

STANDARD THREE: STUDENTS

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3.A: PURPOSE AND ORGANIZATION OF STUDENT AFFAIRS

Student life, student services, and student learning are the cornerstones of the Division of Student Affairs. The division contributes to the mission of the University by providing services, facilities, and programs that support student needs, foster student learning and personal development, create a healthy and diverse community, and enrich student life. Each office within Student Affairs has its own mission statement that supports and contributes to this broader mission. A [Student Affairs brochure](#) describing the mission statement, beliefs, and guiding principles of the division is published and widely disseminated on campus ([Exhibit OSM 3-04](#)).

Since the 2000 accreditation visit, significant changes have occurred within the Division of Student Affairs, including changes in organizational structure. The changes resulted from organizational growth, a decision to cluster some operations to increase cooperation among units, and the ongoing efforts of Student Affairs to address perceived needs in service delivery. The new structure serves the division well, as all areas have direct interaction with each other and are able to collaborate effectively. [Exhibit RD 3-01](#) includes a [division organizational chart](#) and [Exhibit RE 3-05](#) includes a brief description of the [Student Affairs programs](#).

Included within the Division of Student Affairs are the following services, functions, and programs:

- Administrative oversight of the Division of Student Affairs (composed of 11 departments)
- Collaboration with other sectors of the University in making administrative decisions
- Budget and Fiscal Management
- Capital and Facility Planning
- Information Technology Services
- Oversight of Personnel Actions
- Liaison to Student Government and Student Organizations
- Student Conduct
- Student Advocacy
- Critical Incident Response Team
- Triage Student Complaints
- Diversity Initiatives
- Assessment of Service Delivery
- “Town and Gown” Relationships

Departments within the Division of Student Affairs provide the following services, functions, and programs:

- Enrollment Services (ES)
 - Admissions
 - Outreach and Recruitment
 - Campus Visits

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- Orientation
 - National Student Exchange
 - UM Advocates
 - Nonresident Scholarships
- Financial Aid
 - Federal Financial Aid Programs
 - Montana Financial Aid Programs
 - Scholarships and Other Institutional Aid Programs
 - Campus Short-term Loan Programs
- American Indian Student Services (AISS)
 - Transition to Campus
 - Promote Native American Community
 - Liaison to Academic and Other Departments
 - Social and Cultural Programming
 - Retention
 - Student Referral
 - General Guidance
 - Support Services
- Campus Recreation (CR)
 - Recreation and Fitness Facilities
 - Golf Course
 - Grizzly Pool
 - Intramural Sports
 - Outdoor Programs
 - Equipment Rental
 - Fitness Classes
- Career Services (CS)
 - Student Employment
 - Career Counseling
 - Credential Files
 - Employer Connections
 - Career Fairs
 - University Testing Center
 - Ask-An-Alum Mentoring Program
- Disability Services for Students (DSS)
 - Reasonable Accommodations
 - Advocacy
 - Counseling for Self-determination
- Foreign Student and Scholar Services (FSSS)
 - Pre-arrival Services
 - Support Services
 - Visa and Immigration Services
 - International House
 - Missoula International Friendship Program
 - Global Partners Program

- Residence Life Office (RL)
 - Residence Halls
 - University Villages
 - Lewis and Clark Village
 - Campus Vending Program
 - Living and Learning Communities
 - Resident Technology Assistance
 - Student Conduct

- Griz Card Center (GCC)
 - Student, Faculty, Staff, Alumni, Dependent, and Convention Group Identification Cards
 - Debit Card System
 - Facility Access System

- Curry Health Center (CHC)
 - Medical Services (inpatient, outpatient, x-ray, lab, pharmacy)
 - Counseling and Psychological Services (CAPS)
 - Self-Over-Substance (SOS)
 - Student Assault Resource Center (SARC)
 - Dental Clinic
 - Health Enhancement (education, wellness)
 - Student Health Insurance

- University Center (UC)
 - Facility Management
 - Gardens
 - Event Support
 - Shipping Express (USPS, UPS, FedEx)
 - The Source (information, box office, GrizTix outlet)
 - Marketing
 - Conference and Event Planning
 - Audio and Lighting Support
 - Meeting Rooms and Lounges
 - Student Organization Suites
 - Student Involvement and Leadership Development (co-curricular and extracurricular programs and activities)
 - Greek Fraternal Organization Support
 - Diversity Programming
 - Art Gallery and Exhibits
 - Game Room
 - Theater
 - Entertainment Programs
 - *Note: Student government offices and agencies, a student-run radio station, other University services, and several private retail operations are located in the UC, but are outside its management authority.*

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- University Dining Services (UDS)
 - Meal Plans
 - Retail Operations
 - University Catering Services
 - UM Concessions
 - Diet and Nutrition Counseling

Changes within the Student Affairs address a multitude of assessment strategies including but not limited to strategic planning processes at the division level (see [Exhibit SM 3-02](#) for division and departmental strategic plans) and a new initiative for departments to perform comprehensive program reviews every seven years (see [Exhibit RE 3-06](#) for the Residence Life, University Dining Services, and Career Services program reviews). Overall, these changes reflect Student Affairs' commitment to expanding services for students and remaining responsive to increasingly emergent student needs, as well as strengthening the University's recruitment and retention efforts. Not only did these processes result in a recommitment to and improved understanding of the context of Student Affairs within the University, but they reinforced the role of each office within the division and emphasized the importance of teamwork and collaboration. Ongoing review of the mission, goals, and action plans of the division keeps staff members focused, forward-looking, and continually striving for improvement. Significant changes within the Division of Student Affairs that have occurred over the past 10 years include the following:

1. **Redefinition of Greek Life Advisor Position in Student Affairs:** Prior to 1997, the Greek Life Advisor was a part-time position reporting directly to the Vice President for Student Affairs. The Greek Life Advisor was changed to a full-time position adding duties as coordinator for Student Involvement and Leadership Development within the University Center (UC). With respect to Greek Life, the position continued to report to the Vice President for Student Affairs; regarding the Student Involvement and Leadership Development portion, the position reported to the UC. In 2003, the position was fully integrated under the UC, which has improved staff retention.
2. **Construction of Campus Recreation Facility:** In 1999, the University received authority to build a new Campus Recreation facility. A \$10M bond was issued in the fall of 1999 to fund the project. Prior to construction of a new facility, Campus Recreation facilities and programs were spread around campus, had limited equipment, and could only accommodate a limited number of users. The bond issue not only provided a state-of-the art recreation facility with cardio equipment, free weights, and large exercising areas, it also built one of the finest climbing walls in the region. In addition, the Campus Recreation Olympic swimming facility was updated to meet the latest codes and make it more accommodating to users. The new facilities have seen fantastic growth in use by students, faculty, and staff, and they have become an important factor in the recruitment and retention of students.
3. **Decision on Advertising and Promotion Related to Alcohol or Tobacco at University-related Events:** After the Anheuser-Busch Corporation approached the University in 2000 with an offer to increase corporate sponsorship of Intercollegiate Athletics, the Drug and Alcohol Advisory

Committee (DAAC) debated the benefits and drawbacks of such an association. The opinion of the committee was evenly divided between the understandable financial gains and the implicit messages such an association would inevitably send to students. The President weighed the arguments and adopted a policy that prohibits, with few exceptions, the advertisement and promotion of alcohol or tobacco in conjunction with any University-related event or activity. This policy governs alcohol or tobacco product sponsorship and advertising of events planned by University departments or officially recognized University groups and organizations. This policy applies to all on campus and off campus event advertising or promotions in any format, including books, brochures, posters, programs, directories, newspapers, signs, radio and television, video and audiotape, and electronic communications. Signs include those at athletic facilities and other campus locations and on campus vehicles. The University recognizes the relationship between the use of alcohol and tobacco and a variety of correlated academic, social, and health-related consequences. Although the University does not stand *in loco parentis* to its students, it accepts responsibility for advocating and upholding the virtues of community, safety, harm reduction, and social responsibility. The University of Montana will not use beer, wine, liquor, or tobacco products (name, trademark, or logo) in advertisements and promotions for, or as sponsors of, any University event or activity regardless of location; will not use any University logo, trademark, or name in conjunction with alcoholic beverages or tobacco products or symbols; will not make alcohol or tobacco the focus of any University event, or use the availability of beer or other alcoholic beverages or tobacco to promote any University event; and will not provide alcoholic beverages or tobacco products as awards or prizes to any person or organization participating in any University event or in any event on University property. This policy reflects the University's commitment to reducing alcohol and tobacco consumption among the campus community. To that end, the University is considering banning all tobacco products on campus starting in the fall of 2011.

4. Relocation of Student Support Services to Center for Student Success: Following the success of previous initiatives to cluster related programs and services, the Center for Student Success was added to the Lommasson Center in 2000. The student support programs that are housed in this center include Career Services, Disability Services, Internship Services, Testing Services, TRIO, and Undergraduate Advising. As a result of this new configuration, all of the programs have experienced exponential growth in their programming and the number of students served.
5. Accreditation of Curry Health Center by the Accreditation Agency for Ambulatory Health Care: In 2000, Curry Health Center (CHC) was first accredited by the Accreditation Agency for Ambulatory Health Care (AAAHC), the primary accrediting agency for student health centers. Since then, CHC has received the maximum three-year accreditation and is due for a reaccreditation site visit in February 2009. The CHC Director and the medical Chief of Staff also serve as surveyors for AAAHC.

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6. **Inclusion of the UM Golf Course into Campus Recreation:** In 2000, Student Affairs facilitated the merging of the UM Golf Course, which had previously operated as a separate entity, into Campus Recreation. This resulted in all recreational activities reporting to one area. Even though the golf course caters more to off campus users than students, it was appropriate to align it with Campus Recreation. This change allowed Student Affairs to achieve an economy of scale by using expertise in the Campus Recreation area for oversight in budget, accounting, and management.
7. **Funding for Increased Scholarship Awards:** Student Affairs initiated the Cal Murphy Scholarship Program in 2000 for nonresidents. This scholarship requires recipients to reside in University housing facilities, which has ensured a stable occupancy and resources for students to pay for their education. This scholarship started with a \$100,000 annual contribution from auxiliary services within the division, and with general fund support has grown to \$900,000 annually. In addition, the institution created the Leadership, Achievement, and Service Award (LAS) in 2004 to enhance the recruitment of nonresident students. These two award programs have helped stabilize nonresident enrollment.
8. **Consolidation of New Student Services, Admissions, and Financial Aid:** In 2001, the offices of Admissions, New Student Services, and Financial Aid were reorganized under one executive director, later designated Assistant Vice President for Enrollment. This organizational structure was created for a unified approach to recruiting, admitting, and retaining students with more consistent financial aid packages, especially in the area of scholarships for nonresidents.
9. **Expansion of Resident Technology Assistant Program into Student Affairs Information Technology:** In 2001, the Resident Technology Assistant Program was expanded to include all offices within the Division of Student Affairs. This expansion allowed for more cost-effective hardware, software, and user license purchase. Implementation and roll-out of the Citrix application delivery system was accomplished, thus providing a uniform system across Student Affairs. This change allowed for more prompt user assistance and trouble-shooting services. In 2005, the Resident Technology Assistant Program was officially named and recognized as Student Affairs Information Technology (SAIT). This change was significant because it provided the opportunity for all offices within the division to be involved in strategic planning and goal setting for SAIT. Additional resources were also available for advancing the scope and responsibilities of this office, which also established SAIT's authority and responsibility on a division-wide basis.
10. **Creation of Assistive Technology Coordinator Position within Disability Services for Students:** The University created the Assistive Technology Coordinator position within Disability Services for Students (DSS) in July 2002 in order to upgrade and coordinate assistive technology on campus. Assistive technologies are the tools used with mainstream technologies that ensure that students with disabilities can use campus technology on equal footing with their peers. They include assistive listening devices, talking book players, and supplemental computer hardware and software such as

screen readers, screen magnification, and voice recognition. Assistive technologies also encompass design issues, such as ensuring that online instruction is accessible and that documents and other printed materials can be accessed by those who have difficulty reading print due to a disability. These technologies require ongoing maintenance, planning, and training to sustain accessibility. Before this position was implemented, the University was not meeting all of its obligations to students with disabilities; for example, new computers intended for student use remained in their boxes for six months because no technology support was available for disability concerns. Today, DSS is not only keeping pace with the new technology, but students are being shown how to use the assistive technology to meet their needs on campus. Due to the ever increasing reliance on technology in higher education, the Assistive Technology Coordinator stands as a critical element in equal access and opportunity for students with disabilities.

11. Creation of the Office of Student Employment: In an effort to create a centralized operations structure for student employment, Career Services created the Office of Student Employment in 2002. This initiative standardized campus-wide student job posting policies, processes, and application procedures and created a job posting website. Students and employers now have an online, centralized, easy to use system.
12. Expansion of Student Assault Resource Center (SARC) Services: In 2002, SARC received a three-year federal grant to develop outreach prevention programs that address relationship violence. This program added prevention services to longstanding survivor support services. When the grant ended, UM students supported an addition to the student health fee to provide funding for this important service.
13. Establishment of the Student Affairs Assessment Committee: The division-wide Student Affairs Assessment Committee was created in 2003 to elevate the professional standards and accountability of the strategic planning and program assessment occurring within the Division of Student Affairs. This committee is charged with ensuring that each department within Student Affairs conducts an annual assessment project and with publishing the Student Affairs Assessment Report. The ultimate goal is for Student Affairs to continuously improve the services provided to students.
14. Implementation of SEVIS in Foreign Student and Scholar Services: In January 2003, the Department of Homeland Security certified The University of Montana for the implementation of a federally-mandated system which transmits foreign student and scholar information and event notifications to the U.S. Immigration Service throughout a visitor's stay. The web-based system, known as the Student and Exchange Visitor Information System (SEVIS), allows tracking, monitoring, and access to current information on F, M, and J non-immigrants. To comply with the SEVIS reporting requirements in an efficient and accurate manner, Foreign Student and Scholar Services (FSSS) acquired fsaATLAS. This web-based foreign student case management application handles batch submission to SEVIS with batch uploads from BANNER. The implementation of SEVIS has impacted Foreign Student and Scholar Services in its business processes,

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advising services, institutional compliance and reporting duties, budget, and workload. The increased workload demands of this government mandate resulted in a new position being added to FSSS and the transfer of another position to FSSS from International Programs.

