all levels	4,092.8	4,282.7	4,329.8

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 7/25/2012	One Year Prior Dates: 7/27/2011	Two Years Prior Dates: 7/28/2010
Undergraduate	4,537	4,719	4,789
Graduate	544	555	546
Professional			
Unclassified			
Total all levels	5,081	5,274	5,335

* The following equations are used when calculating state-supported FTE:

- Undergraduate level FTE: Semester student credit hours generated in undergraduate-level courses (courses numbers 000 to 499), divided by 15.
- Graduate level FTE: Semester student credit hours generated in graduate-level courses (courses numbers 500 and above) or semester student credit hours generated by graduate students in courses numbered 400 to 499, divided by 12.

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	39	0	0	0	0	5	0	34
Associate Professor	27	0	0	0	0	2	0	25
Assistant Professor	40	0	0	0	0	4	0	36
Instructor	47	0	0	2	13	21	3	8
Lecturer and Teaching Assistant	7	0	0	0	0	2	0	5
Research Staff and Research Assistant	0	0	0	0	0	0	0	0
Undesignated Rank	0	165	0	0	0	0	0	0

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	68,635	23
Associate Professor	63,208	11
Assistant Professor	48,254	2
Instructor	41,609	6
Lecturer and Teaching Assistant	39,709	8
Research Staff and Research Assistant	0	0
Undesignated Rank	46,420	10

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 to June 30

Reporting of income:	Cash Basis	_____	Accrual Basis	_____	X
Reporting of expenses:	Cash Basis	_____	Accrual Basis	_____	X

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010 RESTATED
CURRENT FUNDS			
Unrestricted			
Cash and cash equivalents	26,604,880	22,310,728	19,657,640
Investments	272,371	256,710	677,134
Accounts receivable gross	1,775,557	1,753,703	1,671,380
Less allowance for bad debts	(342,894)	(321,952)	(237,438)
Inventories	876,424	1,147,930	1,116,441
Prepaid expenses and deferred charges	160,678	101,431	101,942
Other - Securities Lending	34,713	201,203	432,753
Due from			1,239
Total Unrestricted Assets	29,381,729	25,449,753	23,421,091
Restricted			
Cash and cash equivalents	386,285	343,857	609,861
Investments	-	-	-
Accounts Receivable; Securities Lending	26,833	62,068	94,741
Due from	122,042	154,995	94,268
Total Restricted Assets	535,160	560,920	798,870
TOTAL CURRENT FUNDS ASSETS	29,916,889	26,010,673	24,219,961
ENDOWMENT FUNDS			
Cash and cash equivalents	12,400	12,400	12,400
Investments	-	-	-
Other (identify)	-	-	-
Due from	-	-	-
TOTAL ENDOWMENT ASSETS	12,400	12,400	12,400
PLANT FUND			
Unexpended			
Cash and cash equivalents	1,192,315	1,097,856	998,888
Investments	12,113	11,766	31,355
Accounts Receivable; Securities Lending	1,824	9,428	20,344
Total unexpended assets	1,206,252	1,119,050	1,050,587
Investment in Plant			
Land	3,500,070	3,500,070	3,500,070
Land Improvements	4,874,848	4,577,110	4,331,757
Buildings and Building Improvements	75,286,552	74,507,962	71,049,248
Equipment	11,769,762	11,268,396	10,444,639
Library resources	9,386,102	9,442,699	9,119,294
Other - CWIP; Art; Infrastructure; Intangibles	3,820,421	1,963,533	3,765,217
Depreciation	(55,921,684)	(52,930,155)	(49,737,642)
Total investments in plant assets	52,716,071	52,329,615	52,472,583
Renewal & Replacement; Debt Service	9,743,813	9,459,298	8,090,809
TOTAL PLANT FUNDS ASSETS	63,666,136	62,907,963	61,613,979
OTHER FUND TYPE ASSETS - LOAN AND AGENCY FUNDS	4,120,111	4,673,746	4,598,112
TOTAL ASSETS	97,715,536	93,604,782	90,444,452

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010 RESTATED
CURRENT FUNDS			
Unrestricted			
Accounts payable/accrued liabilities/deposits	2,521,780	2,396,043	2,240,895
Accrued liabilities (included above)			
Students' deposits (included above)			
Deferred credits/revenue	1,202,265	1,179,838	1,177,259
Compensated Absences; Securities Lending; OPEB	10,662,910	9,636,384	8,302,173
Due to			
Fund balance	14,994,774	12,237,490	11,700,765
Total Unrestricted Liabilities & Fund Balance	29,381,729	25,449,755	23,421,092
Restricted			
Accounts payable/accrued liabilities	98,909	108,712	271,010
Other - Deferred Revenue; Securities Lending	253,380	279,960	348,878
Due to			
Fund balance	182,871	172,249	178,982
Total Restricted Liabilities & Fund Balance	535,160	560,921	798,870
TOTAL CURRENT FUNDS LIABILITIES & FUND BALANCE	29,916,889	26,010,676	24,219,962
ENDOWMENT FUNDS			
Restricted	-	-	-
Quasi-endowed	-	-	-
Due to	-	-	-
Fund balance	12,400	12,400	12,400
TOTAL ENDOWMENT LIABILITIES & FUND BALANCE	12,400	12,400	12,400
PLANT			
Unexpended			
Accounts payable/accrued liabilities	2,924	1,161	907
Notes payable			
Bonds payable			
Deferred Revenue; Securities Lending; OPEB	22,809	33,440	40,238
Due to			
Fund balance	1,180,519	1,084,449	1,009,442
Total unexpended liabilities & fund balance	1,206,252	1,119,050	1,050,587
Investment in Plant			
Loans payable	3,000,349	2,218,170	1,920,440
Bonds payable	10,654,677	11,179,444	11,694,211
Mortgage payable			
Other liabilities (identify)			
Due to			
Fund balance	39,061,045	38,932,000	38,857,931
Total Investment in Plant Liabilities & Fund Balance	52,716,071	52,329,614	52,472,582
Other liabilities - Renewal & Replacement & Debt Service	1,372,698	276,681	486,233
Other plant fund fund balances - Renewal & Replacement & Debt Service	8,371,115	9,182,616	7,604,576
TOTAL PLANT FUNDS LIABILITIES & FUND BALANCES	63,666,136	62,907,961	61,613,978
OTHER LIABILITIES - LOAN & AGENCY FUNDS	3,319,138	3,885,267	3,848,986
OTHER FUND BALANCES - LOAN & AGENCY FUNDS	800,973	788,478	749,126
TOTAL LIABILITIES	33,111,839	31,195,100	30,331,230
TOTAL FUND BALANCES	64,603,697	62,409,682	60,113,222

Note: Highlighted lines added to report in order to balance to financial statements

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
Tuition and fees	22,506,466	20,751,077	19,575,706
Federal appropriations			
State appropriations	19,552,428	20,391,266	20,493,903
Local appropriations			
Grants and contracts and gifts (includes Pell)	14,086,120	15,077,303	14,541,135
Endowment income			
Auxiliary enterprises	7,335,939	7,087,702	6,567,435
Sales & Service, Indirect Costs, Land Grant, Investment Inc, Other Misc	2,228,289	2,226,256	2,254,691
TOTAL REVENUES	65,709,242	65,533,604	63,432,870
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	21,704,457	20,334,121	20,901,682
Research	468,658	640,741	658,959
Public services	2,595,829	2,758,798	3,004,298
Academic support	4,093,041	4,433,350	4,189,669
Student services	7,918,371	7,569,408	7,052,085
Institutional support	4,347,942	4,593,428	4,079,264
Operation and maintenance of plant	5,378,046	5,693,399	5,278,697
Scholarships and fellowships	5,822,059	6,413,865	5,604,309
Other (identify)			
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General	52,328,403	52,437,110	50,768,963
Auxiliary Enterprises			
Expenditures	8,317,052	8,226,934	7,411,792
Mandatory transfers for:			
Principal and interest	1,042,613	1,050,511	1,047,271
Renewals and replacements			
Total Auxiliary Enterprises	9,359,665	9,277,445	8,459,063
TOTAL EXPENDITURE & MANDATORY TRANSFERS	61,688,068	61,714,555	59,228,026
OTHER TRANSFERS AND ADDITIONS/DELETIONS - Non-mandatory transfers in/out	(1,253,266)	(3,289,059)	(1,304,147)
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	2,767,908	529,990	2,900,697

Note: Revenues/Expenses are for Current Funds only and do not include GASB 35 adjustments for summer session and scholarship discounts. Auxiliary tuition and fees are included in T&F line.