15. Establishment of American Indian Student Services (AISS): In 2003, the Vice President for Student Affairs launched the AISS program on a one-year pilot basis. Including the pilot year, AISS is now in its sixth year. The mission of AISS is to work toward greater academic success within the American Indian student body and to be a liaison between the student body and the University administration, faculty, and staff. The program promotes excellence and education for all. The primary emphasis is to identify and provide intervention strategies that help students realize their academic potential and persist at the University while facilitating the University's understanding of these students' diverse needs. AISS provides student assistance relating to financial aid processes, scholarship searches, transitioning to campus and the larger community, academic advocacy, community resources, referrals, and social and cultural programming.
16. Addition of Sports Medicine Staff Position to Curry Health Center: For decades CHC medical staff has provided physician coverage for UM athletes, both on and off the field or court. In response to increasing specialization in sports medicine, CHC entered into a collaborative agreement with Intercollegiate Athletics in 2003 to bring to CHC a physician certified in sports medicine. Funding for this position is shared between the departments and the expertise enhances the quality of service for both athletes and non-athletes.
17. Collaboration between Enrollment Services and the Office of Planning, Budgeting, and Analysis: The Enrollment Services area has worked more closely with the Office of Planning, Budgeting, and Analysis (OPBA) since 2003 to manage enrollment more carefully through data analysis and strategic planning. Enrollment Services implemented changes to attract and retain students that fit the environment of the campus, including families that can afford the cost of nonresident tuition. In addition, a collaborative project regarding resident students illustrated to State of Montana officials the need for more assistance to lower income families.
18. Relocation of the Office of the Vice President for Student Affairs: In June of 2003, a new Vice President for Student Affairs began her tenure with the University. Shortly after this transition, the Vice President for Student Affairs agreed to move the office into a refurbished suite on the lower level of University Hall. This move allowed the former office space to be used by the Division of Research and Development, which was in need of additional contiguous space. The new Office of the Vice President for Student Affairs is located in the same building as all other administrative offices, but is now the only one that is fully accessible.
19. Completion of Lewis and Clark Village: Lewis and Clark Village opened as an on campus residence option for students in 2004. This 196 apartment complex with a capacity of 462 beds was designed and reserved for upper-

class undergraduate and single graduate students. Prior to the construction of Lewis and Clark Village, this housing option was not available to students through Residence Life. This housing option supports the University's strategic goal to increase graduate student programs and enrollment.

20. **Creation of Development Officer Staff Position within Student Affairs and the UM Foundation:** The Division of Student Affairs partnered with The University of Montana Foundation in 2004 to employ a development officer who would work part-time for the division. The development officer works very closely with the leadership of the division to determine fundraising possibilities. This arrangement is now an integral part of both operations. The Vice President for Student Affairs and the directors of each department work with the development officer to identify fundraising goals and potential prospects. This partnership has already proved beneficial to the division in terms of providing not only additional scholarship funds but also the potential of unrestricted gifts for specific programs.
21. **Establishment of Student Affairs Advisory Board in Support of Capital Campaign and Student Affairs Fundraising:** In 2004, the Vice President for Student Affairs established a new advisory board, consisting of recent graduates, alumni, community individuals, and other interested persons to assist the division in fundraising and development activities (such as raising money for student scholarships and program support); serving as advocates for Student Affairs; and providing new ideas and influence when needed. The Student Affairs Advisory Board meets once per year and as needed. The board is still in developmental stages, but has already helped with identifying various fundraising strategies.
22. **Establishment of Montana Partnering for Affordable College Tuition (MPACT) Awards:** Montana Partnering for Affordable College Tuition was created in 2005 for qualified freshmen from Montana. The purpose of this program is to encourage college attendance for students who achieved success in high school, but for whom college may not be an option because of cost. The program enhances federal and state aid with institutional grants designed to lower the amount of debt Montana students incur. The MPACT students are also offered opportunities for work-study employment and special campus mentoring.
23. **Establishment of Peer-review Process within Student Affairs:** In 2005, the Division of Student Affairs initiated an accountability project with the expectation that all Student Affairs departments will undergo internal and external peer review utilizing their respective professional standards. Each department will undergo these reviews approximately every seven years. As a result of this process, each department will establish goals, identify areas for improvement, and more closely align their operations with national professional standards.
24. **Addition of Psychiatric Staff Position to Counseling and Psychological Services:** In response to an increasing need for mental health services, CHC added a half-time psychiatry position to the staff of CAPS in 2006. The addition of this expertise, coupled with collaboration between providers in

CHC Medical Clinic and CAPS, enhanced the provision of mental healthcare for students.

25. Initiation of the Day of Dialogue: In the fall 2006, the University Center hosted the first “Day of Dialogue: Building Communities of Difference.” The plan for this project arose from a discussion between Student Affairs directors and the Vice President for Student Affairs concerning the support of diversity on campus. Student, staff, faculty, and administrative representatives constituted the event planning committee. [Day of Dialogueⁱ](#) is now an annual, all-day symposium that focuses on topics including race, gender, ethnicity, disability, religion, sexual orientation, and employment hierarchy. The campus community is exposed to a multitude of issues surrounding diversity through presentations, performances, workshops, art exhibits, and other means of communication. Participation has grown steadily in each successive year, broadening understanding and enriching the collective campus culture.

26. Establishment of an Automatic Index of Student Fees: In the spring of 2006, Student Affairs initiated a new approach to increasing mandatory student fees based on an inflation index to determine how much student fees should be increased. This approach improved on the previous system, which was to forgo fee increases for several years, then request high percentage increases as budgetary needs arose. Under the new system, the Vice President for Student Affairs meets with the Associated Students of The University of Montana (ASUM) and representatives from Curry Health Center, Campus Recreation, and the University Center as a group to discuss all proposed mandatory fee increases. Fee increases up to 3.5% will only require endorsement by the UC, Campus Recreation, and their respective advisory boards (the UC Board and the Campus Recreation and Sports Committee). Proposed fee increases from 3.5% to 5.0% will require endorsement by the respective advisory boards and will be implemented automatically unless overturned by a two-thirds vote of the ASUM Senate. The revised system ensures that ASUM is aware of all proposed fee increases that it is asked to support, that Campus Recreation and the University Center are better able to manage their budgets and maintain a stable financial base, and that Curry Health Center, Campus Recreation, and the UC are held accountable to the ASUM Senate for budget management and maintaining open communication. Curry Health Center is still in the process of establishing a reliable index appropriate to the healthcare field which will eventually be incorporated into the revised system.

27. Establishment of the Critical Incident Response Team (CIRT): Campus violence and student disruption have evolved over the past 10 years into critical issues for colleges and universities. In 2004, stakeholders at UM began to meet as an *ad hoc* group to address problematic situations and strategize on the development of a more formal process. These efforts culminated in 2007 when the Vice President for Student Affairs established CIRT to identify, assess, and respond to serious or potentially serious incidents related to student mental health, physical health, or conduct, which, if disregarded, could threaten the health and safety of the campus community. The nature of the incident will dictate the type of protocol used

to confer with selected University personnel. CIRT is composed of campus professionals including the Director of Curry Health Center, Executive Vice President, Director of Disability Services for Students, Director of Public Safety, Director of Counseling and Psychological Services, Dean of Students, Director of Residence Life, UM Legal Counsel, Director of Equal Opportunity/Affirmative Action, and a psychology department professor. The Vice President for Student Affairs provides executive officer oversight of CIRT, and the Dean of Students serves as the chair. Any member of the campus community may use a standard referral form. By filling out and submitting the referral form to the Dean of Students, CIRT will be made aware that a student was recently or is still in crisis, or that a threat assessment may be needed to appropriately deal with a situation. This will permit a supportive response to ensure that the student receives necessary assessment and help. Reports may be filed anonymously, or reporters may request that their identities remain confidential ([Exhibit RE 3-08](#)). Nothing in the form or reporting procedure is meant to modify any legal requirements applicable to licensed healthcare professionals' disclosures of healthcare information protected by health and medical confidentiality laws. At the same time, CAPS and Health Enhancement (within the Curry Health Center) collaborated in the development of a comprehensive suicide prevention program. These two related efforts strike a balance between support for individuals and protection for the campus community.

28. Reassignment of Griz Card Program to Residence Life Office: In 2007, the administration of the Griz Card program was assigned to Residence Life. Residence Life subsequently developed a five-year strategic plan for the Griz Card Center. The office has succeeded in reducing administrative costs and revitalized the one-card program on campus. New software purchases are planned to enhance Griz Card services, including a shift from UNIX to the Universal operating platform, which will allow for better industry support. In addition, a new badging program has already been implemented.
29. Establishment of Vice President for Student Affairs Oversight of Student Government Staff: In 2007, ASUM and the Office of the Vice President for Student Affairs established a memorandum of agreement which puts in place vice presidential oversight of the staff who work for and report to student government. This provides for consistency across the University in the application of policies and procedures that pertain to and impact staff.
30. Renovation of International House for Complete Disabled Accessibility: The University of Montana International House, administered under the auspices of Foreign Student and Scholar Services, is an activity center and intercultural gathering place for the University community, with a special focus on serving international students and scholars. The objectives of the house are to provide visible evidence of UM's commitment to international programs and students; to be a focal point for international activities in general; to be a center for activities of the International Student Association (ISA); and to provide a place to foster relationships among international students, faculty, and the Missoula community. The International House is a former residential home, with the main floor living room, dining room, and kitchen, as well as the spacious yard, serving as the activity center. The

bedroom area of the three resident student managers is upstairs, and the basement serves as a vital storage facility for affiliated student and community organizations. In the summer of 2007, the University updated the International House in compliance with the Americans with Disabilities Act. In October 2007, the University completed the extensive remodeling on the main floor of the International House to achieve full accessibility. The remodel included new access ramps, broadened walkways and doorways, a fully accessible bathroom, and a designated parking spot for people with disabilities. In addition, the back yard was fully fenced to provide a safer environment for visitors with children. The renovation has greatly expanded the capacity of the International House to serve as a cultural activity center.

31. Approval of Policy Changes to Griz Card Program: The President approved two significant policy changes pertaining to the Griz Card program in 2008. Campus construction standards were amended to require, at minimum, wiring and electronic hardware for all exterior doors for card holder access and monitoring functions. The wiring must be terminated in the facility's main technology room, and space must be reserved within this room for future expansion of Griz Card functions. Facility planners are also required to meet with Griz Card personnel to review the potential uses of the Griz Card. The second policy change recognizes the Griz Card program as a campus-wide enterprise, and beginning in the 2012/13 Biennium, \$50,000 of funding from the central administration will further increase Griz Card sites and services across the campus.
32. Establishment of Student Affairs Immersion Learning Program (SAIL): The Division of Student Affairs created SAIL in 2008. This program provides two internships annually to train qualified candidates who are considering or planning careers in the profession of Student Affairs. These candidates spend the academic year as interns in various Student Affairs offices and receive a tuition waiver, academic credit, and a stipend. This program emphasizes Student Affairs as a profession, assists students with career planning, and helps create a professionally trained workforce.
33. Recommitment to Student Success and Retention: In fall 2008, the Retention Task Force concluded its two-year project with the publication of the *Partnering for Student Success*ⁱⁱ plan. The Task Force was an outgrowth of an administrative Retention Summit that identified the need to strengthen the University's focus on student retention. The plan was a collaborative effort between Student Affairs, Academic Affairs, and Administration and Finance, and it presents a multifaceted approach to student success to include K-12 preparation, college transitions, integration of the early college curriculum, student engagement, strengthened student support, and an emphasis on faculty and staff development. The Task Force also produced and distributed a *Partnering for Student Success brochure*ⁱⁱⁱ to facilitate the dissemination of this information to the University community.
34. Construction of the Native American Center: The Payne Family Native American Center, expected to be completed in 2010, will be a bridge between Native American and mainstream cultures. The center will be the first facility in the nation built expressly to accommodate a Native American

Studies department, an American Indian Student Services office, and other related campus programming. It will be a 19,900 square foot academic center, social and cultural hub, and gathering space. Additionally, the center will be a symbol of goodwill, unity, and intersection. The center is expected to be the first UM building to receive LEED Certification – Gold Level.

The challenge faced by American Indian students is that of achieving success in a system entirely different from that of their own communities and traditional teachings. Centralizing Native American Studies and student service resources will contribute to the experience, resource availability, and network opportunity for students. A facility for students to interact, work, and support each other will enrich their educational endeavors and aspirations to succeed at The University of Montana. – Vina Little Owl '06 (B.S. Accounting), Gros Ventre Tribal Member, Corporate Auditor, Nike, Inc.

3.A.1: Staffing, Position Descriptions, and Performance Reviews

The departments within the Division of Student Affairs are staffed with competent, experienced, and degreed professionals who care about students. Some are long-time, loyal, and skilled employees and others are new hires with fresh, diverse perspectives. Of the 14 members of the division management team, three have doctoral degrees, one of which is a medical degree, six have master's degrees, and five have bachelor's degrees. Professional training and experience have been critical factors in recent hiring decisions.

Position descriptions are routinely updated when vacancies occur, and may be updated during performance reviews or self-studies. The Vice President for Student Affairs regularly engages in discussions regarding performance expectations with the Student Affairs directors. [Exhibit OSM 3-02](#) comprises position descriptions of the 14-member management team.

Of the 339 staff members in the Division of Student Affairs, 109 are considered professional. Of the professional staff, 6% have Ph.D. or Ed.D. degrees, 16% have M.D., J.D., or M.S.W. degrees, 21% have M.A. or M.S. degrees, 48% have B.A. or B.S. degrees, and 9% have A.A. degrees, A.A.S. degrees, or certificates. Brief resumes of the professional staff are included in [Exhibit SM 3-05](#).

Staff members are encouraged to stay current in their fields through involvement in professional associations and participation in professional conferences and workshops. During the past three years, over 44% of the professional staff attended regional or national conferences and workshops, almost 95% have attended workshops and conferences locally or in Montana, nearly 19% hold leadership positions in their professional associations, and 25% have published in a professional journal or given a presentation at a professional conference.

Staff members are encouraged to participate in cross-functional training, computer training, and other workshops that enhance job performance and satisfaction. Many staff members take advantage of the tuition fee waiver to take University courses and pursue degrees.

Classified staff members in the Division of Student Affairs are reviewed annually in accordance with Human Resource Services guidelines. Some directors use a formal process including standard forms, self-evaluations, peer evaluations, and reviews by supervisors, while other directors use an informal evaluation process, usually involving a discussion of goals and objectives. The most technical evaluations are conducted for sign language interpreters and licensed health services staff.

The Vice President for Student Affairs conducts annual performance reviews of all direct reports, including directors. Each year, the directors complete self-evaluations and status reports pertaining to their goals and objectives. Every other year, the Vice President for Student Affairs solicits evaluative feedback about the directors from students, staff within the directors' respective units, fellow directors, as well as others on campus who have interacted with the directors. The results are reviewed with each director, and objectives for improvement are established.

3.A.2: Policies and Procedures

All areas within the Division of Student Affairs annually establish goals and objectives and develop action plans, policies, and procedures to accomplish those goals and objectives. Professional standards, guidelines, and principles, such as those of the Council for the Advancement of Standards and various functional area professional associations are consulted to ensure the appropriateness of the plans and to determine resource needs. This commitment to continuous improvement is also evident in the division's 2005 directive to perform full program reviews based on professional association standards every seven years. Career Services, Residence Life, and University Dining Services have completed program reviews (see [Exhibit RE 3-06](#)) while the remaining departments are at various stages of their respective review processes. Other types of assessment drive annual goal setting and the development of policies and procedures. These assessments include student needs and satisfaction surveys, campus-wide assessments such as the National Survey of Student Engagement (NSSE), and the collection and analysis of retention data, statistics, and demographic information. Overall, the goals, policies, and procedures of each area support and contribute to the mission and strategic plan of the Division of Student Affairs and the University.

3.A.3: Human, Physical, and Financial Resources

All areas of Student Affairs are working with limited budgets but have done a commendable job of performing their assigned tasks and achieving their goals. Space, particularly for storage, continues to be a campus-wide problem; however, most Student Affairs areas are operating with adequate space. In Academic Year 2003-04, Student Affairs established American Indian Student Services and space was allocated to the program in the Lommasson Center, the main student service building on campus. Other additions to Student Affairs facilities include the new Center for Student Success that was completed in 2001, which provided new offices for Disability Services, Career Services, the Undergraduate Advising Center, the TRIO program, and Internship Services. A new Campus Recreation Center was also constructed in 2001, which provides that department with additional program and office space.



Campus Recreation Center, Constructed in 2001

Since 1999, The University of Montana has experienced a 16.4% increase in the total number of enrolled students. In addition, the student body demonstrates increased representation from specific groups of students. Students who reported membership in ethnic minority groups have grown in number from 696 to 1,060 in 2009, which represents an increase of 52% since 1999. Foreign student numbers have increased from 385 to 472 in 2009, which represents an increase of 22.6% since 1999. Students reporting disabilities have increased from 588 to 970 in 2009, which represents a 65% increase. Though all of these specific student groups have experienced growth, their growth relative to the increase in the total number of enrolled students is less notable. In fact, the number of foreign students as a percentage of the total student body has decreased slightly since 1999, and the other two groups have increased relative to the total student body by factors of only two or three percent. Foreign student enrollment represents an interesting case, however, as the policy changes put in effect following the events of September 11, 2001 have limited foreign student travel to the U.S. to attend school. Enrolled foreign student numbers have grown, but have yet to reach the levels reported in 1999. In sum, despite the impressive growth in the numbers of each of the three subgroups, all three combined represent 17.6% of the student body in 2009, compared to 13.7% in 1999.

In addition to increased enrollment and diversity, The University of Montana has experienced the nationally observed trend towards increased student demand for mental health services on college campuses. Since 1999, the number of students with psychological or emotional impairment has increased 392% while the number of students with attention disorders has increased 53%. This trend has resulted in increased requests by students for care from the Curry Health Center and Counseling and Psychological Services, which provide psychiatric services, personal counseling, substance abuse counseling, and psychological assessment. The number of students

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requesting this type of care increased between 1999 and 2009 for both CAPS (a 28% increase) and CHC (a 50% increase). CHC and CAPS also provide a substance abuse counseling program, the Self-Over-Substance (SOS) program, which provides alcohol awareness education and out-patient counseling. This program has experienced a 124% growth in utilization by students since 1999. This increase is due in large part to a change in Montana law which now requires alcohol abuse prevention counseling for individuals charged with a “Minor in Possession” violation. In the past, this counseling was only required for Student Code of Conduct violations. Currently, Missoula only has two facilities that offer such training, one being the SOS program.

Overall staffing in Student Affairs has increased by 18.7% since 1999. This reflects fairly closely the 16.4% increase in enrollment during the same time period. As part of its efforts to improve student retention, the Division has increased staffing, and thereby its capacity to respond to students’ needs. In addition, the entire budget for the Division of Student Affairs increased by 68%. Funding for operations has seen moderate increases in the last 10 years, and Student Affairs areas continually reevaluate their operational spending to maximize efficiency and value, taking into account the increasingly broad spectrum of student needs they must accommodate. In recent years the University has invested additional funds in recruiting, acknowledging that nonresident enrollment is a major institutional goal. Currently, the state funds 10% of the division’s budget, and Student Affairs relies on auxiliary operations for the remaining 90%.

As in the past, Student Affairs has attempted to bring contract salaries into line with median College and University Professional Association for Human Resources (CUPA-HR) data. The division has had success in some areas and continues to lag behind in others. Contract salaries range from 82% to 90% of median CUPA-HR figures. Classified staff is tied to the state system and raises are determined at that level. In the last couple of years, classified salaries have become less competitive nationally; however, custodial salaries were recently reviewed and an increase was authorized. In addition, the University provides a competitive benefit package that includes leave and health insurance.

The Division of Student Affairs has developed methods for operating effectively despite restricted budgets in the face of limited capital resources. Deferred maintenance is a growing problem as it is on every campus in the U.S.; however, Student Affairs continues to manage this problem carefully in order to maximize the use of all assets. Student Affairs directors have done a commendable job in using their resources judiciously. Facility utilization continues to increase and satisfaction surveys indicate that most users are satisfied. Student Affairs is mindful of student costs and has only increased fees on an as-needed basis and in consultation with student government over the past 10 years.

The immediate future of the division will involve significant transition. Several long-time directors will be retiring in the coming years, all of whom will leave with more than 30 years of experience at the University. While their positions will be filled, their experience and institutional knowledge cannot be easily and immediately replaced. The Vice President for Student Affairs has made succession planning a priority, but losing that much experience will leave a void within the management team.

In 2003, the former Vice President for Student Affairs retired. A new Vice President was hired and started work in June of that year. In 2005 the Vice President's office moved into a completely refurbished and accessible suite of offices located on the lower level of University Hall. Most Student Affairs offices have undergone minor or cosmetic renovations. Efforts were made in the last five years to upgrade furniture in offices and this task continues. Through enhancements in technology and customer support, the division has and will continue to provide quality services to students and other users of Student Affairs services.

Several projects are on the drawing board that will further enhance quality service to students and other members of the University community. These projects will depend on funding, but it is hoped that they will be initiated within the next five years. These projects include a complete renovation of our major contract dining facility; major renovations to the University Center ballroom, UC entrance and stair enclosures, and the atrium; storage facilities for students housed on campus; expansion of the family housing community center; and refurbishment and renovation of the dental facilities within Curry Health Center.

3.B: GENERAL RESPONSIBILITIES

3.B.1: Needs and Characteristics of the Student Population

Identification of student characteristics, learning needs, and special needs, where appropriate, begins with the first contact with the student. The Division of Student Affairs at The University of Montana and the Academic Affairs sector identify the characteristics of the student population and distribute those data on the "[UM By the Numbers^{iv}](#)" website ([Exhibit RD 3-03](#)). Additionally, most Student Affairs departments gather information concerning student characteristics through surveys or applications directly related to the individual unit's specific purpose and function.

The process of addressing the needs of students begins with the admission application, standards for admission, and orientation. Orientation presentations respond to the needs of the students as identified in applications, face-to-face discussions, placement assessments, and identification of cohorts such as traditional students, nontraditional students, students making career changes, and displaced workers. Characteristics of students are associated with high school grade point averages, course placement assessment scores (ALEKS, COMPASS, MUSWA), and scores received on national readiness assessments (ACT, SAT).

As a first step in responding to students' needs, faculty, staff, and administrative personnel establish relationships with students in the first stages of admission. Advising is another common avenue for responding to student needs. The advising model employed at The University of Montana is suggested by the National Academic Advising Association (NACADA). A mixed model is utilized at the Mountain campus, and a faculty-based model is applied at the College of Technology (COT). At the Mountain campus, the mixed model includes a combination of faculty and professional advisers with the professional advisers primarily working with undeclared students. At the College of Technology, faculty take full responsibility for

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advising students. Through both models The University of Montana provides a system of advising that supports, guides, and responds to the needs of students.

Faculty and professional advisers recognize the value of course placement scores of students and use these scores to provide appropriate placement in writing and mathematics courses. The University of Montana has developed programs that address student needs by providing writing and mathematics preparation courses at the college level, which are recommended based on students' placement scores. These developmental courses and support services are delivered by the College of Technology, the Math PiLOT program, The Writing Center, and the *Partnering for Student Success* plan.

In order to identify specific student needs, The University of Montana (including the College of Technology) gathers characteristics data organized in a variety of ways, including in-state or out-of-state status, graduate status, residency status, transfer and geographical origin, traditional or nontraditional, major and enrollment status, and distance in-state and out-of-state. Additionally, students may be identified as "early admit," dual-enrolled, or non-degree. They may also be grouped with other students from specific Montana counties, U.S. states, or countries. University of Montana students are often identified as first-generation attendees, first-time freshmen, or first-time nontraditional students. These data also include gender and ethnicity, to which the University can then respond with specific services critical to retention and persistence to graduation.

In its annual report, Disability Services for Students indicates student characteristics obtained from enrollment data that include the number of undergraduate and graduate students enrolled who identify as disabled. Such data allow DSS to support self-advocacy by improving its capacity to plan for student needs through specific technologies, specific accommodations, and availability of note taking and interpretive staff. The University of Montana also collaborates with the College of Technology to provide a representative from DSS with regularly scheduled office hours during each academic year.

Finally, The University of Montana regularly administers national surveys which are generally described as student satisfaction surveys. These surveys contribute to the data-gathering efforts that provide essential information regarding University of Montana student characteristics.

3.B.2: Student Participation in Institutional Governance

Students have opportunities to play significant roles in institutional governance on The University of Montana campus. Typically, more than 75 students serve on 51 official University committees, including the [Academic Standards and Curriculum Review Committee](#)^v (ASCRC), the [Committee on Campus and Facilities](#)^{vi}, and the [Strategic and Budget Planning Committee](#)^{vii} (SBPC). If a student seat is vacant, the President's Office notifies student government leaders and the ASUM Senate, in consultation with the President, appoints students to vacant committee seats. The guidelines for number of students and the appointment process are outlined specifically in Section 20.000 of the [UFA Collective Bargaining Agreement](#) (UFA CBA)^{viii}.

ASUM is the official representative body of the students. Its organizational structure facilitates student involvement in the governance of the University. The three executive officers (President, Vice President, and Business Manager) meet regularly with the University President, Provost, Executive Vice President, Vice President for Administration and Finance, Vice President for Student Affairs, and Dean of Students. The [ASUM Relations and Affairs Committee](#)^{ix} addresses a wide variety of campus issues including, but not limited to, auxiliary fees and operations, campus development plans, campus security, environmental health, insurance, parking, Athletics, academics, and library operations. ASUM also includes committees that focus on the College of Technology, information technology, the University Center, publications, the student radio station, transportation, Campus Recreation, housing, and student political action.

Through ASUM, students have a voice in University budget matters, including establishment of fees, changes in tuition and existing fees, and allocation of fees. Boards of Regents policies grant the student government the opportunity to discuss any change in tuition or mandatory fees under consideration with the Board of Regents. Before approving or increasing a mandatory fee, the Board of Regents will give the student government the opportunity to express student opinion regarding the fee through the formal actions of the student government or student referendum. Students also have a voice in the allocation of established fees, including fees pertaining to the University Center, Campus Recreation, Curry Health Center, student activities, computers and technology, radio, transportation, and buildings. Student seats exist on the committees and advisory bodies related to these fees.

Individual academic departments and colleges also include student members on advisory boards and students sit on various *ad hoc* committees relating to personnel searches, task forces, and procedural advising, among others. For example, the Dean of the School of Business Administration has a student advisory group that meets with the school's leadership at least twice per semester. This practice follows Section 20.000 of the UFA, which states that students shall have the right and responsibility of participation in all academic unit meetings and committees. Student membership on committees in academic units consists of at least one student member, and at least two if the committee is larger than five. Despite these policies, student involvement in academic committees can be inconsistent, as student participation is dependent on scheduling, the time in the academic year with regard to standard examination periods, and students' changing interests, and is compounded by frequent turnover in student membership.

Most departments within Student Affairs have an advisory committee consisting primarily of students. A student representative for each department sits on the Student Affairs Advisory Council, which provides a forum for students to discuss issues regarding student services with the Vice President for Student Affairs. Many offices routinely seek out student opinion through surveys, focus groups, and other means of assessment.

Members of the faculty are also involved in development of policies for student programs and services in a number of ways. Departments such as the University Center and its various student involvement programs, Campus Recreation, Enrollment Services, and Career Services have advisory boards that include faculty members. In particular, committees that recommend policies for student programs

and services have faculty representation: these include the Drug and Alcohol Advisory Committee, Diversity Advisory Council, University Athletic Committee, Scholarship and Financial Aid Committee, Committee on Campus and Facilities, and the Parking Policy Committee, among others.

3.B.3: Students' Rights and Responsibilities

The [Student Conduct Code](#) (see [Exhibit RE 3-01](#)) governs all student conduct at The University of Montana. Student enrollment presupposes a commitment to the principles and policies embodied in the code. It embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. It sets forth University jurisdiction, student rights, standards of academic and general student conduct, and procedures for adjudicating charges of academic and general misconduct.

The Vice President for Student Affairs and the Provost and Vice President for Academic Affairs provide executive officer oversight of the Student Conduct Code. The Vice President for Student Affairs is responsible for all general conduct, and the Provost and Vice President for Academic Affairs is responsible for all academic conduct. Both sections of the Student Conduct Code follow similar steps in responding to alleged misconduct. The major procedural steps in the Student Conduct Code are investigation, administrative conference, University/Academic Court hearing, and hearing review by the President. The University/Academic Courts are composed of students, staff, and faculty.

The Student Conduct Code is published in unabridged and abridged formats. The abridged document is distributed to students in pamphlet form during New Student Orientation. Unabridged copies are given to accused students during the investigative stage. Additional copies of each format are available from the offices of Residence Life, the Vice President for Student Affairs, the Dean of Students, ASUM, and the Provost. In addition, each publication contains a website where the code may be viewed in its entirety.

Both versions of the Student Conduct Code reference additional policies, regulations, and professional or ethical standards that supplement the Student Conduct Code. These include, but are not limited to, the Student-Athlete Conduct Code, Drug and Alcohol Policy, Vehicle and Traffic Regulations, University Facilities Use Policy, Alleged Misconduct in Research and Creative Activities Policy, Responsible Use of Electronic Communications Policy, Law School Honor Code and Procedures, and Residence Life Regulations.