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010 RESTATED
For Capital Outlay-Principal Only	13,655,026	13,397,613	13,614,652
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
none				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
none				

APPENDIX: MSUB FutureU Strategic Plan Indicator Assessment Rubric

MSUB FutureU Strategic Plan Indicator Assessment Rubric						
	Metrics	Baseline*	Target	Does not meet institutional success threshold	Meets institutional success threshold	Exceeds institutional success threshold
Core Theme 1: Cultivating Teaching Excellence						
1	Overall University Teaching Metric	none				
2	Peer-reviewed Faculty Publications and Presentations	TBD				
3	Professional Development Funds Awarded to Faculty	\$86,729				
4	Professional Development Funds Awarded to Staff	\$18,000				
5	Students Enrolled in University Honors Program	50				
6	Total Grant and Sponsored Program Funds Received	\$3,184,659				
7a	Annual Average MSUB 4yr Faculty Salary as % of CUPA Peers	83%				
7b	Annual Average MSUB 2yr Faculty Salary as % of CUPA Peers	73%				
8	Annual Average MSUB Staff Salary as % of CUPA Peers	77%				
Core Theme 2: Providing an Environment for Learning						
9	University Campus Fall Enrollment	3811				
10	City College Fall Enrollment	1419				
11	Total	5230				
12	Six-Year Graduation Rate - University Campus**	33%				
13	Three-Year Graduation Rate- City College Campus**	36%				
14	First-Year Retention Rate (First Time - FT, Fall to Fall)	56%				
15a	Graduate Student Enrollment (Headcount)	548				
15b	Graduate Student Enrollment (FTE)	278				
16a	American Indian Student Enrollment (Headcount)	318				
16b	American Indian Student Enrollment (FTE)	239				
17a	International Student Enrollment (Headcount)	98				
17b	International Student Enrollment (FTE)	117				
18	Cost per Completion	\$43,339				
19	Online/Traditional Credit Hour Ratio (Annual)	28%				
20	General Fund Scholarships and Waivers Awarded	\$2,248,087				
21	Private Aid Awarded Through MSUB Foundation	\$1,300,262				
Core Theme 3: Promoting and Engaging in Civic Responsibility						
22	Annual Student Enrollment in Service Learning Courses	TBD				
23	Number of MSUB Community Events (annually)	60				
24	Annual Student Enrollment in Study Abroad Programs	5				
Core Theme 4: Enhancing the Community						
25	Clients Served through MSUB CE/PD/Conf. Programming	8424				
26	Student Enrollment in CC Two-year Transfer Degree	204				
Essentials for Success						
27	Total MSUB Budget Allocation	\$40,681,360				
28	Expenditure Ratio: Instruction/Total	48%				
29	Expenditure Ratio: (Inst. + Acad. Sup. + Stu. Ser.)/Total	68%				
30	Construction \$'s Expended	\$3,140,638				

*Rolling average of previous three years, unless otherwise noted

**Previous year's average

References (all links accessed 7/26/13)