Copies of the Student Conduct Code, in addition to Residence Life rules and regulations, are distributed to students in residence halls, University Villages, and Lewis and Clark Village. Residence Life personnel adjudicate alleged general misconduct incidents that occur in University housing facilities. The Dean of Students adjudicates all other alleged general misconduct incidents. In either situation, students may appeal to the Vice President for Student Affairs and the University Court for relief. The President of the University reviews all University Court decisions. Additionally, students may appeal to the Commissioner of Higher Education and the Board of Regents.

The offices of Residence Life, the Dean of Students, and Public Safety are vigilant in their enforcement of the Student Conduct Code, including the University's alcohol and illicit drug policies. Students who violate the University's alcohol or drug policies are required to participate in the educational SOS program offered through the Curry Health Center. The majority of students who complete the SOS program do not re-offend.

The primary consideration pertaining to each alleged general student misconduct incident is the health and safety of the campus community. Assuming the campus community is not at risk, each disciplinary proceeding is approached from a student development perspective. Students are held accountable for their actions and are taught there are consequences for inappropriate behavior. Sanctions are then applied in ways intended to help students learn from their mistakes rather than arbitrarily suspending or expelling them; however, in some cases the behaviors are so egregious that suspensions or expulsions are necessary. Usually only five or six students are suspended each year, most of which are one-year suspensions. Students who commit offenses such as rape or violent physical assaults are usually expelled; however, expulsion is a rare occurrence.

Available data suggest the Student Conduct Code is fairly and consistently administered. Students usually agree to disciplinary findings and imposed sanctions rather than appeal to the next level. For example, only three University Court hearings were held during the past three academic years. The Academic Court heard one case during the same period.

The University's alcohol policies are found unabridged in the *With Your Personal Safety in Mind* handbook (Exhibit RE 3-08). Copies of the handbook are distributed to students during New Student Orientation. In 2009, the University published and distributed an [abridged version of its alcohol policies](#) in the form of a pamphlet, with the expectation that more students would educate themselves regarding restrictions and privileges related to alcohol possession and consumption (Exhibit RE 3-08). The pamphlets are distributed in the residence halls and to leaders of student organizations when they seek student government recognition of their organizations.

Additional copies of both versions are available from the offices of Public Safety, Residence Life, the Vice President for Student Affairs, the Dean of Students, and ASUM. In addition, each publication contains a website at which both formats of the document may be viewed.

Other important student rights information is published in the [Student Rights section of the Course Catalog](#)^x. This publication reviews in detail students' rights to privacy under the Family Educational Rights and Privacy Act (FERPA), as amended, along with information regarding crime statistics, safety information, student complaint procedure, equal opportunity and affirmative action, and the discrimination grievance procedure (Exhibit RE 3-08).

In 2007, ASUM collaborated with Public Safety and the Dean of Students to print and disseminate the [Know Your Rights Card](#). It contains information regarding students' rights that pertain to residence halls, Student Conduct Code, landlord/tenant situations, contact with law enforcement officers, and the First Amendment (Exhibit RE 3-08).

3.B.4: Safety and Security of Students and Their Property

A number of campus offices have a role in the safety and security of the campus. These include Public Safety, Residence Life, Griz Card Center, Curry Health Center, Environmental Health and Risk Management, and the Dean of Students. Since the accreditation review in 1999, The University of Montana has instituted several programs that have made the campus safer and more secure. Additional lighting has been added to some interior campus locations, and Park-N-Ride facilities. University police officers now patrol campus on bicycle, foot, Segway, or car. A closed-circuit television system has been installed at each dorm entrance and at the perimeter of several buildings. Because of these and other initiatives, surveys (such as the Residence Life Survey) indicate students generally feel safe and secure. Further improved security measures include the following:

- An overlapping emergency communications plan has been established allowing administration to notify the UM community within minutes of an emergency.
- Public Safety officers are now trained and equipped to respond to emergencies that require the use of Special Weapons and Tactics (SWAT). This equipment includes updated weapons and communication systems.
- Public Safety has added “less-than-lethal” equipment in an effort to stop a dangerous person effectively without the use of deadly force.
- Police officer and office staff training ensures readiness to respond to emergencies. Police officers are graduates of the Montana Law Enforcement Academy.

Public Safety

Public Safety plays a central role in campus security. Its functions include criminal investigation, preventative patrol, community policing activities, safety education, escort service, coordination of the campus emergency plan, and collection of crime statistics. The Public Safety officers patrol campus and operate a dispatch center 24 hours a day, 365 days a year. It includes a staff of 13 trained and equipped police officers. Two public safety officers have been trained in more advanced criminal investigative techniques. They now have the knowledge and experience to more effectively conduct criminal investigations and bring cases to resolution for the University community.

Public Safety dispatchers are required to attend and receive State of Montana certification as Operator II dispatchers. All officers and staff are encouraged to take college classes and seek advanced degrees. Public Safety student assistants are employed in the dispatch office, student escort program, parking program, and the administrative office.

To enhance the working relationship among area law enforcement agencies, the University has sponsored several state, local, and regional law enforcement training

programs. Mutual aid agreements have been developed with the Missoula County Sheriff Department and Missoula City Police Department. Public Safety has approval from the State Communications Bureau to access the National Crime Information Center (NCIC), and the Montana Criminal Justice Information Network. Public Safety has computer access to these networks, which enables its officers to ascertain whether an individual or vehicle has been involved in a crime and respond appropriately to an incident.

Communication

One of the University's primary communication tools regarding safety and security is the handbook, *With Your Personal Safety in Mind*. The information in the handbook is made available to every student during New Student Orientation at the beginning of each academic year. It complies with the Student Right-to-Know and Public Safety Act and the Drug-Free Workplace Act. The handbook provides public safety information, crime statistics, and safety tips. In addition, it describes law enforcement and safety services, emergency procedures, and how to report crimes. It explains the University's policy on sexual assault and support services for victims through the Student Assault Resource Center.

The publication describes the University's drug and alcohol policies, including those related to residence halls, Greek fraternal organizations, campus events, and student organizations. Information regarding courses on drug and alcohol abuse and the Curry Health Center's SOS program is also provided ([Exhibit RE 3-08](#)).

In addition to the handbook, information about safety and security is communicated in several ways. Public Safety conducts a safety and security presentation at all New Student Orientation programs. Information about safety and security is presented by resident assistants and Public Safety officers to students living on campus. Residence Life publishes and distributes to each resident a calendar/policy manual that reviews the security features of the residence halls, University Villages, and Lewis and Clark Village. Public Safety maintains a series of websites that include timely bulletins, vehicle regulations, and safety tips.

On Campus Safety

Policies and procedures are in place to make living on campus as safe and secure as possible. For campus residents, these include policies on visitation (escort and hours) and zero tolerance for the possession and use of illicit substances. Entrances to the residence halls are locked at 8:00 p.m. The grounds surrounding residence halls, townhouses and apartments of University Villages and Lewis and Clark Village are well lit. Access to residence hall entrances and the floors of two high-rise residence halls is controlled electronically using Griz Card readers. Residence hall high-rises have emergency phones in the stairwells that are connected directly to the campus dispatch office. Emergency phones are located in all elevators. All residence halls and residences in University Villages and Lewis and Clark Village have door chains and viewers. If students lose their room or apartment keys, their doors are re-keyed within seven days. All facilities have smoke detection devices. Each residence hall desk is staffed 17 hours per day, and all residence halls have night security staff on duty from 5:00 p.m. to 3:00 a.m. Staff members make hourly rounds to check door security and detect potential security risks. Students may request unlisted telephone

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numbers and that housing rosters list only their names and phone numbers, and not their room numbers.

All Public Safety officers are involved in the community policing program. Included in their activities are safety and security presentations, self defense programs and safety programs for the children of students living in University Villages and Lewis and Clark Village. The SARC and Public Safety work closely together on sexual assault cases. This working relationship has been a key element in bringing assault crimes to the attention of the campus community.

Most criminal activities on campus tend to be misdemeanor in nature and usually of low risk to students. Due to a concentration of residents, vehicles, and bicycles on campus, vandalism and theft rates are similar to other high-density housing areas. Public Safety maintains records of all criminal acts and significant events that affect the UM community. Increases are noted and targeted action is implemented.

Public Safety officers report locations of high fire danger or exposure to other risk. Residence Life staff, Custodial Services employees, and staff members from the Curry Health Center are provided fire safety training on an annual basis. Evacuation plans are in place and reviewed as needed.

In another effort to provide a higher level of safety for the campus community, Public Safety provides an annual subsidy to Mountain Line to provide free bus transportation for all faculty, staff, and students. This reduces the number of vehicles on the road and increases the personal safety of the student body. In addition to this service, ASUM administers a transportation program whereby it operates several buses that shuttle students between University-owned Park-N-Ride locations to the Mountain campus, and the College of Technology east and west campuses. ASUM transportation also operates a bus that shuttles students to and from the Missoula downtown area several nights each week.

Policies and Publications

In 2005, the President approved [UM Policy 406.5: Sexual Misconduct, Sexual and Relationship Violence, and Stalking Policy](#)^{xi} (see [Exhibit RE 3-08](#)). The policy is published on the [UM Policies website](#)^{xii}. In addition, it is contained in the handbook, *With Your Personal Safety in Mind*, which is widely disseminated.

In 2007, the Vice President for Student Affairs established the Critical Incident Response Team to identify, assess, and respond to serious or potentially serious incidents related to student mental health, physical health, or conduct, which, if disregarded, could threaten the health and safety of the campus community. The nature of the incident will dictate the type of protocol used to confer with selected University personnel.

[CIRT](#) is composed of campus professionals including the Director of Curry Health Center, Executive Vice President, Director of DSS, Director of Public Safety, Director of Counseling and Psychological Services, Dean of Students, Director of Residence Life, UM Legal Counsel, Director of Equal Opportunity/Affirmative Action, and a psychology department professor ([Exhibit RE 3-08](#)). The Vice

President for Student Affairs provides executive officer oversight of CIRT, and the Dean of Students serves as the chair.

Any member of the campus community may use a standard [CIRT referral form](#), included in [Exhibit RE 3-08](#). By completing and submitting the referral form to the Dean of Students, CIRT will be made aware a student was recently or is still in a crisis. This will permit a supportive response to ensure the student receives necessary assessment and help. People may report anonymously or request their identities remain confidential. Nothing in the form or reporting procedure is meant to modify any legal requirements applicable to licensed healthcare professionals' disclosures of healthcare information protected by health and medical confidentiality laws.

Other online publications that address student safety are ([Exhibit RE 3-08](#)):

- Grizzly Personal Safety – a free student-staffed safety service administered by the Office of Public Safety.
- Disruptive/Intimidating Incident Report Form – addresses alleged student misconduct incidents and is primarily for staff and faculty use; reports are submitted to the Dean of Students.
- Missoula Hate Crime and Bias Incident Report form – a Missoula Police Department-Quality of Life form; the form is accessible from the University's Office of Public Safety website.
- Observation Guide: Investment in Community Safety – an Office of Public Safety report form designed to elicit maximum information from a person who has witnessed a crime.
- Locator map of campus emergency telephones – accessed from the Office of Public Safety website.
- Hazing & Harassment Hotline – accessed from the Office of the Vice President for Student Affairs website; it provides directions as to how to report hazing or harassment via a telephone.

3.B.5: Course Catalog

The University's [Course Catalog](#) ([Exhibit OSM 3-05](#)) is published annually in printed, online, and CD formats – although, beginning in 2009, very few printed copies are available. The online format of the catalog is available on the University's website. The catalog is distributed widely on campus and to prospective students. It includes detailed information describing the University's educational mission statement, commitment to diversity and access, accountability statement, and institutional philosophy. Admission requirements and procedures, students' rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other information pertaining to attendance and withdrawal from the institution are described in detail in the catalog.

Students may graduate by fulfilling University and departmental requirements in any catalog under which they have been enrolled during the six years prior to graduation. Students may also meet major and minor requirements under different catalogs than the catalog under which they meet General Education requirements.

The catalog also contains information about student government, student organizations and services, and athletics. Although referenced in the catalog, the Student Conduct Code is a separate publication.

3.B.6: Evaluating Student Services and Programs

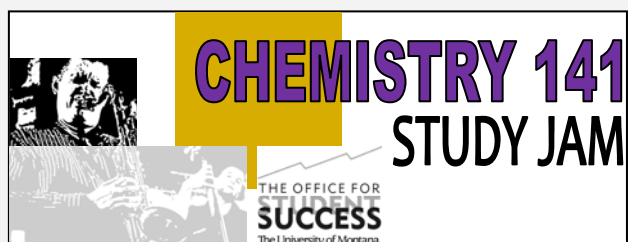
The Division of Student Affairs serves as a model for program assessment. The Student Affairs Assessment Council (SAAC) meets monthly and comprises a representative from each department within Student Affairs; the Office of the Vice President for Student Affairs; the Office of Planning, Budgeting, and Analysis; a faculty representative; and a student representative. The purpose of assessment in Student Affairs is to identify and respond to student needs, provide adequate service delivery to students, and ensure continuous improvement across all departments. SAAC provides oversight of assessment within the division by encouraging collaboration where appropriate, reviewing assessment methodology and technique during research planning stages, and meeting with unit coordinators regularly to monitor progress. Types of assessments may include student satisfaction surveys, program evaluations, analysis of available retention data, and data related to student characteristics and demographics. The Vice President for Student Affairs requires an annual assessment plan from each unit, and at least one completed assessment project each year. The reports from all Student Affairs units are then compiled annually and published by the Office of the Vice President for Student Affairs ([Exhibit RE 3-06](#)). In some cases, external accreditation reviews undertaken by certain units are included in place of an assessment report that year.

The University of Montana compiles enrollment, census, and student retention data for assessment purposes ([Exhibit OSM 3-01](#)). Annual assessment allows for evaluation of service delivery systems in addition to specific questions, especially questions pertaining to student retention. Recent exploration relevant to retention led to a campus-wide collaborative effort entitled *Partnering for Student Success*, which was intended to identify and implement services and initiatives that will support student engagement, persistence, and student success. Participation in this effort included representatives from Academic Affairs, the Division of Student Affairs, and the Staff Workgroup for Student Success.

From the spring of 2002 to the present, The University of Montana has participated as a registered member of the National Study of Student Engagement. During the spring of 2009, the College of Technology will administer a student engagement survey patterned after the Community College Survey on Student Engagement, and plans to register for participation in this survey in the future. The intent of this assessment is to create a benchmark at the two-year college level as well as measure the impact of any changes.

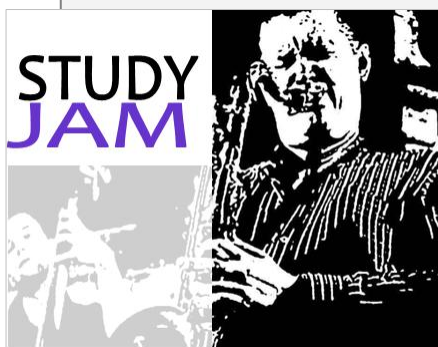
TANGENTS TO THE OVAL...

STUDY JAM



On Monday and Wednesday evenings during the semester, the University Center food court transforms into STUDY JAM. From 6:00 p.m. to 9:00 p.m., students in high-enrollment foundations courses drop in at group study tables organized by subject area: composition, chemistry, physics, statistics, biology, Spanish, and economics.

Gathering around the assembled tables, these students create informal study groups to work on homework assignments and exam review, assisted by undergraduate tutors selected by the faculty members who teach the courses. With nearly 1,400 student visits each semester, STUDY JAM is one of the most popular and effective academic support programs offered through the University's Office for Student Success.



3.C: ACADEMIC CREDIT AND RECORDS

3.C.1 Academic Records

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria. Grading policies, including policies for traditional letter grading, credit/no credit grading, incompletes, and computation of grade average are described in detail in the [Academic Policies and Procedures section of the Course Catalog](#)^{xiii}. Definitions of credit awarded and correlation between credit and lecture/lab hours are also contained in the catalog ([Exhibit OSM 3-05](#)).

Academic records are comprehensive, accurate, and secure. All classes taken for credit at the University are recorded on a student's transcript, including courses from which a student has withdrawn, courses dropped after the fifteenth day of class, and instances where students are granted credit by examination, transfer credit, or credit through the College of Technology's Tech Prep program. In the case of repeated courses, the initial grade remains a part of the student's permanent academic record, even if that grade is exempted from the cumulative grade point average in accordance with the published policy on repeat of courses. Similarly, in the case of an incomplete, the incomplete remains on the student's transcript, along with the final grade which is assigned once the makeup work has been completed. To prevent the occurrence of recording errors, grades are entered at the end of each semester by the instructor teaching the class via a secure, online grading function. Faculty members have the ability to revisit grade rosters for classes to make updates and corrections. Following completion of the grade entry and submission, grade rosters are run and sent to the instructor to verify grades. This approach provides an efficient and effective means of detecting errors.

If an error occurs due to a grade that is incorrectly recorded by the instructor, the Registrar's Office will correct the error upon receipt of appropriate documentation provided and signed by the instructor of the course and the dean of the department. Consistent with the provisions of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and University policy, the student has the right to initiate a hearing before the Student Court, through written request to the Office of the Vice President for Student Affairs, if the student believes that a portion of the record is inaccurate, misleading, or inappropriate. Upon appropriate determination of the court, such items may be deleted from the record. This information and further information on FERPA, student complaint and discrimination grievance procedures, equal opportunity, and other policies relating to student rights is published in the [Student Rights section of the Course Catalog](#) (see [Exhibit RE 3-08](#)).

The primary storage medium for students' academic records is a centralized database. This database meets industry standards for security. Appropriate security profiles for all users of the system are determined by the administrative offices with the ownership of each category of information managed on the system. All grades for credit courses that have been taken since the summer of 1990 are recorded on this database, and transcripts are generated from this database as needed. Update access (the ability to change an entry) for areas of the database connected to grading and academic history is carefully controlled, and only key personnel have the ability to change grade entries. Restrictions also apply to the types of personnel who have

view-only access to academic history information. The database is backed up regularly in accordance with industry standards. In addition, hard copies of original instructor grade rosters from every course are kept in their original form in the Registrar's Office. Rosters from 1918 to 1977 have been microfilmed and retained in this medium; prior to 1918, rosters exist in ledger form. For classes taken prior to the summer of 1990 (and prior to summer of 1995 for the College of Technology, formerly called Missoula Vocational Technical Center), digitally imaged paper transcripts are the primary storage medium, and for security purposes, archived backup copies of these records have been retained in paper records (paper records with additional microfilm backup at the College of Technology). Section 3.C.5 contains more information about the storage and archival of these documents.

3.C.2: Evaluation Criteria are Appropriate to Degree Level

The catalog describes the two types of grading systems used. Letter grades represent an assessment of the overall quality of work performed in a given course. *A* is defined as work of superior quality; *B* is work better than average; *C* is average work; *D* is work below average, but barely passing; and *F* is failure. When assigning traditional letter grades, instructors may, at their discretion, utilize the symbols + or -. Use of the + or - will be limited to *A-*, *B+*, *B-*, *C+*, *C-*, *D+*, and *D-*.

The credit/no credit grading system is offered by the instructor as a student's option or as the option of the instructor. CR is given for work deserving of credit and NCR is given for work not passed, and therefore, not of credit. The instructor determines appropriate criteria for grading students within the two grading systems defined in the [Academic Policies and Procedures section of the Course Catalog \(Exhibit OSM 3-05\)](#).

3.C.3: Degree Versus Non-degree Credit

Clear and well-publicized distinctions are made between degree and non-degree credit. An explicit description of the required courses for each major, minor (if applicable), and the General Education requirements for each degree are detailed in writing in each department's catalog listing, web page, and advising material. Course titles and numbers are included in this detailed description of courses required for each program of study. In addition, the catalog contains detailed explanations of transfer credit, the applicability of vocational-technical credit toward graduation requirements at the baccalaureate level (and petition procedures for the acceptance of a limited amount of vocational-technical credit by a specific department, subject to departmental approval), credit by examination, cross listed and equivalent courses, and numbering of courses which are below college level and not accepted toward degree. Non-credit continuing education coursework is not included in the catalog and is not recorded on a student's transcript.

3.C.4: Transfer Credit Policies

Policies for evaluation and acceptance of transfer credit are published in the catalog. Transfer credentials must be received from another regionally accredited college or university, from a college or university that is a candidate for regional accreditation, or from a foreign college or university. Coursework from unaccredited schools is not

evaluated unless an individual exception is requested by a student and approved by a committee composed of the Provost, the Assistant Vice President for Enrollment, and the Registrar. As part of the evaluation process, Enrollment Services reviews all academic work for major course equivalencies as well as possible repeated courses, and assigns courses to the appropriate General Education areas. Credit for courses judged to be of college level will also be applied as appropriate toward the free-elective requirements of baccalaureate degrees, and courses applicable toward the 39-credit upper division requirement are designated when appropriate. The academic department of the student's major is authorized to determine the applicability of accepted credit toward major and graduation requirements. Course substitutions at the College of Technology are approved by the Associate Dean and chair of the department of the equivalent course.

In 2007, the Board of Regents approved the Common Course Numbering Initiative as part of a larger effort to facilitate transferability within the Montana University System. These efforts entail making policies and procedures, including course listings, consistent for students who wish to transfer credits within the Montana University System (MUS).

3.C.5: The Security of Student Records of Admission and Progress

Student records, including transcripts, are accurate, complete, and permanent as described in Section 3.C.1. The records are private and released in accordance with FERPA (1974, the Buckley Amendment) and University policy, which is described in detail in the catalog. In short, transcripts are released only upon receipt of a written request by the student, or in compliance with the release of records as detailed in FERPA. The student has the right to request that directory information be kept confidential as well, with release only per written request.

As mentioned in Section 3.C.1, the primary storage medium for students' academic records is a centralized database. This database meets industry standards for security. Appropriate security profiles for all users of the system are determined by the offices with the ownership of each category of information managed on the system. All grades for credit courses that have been taken since the summer of 1990 are recorded on this database, and transcripts are generated from this database as needed. Update access for areas of the database connected to grading and academic history is carefully controlled, and only key personnel have the ability to change grade entries.

The database is backed up regularly in accordance with industry standards. In addition, hard copies of original instructor grade rosters from every course are kept in their original form in the Registrar's Office. Rosters from 1918 to 1977 have been microfilmed and have been retained in that medium; prior to 1918, rosters exist in ledger form. As mentioned, digitally-imaged paper transcripts are the primary storage medium for classes that were taken prior to summer of 1990 (and prior to summer of 1995 for the College of Technology, formerly called Missoula Vocational Technical Center). For security purposes, archived backup copies of these records have been retained in paper records (in paper records with additional microfilm backup at the College of Technology).

Older, paper-based academic transcripts are maintained through digital imaging and archiving. The objective of the digital imaging and archiving of the University's

older, paper-based academic transcripts was two-fold. The secure archival of these documents was the primary concern driving the conversion; however, this system has also allowed the Registrar's Office to improve its service to students, since access to the academic records is now virtually instantaneous, and documents cannot be misfiled. The ease and speed with which records can be located and printed have improved substantially, and students can expect a reduction in the amount of time required for processing transcript requests. The primary storage medium for these records is a secure server located in the Registrar's Office. The system contains records from the Mountain campus and College of Technology. Only Registrar personnel with designated authority can access these records via the office's three networked workstations, which are controlled by user profiles and passwords and locked after hours. The optical storage system is backed up electronically, with a copy of the entire database located at a secure, off-campus site. In addition, the paper records from which the electronic images were created are stored in fireproof cabinets in secure locations. At this storage site, the fireproof cabinets are elevated several inches from the floor on risers as a safeguard from fire sprinkler discharge.

Source records from the College of Technology (paper records from the Missoula Vocational Technical Center for 1967 to 1995) are stored in fireproof cabinets in the Registrar's Office at the College of Technology and are also backed up on microfilm, with one copy of the microfilm in secure off-site storage. With the records stored primarily on the secure server in the Registrar's Office, and secure backup files of both electronic media and appropriately protected paper in secure off-site locations, the records are archived in such a manner that they will remain secure and intact even in the event of major disaster on either the Mountain or College of Technology campus.

3.D STUDENT SERVICES

3.D.1: Admission Policies are Consistent with the Mission

The Board of Regents first established admission policies for The Montana University System in 1986, and the most recent update was provided in April 2008. The policies, in [Section 300 of the BOR Policy and Procedures Manual^{xiv}](#), were developed to ensure that students entering the university system possess the basic skills and academic foundation to benefit from and succeed in a higher education environment. Policies for admission include performance standards as well as completion of a comprehensive college preparatory curriculum. The standards of performance state that a graduate of any Montana high school accredited by the Board of Public Education may enter any four-year unit of the Montana University System as a first-time, full-time undergraduate student, provided the graduate meets the College Preparatory Program and at least one of the following requirements:

- Has attained a score of at least 22 on the ACT or a score of at least 1,540 on the total mathematics/critical reading/writing examination of the SAT;
- Has obtained at least a 2.5 high school GPA; or
- Ranks in the upper half of the graduating class.

Out-of-state undergraduates must meet the College Preparatory Program of the State of Montana or that of their home state, and meet the same requirements just listed.

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All transfer students must present at least a 2.0 cumulative grade point average (or C equivalency on a 4.0 scale) based on transferable credits carried from all colleges or universities previously attended to be eligible for consideration.

Proficiency Standards - Mathematics

Beginning in fall 2010, any student seeking full admission to a four-year degree program at The University of Montana must satisfy the mathematics proficiency standard. That standard is as follows:

- A score of 22 or above on ACT Mathematics;
- A score of 520 or above on the SAT Mathematics; or
- A score of three or above on the Advanced Placement (AP) Calculus or Statistics Subject Examination, or a score of four on the International Baccalaureate (IB) Calculus test, College Level Examination Program (CLEP) subject examinations in selected topics including College Algebra, College Algebra-Trigonometry, Pre-Calculus, Calculus, or Trigonometry, if their scores on the examination meet or exceed 50, the American Council on Education Recommended Score for Awarding Credit. Alternatively, students may be excused from any testing in mathematics and deemed proficient if they complete a “Rigorous High School Core” defined as four years of mathematics in high school, which must include Algebra I and II, Geometry, and a course beyond Algebra II with grades of C or better in all courses.

A student whose mathematics score is 18-21 on the ACT or 440-510 on the SAT may be considered for provisional admission or admitted without condition to the College of Technology.

Proficiency Standards - Writing

Any student seeking full admission to The University of Montana must satisfy a writing proficiency standard. That standard is as follows:

- A score of seven or above on the Writing Subscore, or an 18 or above on the Combined English/Writing section of the Optional Writing Test of the ACT;
- A score of seven or above on the Essay section, or 440 or above on the Writing section of the SAT;
- A score of 3.5 or above on the Montana University System Writing Assessment;
- A score of three on the AP English Language or English Literature Examination; or
- A score of four or above on the IB Language A1 Examination.

In lieu of the indicators set above, students may offer CLEP Subject Examinations in Composition if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50. A student who has not yet demonstrated the ability to meet these standards may be admitted provisionally or admitted without condition to the College of Technology.

The College Preparatory Program consists of the following requirements:

- Four years of English in which the content of each course emphasizes the development of written and oral communication skills and literature familiarity;
- Three years of mathematics which include Algebra I, Geometry, and Algebra II, or the sequential content equivalent of these courses. Students are also encouraged to take a fourth course in mathematics during their senior year.
- Three years of social studies which include global studies such as World History or World Geography; American History; and Government, Economics, Indian History, or any other third-year course.
- Two years of laboratory science which must include one year of Earth Science, Biology, Chemistry, or Physics, and one year of any listed sciences or another approved college preparatory laboratory science.
- Two years chosen from the following:
 - Foreign Language (preferably two years)
 - Computer Science
 - Visual and Performing Arts
 - Any vocational education units that meet the Office of Public Instruction guidelines

Admission standard adjustments are made for distinctive populations such as nontraditional students, students who are home schooled or who have graduated from an unaccredited high school, College of Technology students, and international students, as defined below:

- Nontraditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school), may submit a High School Equivalency Diploma based on the General Educational Development (GED) examination provided that they have a score of 450 on each section of the exam.
- Home schooled students and students who have graduated from unaccredited high schools may submit ACT or SAT scores in addition to a list of their four-year curriculum with a verification letter from the primary instructor(s).
- College of Technology students may be admitted by submitting a high school diploma or a passing GED test score.
- International students must achieve a minimum test score of 500 on the Test of English as a Foreign Language (TOEFL) examination and meet the admission requirement of a grade point average of 2.5.
- Enrollment Services admits undergraduate students to the University and to some academic programs. Several programs have their own performance

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requirements and/or an application process for admission into the program. Enrollment Services admits students to these programs as pre-majors.