- ¹ COLLECTIVE BARGAINING AGREEMENT BETWEEN MONTANA STATE UNIVERSITY BILLINGS FACULTY ASSOCIATION AND THE MONTANA UNIVERSITY SYSTEM (hereafter cited as “CBA”) <<http://www.msubillings.edu/humres/Benefits/CollectiveBargaining/CBA%202011.pdf>> (accessed 11/21/12)
- ² COLLECTIVE BARGAINING AGREEMENT BETWEEN MONTANA BOARD OF REGENTS OF HIGHER EDUCATION AND VOCATIONAL-TECHNICAL EDUCATORS OF MONTANA #4610, MEA/MFT, AFT, AFL-CIO (hereafter cited as “VTEM”) <http://www.msubillings.edu/humres/VTEM_CBA%20-2011-2013.pdf>
- ³ Staff Senate Website <<http://www.msubillings.edu/staffsenate/>>
- ⁴ Associate Students of Montana State University Billings <<http://www.msubillings.edu/asmsub/>>
- ⁵ Montana Board of Regents (hereafter cited as “BOR”) Policies and Procedures Manual <<http://mus.edu/borpol/default.asp>>
- ⁶ BOR Policy 207.7 <<http://mus.edu/borpol/bor200/201-7.pdf>>
- ⁷ BOR Policy 203.2.2 <<http://mus.edu/borpol/bor200/203-2-2.pdf>>
- ⁸ BOR Policy 205.2.1 <<http://mus.edu/borpol/bor200/203-2-2.pdf>>
- ⁹ See the Professional Employee Evaluation in the Electronic Resources folder on SharePoint <<https://sharepoint2010.msubillings.edu/sites/NWCCUYearThree/SitePages/Home.aspx>>
- ¹⁰ BOR Policy 705.1 <<http://mus.edu/borpol/bor700/705-1.pdf>>
- ¹¹ The Campus Organizational Chart is available in the Electronic Resources folder on SharePoint <<https://sharepoint2010.msubillings.edu/sites/NWCCUYearThree/SitePages/Home.aspx>>
- ¹² An Employee’s Guide to Standards of Conduct in Montana State Government (State Human Resources Division, Department of Administration, March 2011) <<http://hr.mt.gov/content/hrpp/docs/Guides/standardsofconductguide.doc>>
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- ¹⁵ VTEM <http://www.msubillings.edu/humres/VTEM_CBA%20-2011-2013.pdf>
- ¹⁶ Human Resources Website <<http://www.msubillings.edu/humres/hr%20info/Labor.htm>>
- ¹⁷ Student Policies and Procedures Handbook <<http://www.msubillings.edu/VCSA/PDF/StudentHandbook.pdf>>
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- ¹⁹ MSU Billings On Campus Library Access Points website <<http://www.msubillings.edu/library/AccessPoints.htm>>
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- ²³ MSU Billings Admissions & Registration website, Transfer Credits Policy <http://www.msubillings.edu/catalogs/ug_2011-2013/pg-019B.htm>
- ²⁴ Student Policies and Procedures Handbook <<http://www.msubillings.edu/VCSA/PDF/StudentHandbook.pdf>>
- ²⁵ MSU Billings Housing and Residential Life Handbook and Planner <<http://www.msubillings.edu/reslife/guide/Handbook%2012-13.pdf>>
- ²⁶ BOR Policy 301— Admission Requirements <<http://mus.edu/borpol/bor300/301.pdf>>
- ²⁷ BOR Policy 301.1 – Admission Requirements for Undergraduates <<http://mus.edu/borpol/bor300/301-1.pdf>>
- ²⁸ BOR Policy 301.3 – Admission Requirements; Graduate Students <<http://mus.edu/borpol/bor300/301-3.pdf>>
- ²⁹ MSU Billings Transfer Student Admissions Policy <<http://www.msubillings.edu/Future/Apply/TransferStudents.htm>>
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- ³¹ SOS/TRIO Policies and Procedures Manual is available in the Electronic Resources folder on SharePoint <<https://sharepoint2010.msubillings.edu/sites/NWCCUYearThree/SitePages/Home.aspx>>
- ³² MSU Billings Upward Bound webpage <<http://www.msubillings.edu/upb/>>
- ³³ MSU Billings Educational Talent Search webpage <<http://www.msubillings.edu/ets/>>

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- ³⁵ ASMSUB By-Laws <<http://www.msubillings.edu/asmsub/pdf/Bylaws.pdf>>
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- ³⁷ BOR Policy 506.2—Associated student organizations and officers <<http://mus.edu/borpol/bor500/5062.htm>>
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- ⁵⁶ Office of Institutional Research webpage <<http://www.msubillings.edu/InstitutionalResearch/default.htm>>
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- ⁶⁸ “Conflict of Interest Research Disclosure Statement”
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- ⁸⁵ VTEM <http://www.msubillings.edu/humres/VTEM_CBA%20-2011-2013.pdf>
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- ¹⁰³ MSU Billings Admissions and Registration website, application instructions <http://www.msubillings.edu/catalogs/ug_2011-2013/pg-016.htm>
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- ¹⁰⁹ See Graduation processes online at <<http://www.msubillings.edu/reg/graduation.htm>>
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