- Enrollment Services also admits students to the University in the status of undergraduate non-degree. In this instance, students may be admitted without providing academic credentials from previous schools. Others who are exempt from the admission requirements listed above are summer-only students and part-time students taking seven or fewer college-level semester credits.

All of the admission policies listed above conform to the admission policies of the Board of Regents. However, the Board authorizes institutions to exempt up to 15% of their first-time, full-time undergraduates who have special talents, are members of minority groups, or demonstrate special needs. In fall of 1998, the University admitted 236 students (12.5%) of the entering class, under the following exemption guidelines:

- A student who can provide documentation and assessment for a learning disability. In this case, the student is also required to provide letters of recommendation from school counselors or faculty members that support success in higher education if given academic support.
- A student who is missing a college preparatory course but has demonstrated academic ability through standardized testing or GPA.
- A student who possesses special talents, usually in Fine Arts, or occasionally in another academic discipline such as writing (special talents of athletes are not considered, as the application process for athletes is blind).
- A traditional-aged student who has been out of the education system for at least one full year and can provide letters of recommendation that demonstrate the student's ability to succeed.

The University of Montana is currently considering changing from rolling admission to a 'cohort review' model to incorporate a more comprehensive review of students' readiness for the rigors of college level work. Under this model students meeting a higher academic standard threshold would be granted automatic admission while those not meeting the threshold would be reviewed using more comprehensive evaluative techniques, such as letters of recommendation and essays. The cohort review model would be utilized to ensure the institution meets its goals of access and diversity while at the same time eliminating any first come, first served bias that the 15% exemption policy may impose as part of the rolling admission process. The Enrollment Management Council is carefully researching the potential impacts that this change may have on access, affordability, and enrollment numbers before submitting a proposal to the Montana Board of Regents.

In addition to being the first choice of many students, the College of Technology provides an avenue for students who do not meet the admission standards of the Mountain campus to continue their postsecondary education. Students can begin their academic coursework at the College of Technology, work toward an Associate of

Arts Degree, and live in residence halls on the Mountain campus. If they demonstrate the appropriate academic skills, they can shift to an academic program on the Mountain campus. Following the last accreditation visit, the evaluation of enrollment issues, and the subsequent discussion, the President has set up a committee structure that will, among other tasks, reconsider the current admission standards and policies.

3.D.2: Ethnic, Socio-economic, and Religious Diversity

The University of Montana respects, welcomes, encourages, and celebrates the differences among us. In recognition of this commitment, we value all members of the campus community, not in spite of, but because of their differences. The resultant value ambience influences the way our students perceive the world. These experiences enrich us with a greater understanding of the human condition and the challenges all people must confront in a rapidly changing, increasingly globalized, and ever more interdependent world society. – George M. Dennison, President

Recruiting a culturally diverse student body is an important goal of The University of Montana. Such recruiting provides traditionally underrepresented students in Montana with a college education, and it enriches the cultural milieu of the University. Compared to many states, the population of Montana is relatively homogenous, yet many of the University's students move out of the state to areas with greater cultural diversity upon graduation. Through a culturally diverse student body, the University prepares students to interact with others whose backgrounds and origins are different from their own.

In 1990, the Montana Board of Regents enacted [BOR Policy 1902: Minority Achievement](#)^{xv} that directed the Montana University System to "promote multicultural diversity and for the participation of American Indian and other minority students to be, at a minimum, equal to their representation in the state's population."

In the Fall 1999 Semester, 384 Native American students enrolled at the University. This number constituted 3.1% of the total student population. In the 2008 fall semester, 535 Native American students enrolled representing 3.8% of the total enrollment. From fall 1999 to fall 2008, Native American enrollment increased by 39%. During the same period, total enrollment increased by 16.4%, from 12,208 to 14,207. Attempting to compare Native American student enrollment to their state population representation is difficult, at best. The U.S. Census Bureau reported that American Indian/Alaska Native accounted for 6.5% to 7.8% in Montana in 2004, depending on how race and ethnicity were determined. The state published some data attributed to the U.S. Census Bureau that indicated American Indian/Alaska Native accounted for 6.4% in Montana in 2006, and 9.4% in 2007. Reporting discrepancies aside, the University has made significant progress in Native American student enrollment, though it remains challenging to attain the goal established by the Montana Board of Regents in 1990 as it pertains to minority enrollment. Further, retention rates are especially low for Native American students even when compared to retention rates for other minority groups.

The Office of American Indian Student Services was established in 2003 with the goal of identifying and providing intervention strategies to help Native students

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realize their academic potential while facilitating the University's understanding of this cohort and their needs. AISS developed programming to assist the University of Montana with retention of Native American students by providing assistance with the financial aid process, scholarship searches, transitioning from tribal communities to campus, academic advocacy, identifying community resources (housing, childcare, etc), advising assistance, and social and cultural support.

In addition to AISS, the Office of the Tribal Liaison was established in 2006 for the purpose of outreach and inclusion of tribal participation in the capital campaign to raise funds for the Native American Center and to strengthen the ties with tribal governments and tribal colleges. The Tribal Liaison currently serves to facilitate successful collaborations with each tribal entity across the state to create partnerships, programs, and projects of mutual benefit.

The construction of the Native American Center began in fall 2008 and is estimated to be completed by spring 2010. The Native American Center will host the Department of Native American Studies, AISS, and Native student organizations. It will provide a space for Natives and non-Natives to explore the intersections between the traditions of Native Americans and mainstream cultures. The Native American Center represents to the 12 tribes of Montana a commitment to the study of Native American issues, dedication to Native American achievement in higher education, and respect for the ongoing contributions of Native American tribes and culture to the state of Montana. The Center will provide a welcoming environment throughout the building that reflects their cultural heritage. It will also provide a venue in which future Native American leaders can empower themselves through education.

Data regarding other racial minority enrollment at the University are as follows: In the Fall 1999 Semester, 44 African-American students enrolled which has increased to 84 for the fall of 2008. This represents an increase of 91%. When the growth in total enrollment is taken into account, however, African-American enrollment has grown from 0.4% of the total student body in fall of 1999 to 0.6% in fall 2008. In the fall of 2008, 217 Asian students enrolled, which has increased 95% from 111 in the fall of 1999. These figures account for 1.5% of the total enrollment currently as compared to 0.9% in the fall of 1999. Among Hispanic students, enrollment has grown from 161 in the fall of 1999 to 240 in fall 2008, which represents an increase from 1.3% of the student body to 1.7% in 2008.



ASUM Senators at their 2009 Fall Retreat

The Diversity Advisory Council, established in 1991 and funded by the President, is composed of students, faculty, staff, and administrators. The council's charge in 1999 has evolved over the years to include initiatives regarding a wider array of marginalized student groups. In 1999, the cultural diversity initiatives focused on racial minorities, primarily Native Americans because they represent the state's largest minority population. The current Diversity Advisory Council charge is:

...to encourage, advocate, and facilitate communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socioeconomic backgrounds, and sexual orientations at The University of Montana.

The Financial Aid Office provides services to Native American students by assisting students in securing higher education funding from their respective tribal agencies. This office complies with rules and regulations related to the Bureau of Indian Affairs (BIA) and individual tribal higher education agencies. The office works closely with staff in the TRIO program, AISS, and Native American Studies. Additional scholarships for Native American students have been established: the Native American Studies department alone offers 16 different scholarships for Native American students.

The University is involved in a number of initiatives to create an inclusive campus environment that celebrates diversity and fosters an appreciation of cultural differences. Along with the Native American Studies Department, the University offers a Women's and Gender Studies Program, and an African-American Studies Program, for which a new director is currently being sought. The University sponsors an annual Diversity Award and Minority Student Achievement Awards, and provides office space to such advocacy groups as disabled students and Gay, Lesbian,

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Bisexual, and Transgender (GLBT) students. The Diversity Advisory Council sponsors a mini-grant program that has supported the Kyi-Yo Powwow, International Festival, Pride Week, and diversity programming through the University Center's Multicultural Alliance.

The Multicultural Alliance hosts programming such as lectures, workshops, and panel presentations. One of its cornerstone programs has been prejudice reduction workshops based upon a model developed by the National Coalition Building Institute (NCBI). Over 3,317 students, faculty, and staff members have participated in 147 workshops in the past 10 years. More recently, programs have stretched beyond cultural diversity to include those exploring issues of social justice.

In the fall of 2006, the "Day of Dialogue: Building Communities of Difference" program was launched under the guidance of the Division of Student Affairs. This now annual event brings the campus community together for a day-long symposium to encourage discussion around all issues related to diversity. The program successfully engages all sectors of campus and has achieved steady growth in participation since its inception.

In 2008 the Division of Student Affairs, in collaboration with Intercollegiate Athletics, created the position of "Special Assistant to the Vice President for Student Affairs." This position provides African-American students (both athletes and non-athletes) with a dedicated campus liaison.

To recruit a diverse class of students, Enrollment Services employs both minority and international admission specialists. In addition, the office strategically identifies prospective student markets to maximize the University's recruitment projections and diversity initiatives. This office also works closely with programs like GEAR-UP, Educational Talent Search, Upward Bound, and local tribal high schools and colleges to foster an early exposure and transition to college. Additional programming through this office includes a Multicultural online chat, International Student Open House, and relevant content as displayed in website multimedia and publications. Enrollment Services has also created two student advisory boards (multicultural and international) to assist with culturally appropriate marketing materials and events.

The Office of Foreign Student and Scholar Services provides support services to international students prior to their arrival on campus and while they are enrolled. In fall of 1999, 315 international students from 61 countries enrolled at the University. This number is lower than previous enrollment figures in the first half of the decade, and the drop is attributed largely to the economic recession in the Pacific Rim nations and unfavorable exchange rates for Canadian residents. In fall 2009, a total of 365 international students from 69 different countries were enrolled at the University and the College of Technology. International student enrollment has therefore increased slightly over the past decade, despite the impact of recent geopolitical conflicts on international student enrollment nationwide. The results of the most recent assessment of the needs and satisfaction levels of international students are located in [Exhibit RE 3-06](#).

Approximately 30% of UM students are over the age of 30. Many adult students are parents. In fact, adult students with children rent most of the living units in University Villages. Nearly 500 children live there. To assist students with children,

ASUM coordinates a childcare program that includes a center on campus, three centers in University Villages, and 20 at-home providers around the campus. Two hundred children ranging in age from infants to 12 years use these centers. Currently, there is no waiting list, but demand for infant care exceeds capacity.

Since 1998, the number of students with disabilities at UM has grown 64.9%. Enrollment in spring 1998 was 588 students with disabilities, and in spring 2008 this number had grown to 970. Students with disabilities now make up over 7% of the UM student body.

Disability Services for Students assures that students with disabilities can access UM programs on equal footing with their peers. DSS coordinates reasonable program modifications, advocates for an accessible learning environment, and encourages self-determination by students with disabilities. DSS includes a staff of 15 professionals who work with students and faculty and provide students with disabilities with reasonable program modifications such as extended testing time, testing in a reduced distraction room, conversion of print to electronic text, sign language interpreters, note takers, readers, assistive technology equipment, and course relocations to physically accessible classrooms. DSS collaborates with academic departments, other Student Affairs offices, and other campus and community partners.

The University hired an Assistive Technology (AT) Coordinator, a new position within Disability Services for Students, in July 2002. The AT Coordinator guides students with disabilities to resources for equal access to campus information and instructional technologies. The AT Coordinator not only assures accessibility in campus hardware and software, but also teaches students with disabilities how to use the assistive technologies the University employs to ensure accessibility.

Students with disabilities learn of campus support services primarily through Enrollment Services and faculty/staff referrals. Notices of the University's willingness to accommodate students with disabilities may be found on the enrollment application, in course catalogs and schedules, websites, and other public documents and websites.

First-generation, low income students are at particular risk of dropping out. A recent study found that more than two-thirds of UM dropouts are first-generation college students who come from households with an annual income of less than \$40,000. TRIO Student Support Services is a long-standing program at UM and has been funded by the U.S. Department of Education since 1979. It is designed to provide academic support for 375 students per year who are either first-generation students, low-income students, or students with disabilities. Major services include Learning Strategies for Higher Education, a two-credit study skills course ([Exhibit OSM 3-06](#)); individualized academic advising; and tutoring. In Academic Year 2008-09, 240 TRIO students were enrolled in the study skills class, of which approximately 120 also received academic advising through the project, and between 100 and 120 received tutoring. The program is sponsored by Academic Affairs and reports to the Associate Provost for Undergraduate Education and Policy.

The 2008-09 edition of the *Student Involvement Guide*^{xvi} lists 136 student organizations. These groups include the International Student Association, Japanese

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Student Association, Gaelic Student Association, Persian Student Association, Native American Law Association, and Chi Alpha Phi to name a few. Student organizations, be they religious, ethnic, or otherwise, compete on an equal basis for funding from the student government and office space in the University Center. The University Center currently provides office space to the Women's Center, Alliance for Disabled Students (ADSUM), Lambda Alliance (GLBT), Hillel, and the Muslim Student Association, along with many others.

Last year, a group of faculty, staff, administrators, and students formed the [UM Allies Program](#)^{xvii} to promote a more welcoming, safe, and inclusive campus for GLBT individuals and their heterosexual supporters ([Exhibit OSM 3-07](#)).

3.D.3: Student Placement in Courses

Since proper course placement is integral to academic success, several departments offer placement assessments so that students are provided appropriate advising and placement. Information regarding placement assessment is published in the [Advising Handbook](#)^{xviii} ([Exhibit OSM 3-08](#)). Assessment scores from the Montana Writing Assessment (MUSWA), SAT or ACT Writing Subscore, SAT Writing Section, or Combined English/Writing ACT are required for freshman and transfer students for placement in College Writing 1 (WRIT 101). There is also a UM placement challenge opportunity for students who do not present one of the required assessment scores or who wish to challenge their placement score. Students who fall below the minimum standard for English Composition are required to enroll in Developmental Writing (WRIT 095D) and those credits do not count toward a degree. Students who transfer course credit for an equivalent of WRIT 101 are exempt from enrolling in an English Composition course and from the writing placement assessment process. Placement into English as a Second Language (EASL) courses is recommended based on TOEFL scores.

There are placement assessments for Mathematics courses, Chemistry 161-162, Fine Arts (Music Theory, Music Voice, and Piano) and Foreign Languages. Many students take placement assessments during orientation and receive their results no later than the following day; placement assessments are also offered routinely during the academic year.

In Mathematics, those students with a placement score of Level 1 are advised to enroll in Pre-Algebra (M 065D); those in Level 2 enroll in Introductory Algebra (M 090D); and those in Level 3 who plan to take calculus or to major in Elementary Education are advised to enroll in Intermediate Algebra (M 095D). These three developmental mathematics courses do not count toward the minimum of 120 semester hours of college credit required for graduation.

Students who have completed WRIT 101, College Writing 1, a UM writing course and 45 semester credits or more are required to master an [Upper-Division Writing Proficiency Assessment](#)^{xix} (UDWPA) prior to attempting the upper-division writing course for their major. This assessment is overseen by the Writing Committee, which is a subcommittee of the [Academic Standards and Curriculum Review Committee](#), and administered through The Writing Center. The UDWPA consists of a three-hour proctored examination in response to a text released two weeks before the examination date. Free tutorial services are available to students through The Writing

Center. The UDWPA is offered several times each semester and students register for it online through the CyberBear registration system.

In addition to the "ability to benefit" comments made above, entering freshman and transfer students are afforded the opportunity to enroll in several courses to enhance the success of their transition to academic life and/or a different culture ([Exhibit OSM 3-06](#)). These courses are:

- UNC 101: Freshman Seminar
- C&I 160: Learning Strategies for Higher Education
- [First Year Interest Groups](#)^{xx}
- ANTH 104: Orientation to the U.S.

3.D.4: Continuation or Termination from Education Programs

Specific requirements for continuation in, or termination from, the educational programs of the University are published in the printed, online, and CD versions of the course catalog under [Academic Policies and Procedures](#). Included are standards for satisfactory academic progress, definitions of academic probation and suspension, policies for academic reinstatement following suspension, and a brief listing of the types of resources that are available to students who are experiencing academic difficulty. The appeals process for academic reinstatement after suspension is also published in the catalog, as well as on the [Undergraduate Advising Center website](#)^{xxi}. In the event that academic reinstatement is denied, instructions on how the student may appeal such denial to the President are also published in the above mentioned publications. Each version of the catalog also describes the policy for readmission for students who have interrupted their enrollment at the University for 24 months or more for reasons other than academic suspension. Policies regarding suspension relating to academic misconduct or general misconduct are published in the Student Conduct Code.

3.D.5: Program and Graduation Requirements

All versions of the catalog (printed, online, and CD) clearly state institution and program requirements for graduation, policies pertaining to the application process for certificate and degree candidacy, and credit and grade point average requirements for degrees.

General Education requirements of the University are listed in 11 groups that include competency requirements for writing, mathematical skills, and a foreign language/symbolic systems requirement. Courses selected from each of the eight additional groups include the expressive arts, literacy and artistic studies, historical and cultural studies, social sciences, ethical and human values, American and European perspectives, indigenous and global perspectives, and natural sciences. The catalog describes the credit and competency requirements for each of the general education groups. It also lists the courses that meet each of the core general education group requirements. Course listing enables students to design a General Education curriculum that meets their interests and ensures that the basic standards of General Education are met and consistently applied to all students' degree plans.

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Specific course requirements for major and minor fields of study are delineated in each department's catalog listing, which also include detailed information on recommended course sequences and the number of semesters required for each degree or certificate offered. Most departments also publish advising sheets that provide this information in greater detail.

Institutional and program graduation requirements are consistently applied in the certificate and degree verification process. To ensure that the appropriate academic standards are met, substitutions in a student's degree program must be approved in writing by both the applicable academic department chair and/or the dean. The [Graduation Appeals form](#)^{xxii} is available at the Office of the Registrar and online.

Courses transferred from other institutions are evaluated by the application evaluation center at both the Mountain campus and the College of Technology, and, as appropriate, by the department chairs to determine course equivalencies for General Education and departmental requirements. [Transfer guides](#)^{xxiii} that detail information about transfer articulation between schools in Montana and elsewhere are available in printed format and online, and a general summary of transfer policies is published in all versions of the catalog. The University is also taking part in the statewide Common Course Numbering Initiative, which will enable students to determine course equivalencies between institutions in the Montana University System.

Applications for certificates and degrees are required the semester prior to the anticipated graduation so that there is sufficient time to remedy any problems with deficiencies in general education or program requirements. Deadlines are published on both the Graduation Application and on the [Registrar's website](#)^{xxiv}. If a candidate is denied graduation based upon a deficiency in the published degree requirements, the student is notified and may, if appropriate, begin the appeals process. The graduation will be approved at a later date if and when the degree requirements are fulfilled. Degrees are awarded only after all coursework and other degree requirements are completed in full.

3.D.6: Financial Aid Program

The Financial Aid Office serves all undergraduate and graduate students who apply for and receive any financial assistance through UM. This single, comprehensive administrative structure provides application assistance, counseling, and other information to all prospective and enrolled students and their parents. The Office monitors or administers all institutional, state, and federal financial aid programs in compliance with University policy and governmental regulations.

The University participates in federally funded campus-based programs and files the federal fiscal report and application (FISAP) annually. The most recent report is provided in [Exhibit OSM 3-09](#).

The Financial Aid Office is audited annually by the Legislative Audit Division of the State of Montana in compliance with the Federal Single Audit Act. This compliance audit meets the requirements necessary for The University of Montana to continue to participate in the federal Title IV student aid programs. There were no findings or recommendations in this report that were applicable to the federal Title IV programs

or the Financial Aid Office. The most recent State of Montana A-133 report is provided in [Exhibit OSM 3-09](#). The documents that auditors should be covering in an A-133 audit are listed on the [Department of Education's website](#)^{xxv}.

The Financial Aid Director and one of the Associate Directors work closely with Intercollegiate Athletics to ensure that the University remains in compliance with the Big Sky Conference and NCAA Division I policies and regulations.

Communication, Changes, Status of Financial Aid

The comments and suggestions received from students during counseling and customer service experiences are continuously used to improve our delivery of financial aid. This feedback has encouraged many of the changes implemented in the last decade, and in general, has been used to create operational efficiencies, deliver aid in a more timely manner, and provide more information electronically to our students.

During the most recent accreditation review in 1999, Financial Aid was moving the customer service portion of the office into the new Griz Central center in response to student expectations. This new center brought the services of several different offices including registration, housing, fee payment and other services into one location. Financial Aid administration, processing, and counseling remained in the previous location. Although the staff was split into two physical areas, the distance between the two locations is just a few steps and the benefits of the Griz Central Service Center far outweigh the inconvenience of the employee separation. Wait time in the new Center was a challenge in the beginning, but as the operational conversion matured and web-based services have expanded, most students are served promptly with minimal wait times, although the first days of each semester generate some longer lines.

Organizationally, further changes were made during the 2001-02 award year when Financial Aid officially joined the Enrollment Services division as an integral part of Admissions and New Student Services. This marriage has resulted in a more coordinated effort to inform prospective students of their admissions and financial aid status.

Significant improvements were made beginning in Academic Year 2003-04 to reduce the amount of manual effort of professional staff to approve federal financial aid for students. This could not include the verification process that must be done by a financial aid evaluator where family tax information is compared with financial aid data. However, after the manual verification process is complete, on those selected for that step, more than three-fourths of the student aid packages are now approved through the Automated Sign Off process without further human analysis. After consideration of scholarships and other gift aid that may have been received by a student, the computer is able to repackage student aid and accurately award grants, loans, and work study, as allowed by federal regulations. This process has allowed the office staff to remain at the same size but serve more students despite an increase in number of aid applicants and, even more significantly, an increase in the number of programs that must be administered by the staff.

Federal law mandates that, to remain eligible for federal financial aid, a student must complete a program in no more than 150% of the normal timeframe for a degree. Extensions can be granted for students under mitigating circumstances and those are considered by an official committee chaired by the Vice President for Student Affairs. Under this same rule, an entirely new process was created to better measure the semester to semester progress of students. In the past a poor performance for one semester could place students on warning. This warning, even though aid was still available, would often create an unnecessary level of stress for students as they were not in jeopardy of exceeding the 150% threshold because of a one semester problem. A new process was developed in 2008 through which cumulative achievement is measured first and if a minimum of six semester credits is completed, overall credits earned are at least 70% of attempted, and they have a cumulative GPA of 2.0, the student remains in good standing. This change in processing resulted in nearly a 50% reduction in students placed on warning. In addition, a computer programming module was completed to help students compute the new 70% rule which is more difficult to predict than the old method. This online process displayed on [CyberBear^{xxvi}](#) allows students to determine future eligibility for financial aid status by predicting their final grades during the course of a semester. CyberBear allows students to be informed before dropping courses or changing grading status that could negatively affect future aid eligibility. The Financial Aid website includes a complete explanation of the [Satisfactory Academic Progress Policy^{xxvii}](#) as related to financial aid eligibility.

Software continues to be enhanced and has become the focal point for processing and the source of information in the delivery of services provided by Financial Aid. The beta-tested Science and Computing Technology (SCT) software first begun in 1991 has matured and expanded so that it is dependable and serves the University well. The response time can sometimes be a problem but the software engineers are continually working to address and improve that issue. A primary focus has and will continue to be the expansion of web-based services. This medium now serves as the primary source for consumer information to students via the [CyberBear](#) portal, and can be accessed from the [Financial Aid website^{xxviii}](#). Students can also access instructions for applying for aid, print out documents needed to apply for aid, find award information online, and track the status of grant, loan, and scholarship delivery on the site. Future efforts will focus on expanding service accessibility to online venues.

3.D.7: Categories of Financial Assistance

Organizational Structure and Delivery of Aid

While the software system has resulted in operational efficiencies, obtaining resources to address the technical demands of maintaining the system remains a challenge. The office has reconfigured the information technology support in a combined effort with three staff members focused on the needs of all areas in Enrollment Services. This staffing works well, especially in the area of maintaining a consistent website appearance for all areas. One staff member remains within the office exclusively for daily processing and statistical needs of Financial Aid. Computing and Information Services (CIS) continues to dedicate about one staff member for installation of new software updates and expert programmer/analyst assistance for program enhancements.

Staffing levels have remained the same over the last 10 years and, despite the slight increase in the number of need-based financial aid applications and the huge increase in scholarship-only packages, aid has been processed for students in a timely manner. As Table 3-01 below illustrates, the number of students applying for federal aid has increased about 11%. The majority of the students who have applied for “scholarships only” can be attributed primarily to the number of nonresident scholarships offered by the University such as the Cal Murphy and the Leadership Achievement and Service awards, both originated by New Student Services but administered by Financial Aid. Overall, Financial Aid has seen a 46% increase in students offered aid packages.

Table 3-01 – Students Applying for Financial Aid

	<u>AY 1988-89</u>	<u>AY 2007-08</u>	<u>% Change</u>
Financial Aid Applications	12,438	13,858	11%
Completed Aid Packages	7,700	8,945	16%
Female	4,391	5,336	22%
Male	3,542	3,931	11%
Scholarship-Only Packages	966	3,698	283%
Total Financial Aid Packages Offered	8,666	12,643	46%
Federal Pell Grant Recipients	3,656	3,874	6%

Table 3-02 – Financial Aid Disbursed

	<u>AY 1988-89</u>	<u>% of Total</u>	<u>AY 2007-08</u>	<u>% of Total</u>	<u>% Change</u>
Scholarships	\$3,236,183	6%	\$11,566,475	12%	257%
Tuition Waivers	\$3,348,386	7%	\$7,913,175	8%	136%
Federal Pell Grants	\$7,009,673	14%	\$10,750,082	11%	53%
Other Grants	\$713,435	1%	\$2,027,396	2%	184%
Work Study	\$1,412,886	3%	\$1,414,484	1%	0%
Loans	\$34,974,956	69%	\$63,733,837	65%	81%
Total Financial Aid	\$50,695,519	100%	\$97,405,449	100%	91%

The State of Montana continues to only minimally fund grants for its resident students and little promise is indicated for future help to the neediest students in the state. However, a new institutional grant that improved need-based aid was created by the President in 2006, Montana Partnering for Affordable College Tuition (MPACT). This program is intended for high achieving, Pell-eligible resident students identified as potential students who may not enroll because of financial concerns. So far over a hundred students are included in this program and it will continue to grow. The federal government has added several programs in recent years including the Academic Competitive Grant (ACG) and the Science, Mathematics Access to Retain Talent (SMART) programs. These two grant programs have helped individuals obtain additional gift aid and will make college more attractive to lower income families and help keep loan debt as low as possible. Other programs such as the federal TEACH grant will encourage students to enter education.

Loans have had a dramatic dollar increase over the decade, which raises concerns for the ultimate debt load students will carry into repayment after school. Unfortunately, even though grants and scholarships have increased, loans are the only way to keep college accessible for many of the students. Fortunately, the current FFELP default rates remain at record lows as indicated in Table 3-03.

3.D.8: Student Loan Programs and the Institutional Loan Default Rate

Student loan defaults are monitored in both the University’s Perkins and Federal Family Education Loan Programs (FFELP). Although important, Perkins represents only about \$2 million of the total loans disbursed. The most recent default rates for Perkins loans are higher than desired and have been attributed to a transition where two positions in Business Services were vacant for longer than desired. That office indicates all positions are filled and that current default rates are now in the single digits and should be reflected in 2009 reports later this fall. The cohort default rate for FFELP is at an all time low, which is primarily attributable to the loan program partnerships in Montana between the State Guarantee Agency and the Secondary Market, which is responsible for monitoring and collecting payments after a student leaves school.

Table 3-03 – Default Rates on Perkins and FFELP Loans

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Default Rates on Perkins Loans (%)	6.1	6.92	8.11	6.64	5.11	3.22	3.2	5.17	5.83	10.56
Default Rates on FFELP Loans (%)	5.9	6.7	4.2	5.6	4.8	5.7	4.4	2.6	2.1	2.1

3.D.9: Orientation of New Students

The orientation of all new undergraduate students, including students at the College of Technology, is the responsibility of Admissions and New Student Services. A full-time Orientation Director works with enrolled students, faculty, and staff to develop orientation programs for new freshmen and transfer students, as well as parents. Admissions and New Student Services disseminate information on the [Orientation website^{xxix}](#) in order to assist students in selecting the appropriate sessions. Orientation programs are continually evaluated and adjusted to improve their effectiveness based on feedback from students, parents, and members of the University community.

Freshman Orientation

The University offers three fall semester orientations and one spring semester orientation. Two fall orientations are offered in the summer lasting two days each. Beginning summer 2010, if students cannot travel to Missoula during the summer, there will be a three-week opportunity for students to register for their courses online, in the pre-advising window (PAW) program. A third fall orientation is held in August just before classes begin. Data regarding participation levels for fall semester

orientation indicate that nearly all students participate. In 2009, 2,451 incoming students attended one of the fall orientations.

Each orientation session is extensive enough to fully prepare a student to begin classes. Typical activities include presentations on academic expectations, general education requirements, freshmen success programs, financial aid, and support services. Other important activities include department or school meetings, registration, placement testing, campus tours, social activities, and other activities that smooth the transition of becoming a college student ([Exhibit OSM 3-03](#)).

Academic advising is required for undergraduate students. In 2010, students will be placed into their core classes prior to their orientation session. These core classes have been chosen by each department, based on the needs of the specific major program. During orientation, students will register for their additional classes to round out a complete schedule. Also during orientation, faculty members administer placement tests in writing, foreign languages, and music theory. TRIO Student Support Services surveys students to determine their eligibility for utilizing its academic support services.

Orientation is an important first step to engaging students in their education and introducing them to academic work. During orientation, entering students also attend programs about personal safety and healthy lifestyles. For example, under the guidance and suggestions of professional staff from the Curry Health Center, enrolled students perform skits dealing with substance abuse, sexuality, roommate compatibility, academic integrity, and health issues. The performers present factual information, lead discussions, and serve as peer resources.

Incoming students want to meet enrolled students. To address this need, Admissions and New Student Services work closely with the student group, UM Advocates. Through small group sessions and other activities, Advocates inform entering students about what it takes to succeed at the University and how to get the most out of their education. Since they serve such an important role, Advocates are carefully selected by a committee of University administrators and are well trained. To serve as orientation leaders, Advocates must complete a two-credit course on leadership that covers topics such as how to lead small group discussions and how to advise and mentor students.

Transfer Student Orientation

Orientation programs are available for all new transfer students. The transfer program focuses primarily on transfer articulation, advising, and registration ([Exhibit OSM 3-03](#)). Previous assessments of the orientation needs of transfer students have found their interests pertain more to academic and career issues and less to support services, which they usually have encountered at their previous campus. Roughly 80% of transfer students participate in orientation.



Orientation Check-in at the University Center

College of Technology Orientation

At the beginning of each semester, a separate orientation is offered to students entering the College of Technology. It is a full-day program that begins with a general convocation and proceeds with breakout sessions that give students an opportunity to visit with representatives of academic departments and student service programs. Entering classes are usually 500 students, a size that is small enough to schedule a social event attended by all faculty and staff. Transportation is provided which involves shuttling students between the College of Technology and the Mountain campus.

3.D.10: Academic and Other Educational Advisement

As discussed in *Standard 2: Educational Program and its Effectiveness*, academic advising is an integral aspect of academic instruction that reports to Academic Affairs. Academic advising is divided between faculty members in academic units who work with students who have a declared major and the staff of a centralized advising office (the [Undergraduate Advising Center^{xxx}](#)), who work with undeclared and certain pre-major students. The advising responsibilities of faculty members are delineated in the CBA. In addition, the Undergraduate Advising Center publishes *The Student Advising Handbook for Success^{xxxi}* which details advising goals, academic and curricular policies, campus resources, and specialized retention programs. The handbook is distributed to all departments and advisers.

Information about the process of advising, including advisor responsibilities, is also made available to students in the [Advising section of the Course Catalog^{xxxii}](#), the *Orientation Student Handbook* published by Admissions and New Student Services, and an [advising blog](#) where the latest information is posted and updated, which is also managed by the Undergraduate Advising Center. These resources are in place in

order to provide students with information so they may find answers to questions and prepare themselves responsibly for their role in the advising appointment.

It is the philosophy of the faculty that all undergraduate students benefit from at least one meeting with an adviser per academic term. Advising involves reviewing students' academic progress, educational goals, career options, and determining students' course schedules for the upcoming semester. To ensure that students meet with their advisers, the University requires students to have their course schedule approved by their adviser who in turn provides advisees an advising number needed to access the CyberBear course registration system. Advisees are expected to schedule advising appointments with their advisers during a three-week time period surrounding the opening of registration for fall and spring semesters. No advising numbers are required for access to summer school or for post-baccalaureate or graduate students. Additional information about academic advising is detailed in *Standard 2: Educational Program and its Effectiveness*.

3.D.11: Career Counseling and Placement Services

The Office of Career Services is responsible for providing career-related services to students and faculty on both the Mountain and COT campuses. The mission of Career Services is to provide quality educational, career, and life planning services to assist all students and alumni of the University to achieve their personal and professional goals. Toward this end, Career Services provides an array of services designed to support the academic mission of the University while also fostering the out-of-classroom development of the individual as it relates to the realistic setting and attainment of career and life goals.

Using the standards of our national professional association, the National Association of Colleges and Employers (NACE), Career Services undertook a comprehensive self-study and external peer review process in 2006-2007. The self-study is available in both summary and complete formats in [Exhibit RE 3-06](#). The Office and its programs received an outstanding overall mean score of 2.89 out of a possible 3.0 on the external peer review.

Career Counseling

Deciding on a career and related academic major is critical to student success, retention, and graduation. The staff of Career Services includes four professional counselors. For the convenience of students, counseling services are provided on both the Mountain and College of Technology campuses. Prospective students, enrolled students, and alumni can schedule an appointment with a counselor to discuss selecting a major and/or a career, business communications, job search techniques, interviewing skills or other career-related issues. For quick questions, Career Services has walk-in counseling sessions available four afternoons a week.

To assist students with selecting a major and deciding on a career, Career Services administers the following computer based career and personality assessments:

- Strong Interest Inventory
- Campbell Interest and Skill Survey

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- Montana Career Information System
- Myers-Briggs Type Indicator

Career counselors assist students in identifying which assessment(s) are appropriate for them and discuss possible courses of actions based upon their interpretation of the assessment results. The number of counseling appointments has more than doubled from 782 in 1998 to 2,181 in 2008, as illustrated in Table 3-04.

Table 3-04 – Career Services Appointments: AY 2007-2008

<u>Appointment Reason</u>	<u>Frosh</u>	<u>Soph</u>	<u>Junior</u>	<u>Senior</u>	<u>Grad Student</u>	<u>Alum</u>	<u>Prospective Student & Others</u>	<u>Total</u>
Assessment	66	56	38	32	5	15	22	234
Career/Ed	162	142	87	35	14	41	126	607
Interview	2	1	8	13	5	4	0	33
Job Search	17	13	19	72	31	62	8	222
Mock Interview	0	4	22	21	9	10	0	66
Other	24	13	41	68	16	21	11	194
Resume	22	41	156	325	110	131	13	798
Work Abroad	2	0	6	14	1	4	0	27
Total	295	270	377	580	191	288	180	2181

A career counseling random sample follow-up survey is done throughout the course of each academic year. The survey asks clients to rate various aspects of their experience with the counselor, office, and resources. For Academic Year 2007-08, Career Services conducted 156 follow-up phone interviews ([Exhibit RE 3-06](#)).

Placement Services

- On Campus Recruiting: Every year, corporate, government, school, and non-profit recruiters visit the campus and conduct interviews with students. Recruiters are accommodated in a variety of ways including one-on-one interviews, information sessions, and classroom presentations. Excluding career fairs, 160 recruiters visited the campus during Academic Year 2007-08, and a total of 487 interviews were conducted. Recruiters use Career Services' online career management system to select candidates for interviews, schedule interviews, and review candidate application materials ([Exhibit RE 3-06](#)).

In 2007, Career Services established formal campus policies in collaboration with UM Legal Counsel which govern all on campus recruiting activities to ensure adherence to federal, state, and university laws and policies.

- Job Vacancy Postings: Career Services posts current job vacancies through our online career management system. During the Academic Year 2007-08, 4,125 full-time/part-time jobs, internships, and volunteer positions were

posted. The system allows students to apply online and attach application materials such as resumes and cover letters to their electronic applications.

- Student Employment: Career Services created the Office of Student Employment in 2002 in an effort to centralize the posting of on and off campus part-time jobs for current students. This process was previously decentralized and various offices and departments across campus maintained posting responsibilities. The new system provides a single job posting site where employers and students can go to post, view, and apply for part-time employment positions. In 2007-2008 a total of 1,091 jobs were posted and 17,080 electronic applications were submitted. Student employment directly contributes to student retention by providing over \$3.1 million in reported student earnings in 2008.

A comprehensive student survey was conducted in 2008 to assess the total student employment experience on campus ([Exhibit RE 3-06](#)). A task force has been established to assess the results and make recommendations to effect substantial improvements in student and departmental processes and experiences.

- Career Fairs: Career Services organizes five career fairs each year to bring students and recruiters together to discuss career/educational options and interview for job vacancies. The career fair offerings include:
 - Student Employment Job Fair (part-time jobs for current students)
 - Graduate and Professional School Fair
 - Health Professions Career Fair
 - Big Sky Career Fair (business, government, health, non-profit)
 - Educators' Career Fair (teaching, counseling, school administration)

In Academic Year 2007-08, 332 employers and 3,026 students participated in fairs sponsored by Career Services. Both employer and student evaluations are collected in an effort to provide continuous improvement of the fairs.

Outreach

To reach incoming students and convey the importance of connecting the academic and career decision-making processes, Career Services works closely with Enrollment Services, instructors of freshman success programs, and academic advisers. Presentations on career and academic decision-making are held with Freshmen Interest Groups (FIGs), sections of Freshman Seminar, UM Days, and New Student Orientations. The presentations are often convened in the Career Services office so that students become acquainted with its location and resources.

During Academic Year 2007-08, Career Services delivered a total of 93 presentations, which were attended by 2,663 participants. The department offers a regularly scheduled menu of workshops each semester on topics such as:

- Resume and cover letter writing
- Job search strategies

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- Interviewing techniques
- Work abroad opportunities
- Portfolios
- Attending graduate school
- Academic and career decision-making

Career Services works closely with faculty members to reach students in the classroom and to support faculty in their work. Classroom presentations are scheduled throughout the academic year on a variety of topics at the request of faculty members. Off campus presentations are conducted by special request to organizations such as schools, civic groups, and special interest groups.

Ask-an-Alum Career Mentoring Program

The Ask-an-Alum program allows students to search our online database of over 3,000 alumni mentors who can answer students' questions about the education, skills, and experiences they need for a particular job or career. Additionally, the program helps students develop a network of professional contacts. The system was completely redesigned in 2006 to be more user-friendly and now allows students to run their own queries via a web interface.

Collaborative programming efforts have been established with the Center for Leadership Development by co-sponsoring six Ask-an-Alum Career Leadership Luncheons each academic year. This program was designed to give current UM students the opportunity to hear how important it is to be involved on campus. A panel of alumni discusses the skills gained from student employment positions, extracurricular activities, internships, and volunteer opportunities and how the skills students are developing now will apply to their professional lives after graduation.

Graduate Survey

Career Services conducts the annual survey of UM graduates. The 2007 Graduate Survey represents students who graduated during the period of summer 2006 through spring 2008: 2,662 graduates were surveyed and 1,464 responses were received representing 55% of the graduates. Of the respondents, which included certificates, associate's, bachelor's, master's, doctoral, and law graduates, 80% reported being employed, 70% were employed in the State of Montana and 19% were pursuing further education ([Exhibit RE 3-06](#)).

Testing Services

Career Services also operates the University's computer based testing center that administers a large variety of admissions and professional licensing and certification examinations for the campus and surrounding local/regional communities. Examples of examinations available include the Graduate Record Exam (GRE), General Management Admission Test (GMAT), Law School Admissions Test (LSAT), Medical College Admissions Test (MCAT), Test of English as a Second Language (TOEFL), Miller Analogies Test (MAT), College Level Examination Program (CLEP), insurance licensing, information technology certifications, building inspector licensing, Emergency Medical Technician (EMT) certifications, health

professions certifications, and forestry licensing. Testing Services is another area of notable growth, as the number of examinations delivered has increased from 1,361 in 1998 to 3,364 in 2008.

Testing Services has reached capacity in terms of its ability to accommodate additional testing vendors due to space constraints. While there are additional examinations that have been requested by academic departments such as Certified Public Accountant (CPA) and pharmacy and social work licensing, unless the University either expands the current testing location or moves Testing Services to a different location, growth will be impossible.

3.D.12: Professional Healthcare (Including Psychological Health)

Operated by the University and based on campus, Curry Health Center (CHC) provides a broad array of affordable and accessible health and wellness services. Services include medical care, lab, x-ray, pharmacy, dental services, Counseling and Psychological Services (CAPS), the Student Assault Resource Center (SARC), alcohol and other drug abuse evaluation, counseling and referral, and health education. CHC is open 24 hours per day, seven days per week during the academic year. Medical, dental, and CAPS provide after-hours services, using on-site RNs and on-call physicians, dentists, and professional psychologists and counselors.

A great demand exists for the services of CHC. Clinic records indicate that approximately 80% of the students use CHC each year. Without CHC, many students would find it difficult to access healthcare because of financial issues. CHC administers the Montana University System Student Insurance Program (MUSSIP) for the UM campus. MUSSIP seeks to provide more affordable insurance coverage for students. Blue Cross Blue Shield of Montana is the current vendor and approximately 3,500 UM students participate.

The medical clinic has a staff of 45, including six physicians, six nurse practitioners, RNs, support staff, and specialist consultants, who provide extensive medical services including an in-patient service with eight beds, for approximately 30,000 patient encounters per year. The Skaggs School of Pharmacy provides pharmacy services, and CHC provides a teaching site for pharmacy students. In addition, CHC serves as a clinical rotation site for students in the following professional and paraprofessional programs: nursing, radiology technician, social work, medical assistance, health and human performance, and medical students.

CAPS works closely with the medical clinic to provide care for students with mixed emotional and physical health problems. Since the two departments merged in 1990, the number of students treated for mental health problems has increased significantly. This increase is due in part to the increased consultation, referral, and collaboration between the two staffs.

CAPS provides brief individual, topical group, and couples counseling, as well as crisis care, psychological assessments, and psychiatric consultations. These services are in high demand: each year, the staff treats approximately 1,200 students and handles 4,000 appointments. CAPS operates without a waiting list by offering urgent care and crisis visits for students whose needs are great, scheduling other clients for

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ongoing therapy on an “as soon as possible” basis, and adding temporary counselors beyond the midpoint of each semester when service demand is highest.

The staff of CAPS includes nine mental health professionals (7.7 FTE), specifically five clinical psychologists, three licensed clinical professional counselors, and a psychiatrist. Two counselors hold addiction counselor licenses as well. CAPS service capacity is expanded through the inclusion of three graduate assistants who are in training, two of whom are from the Department of Psychology and one from the Department of Counselor Education. In addition to the staff of CAPS, SARC includes a social work coordinator and an outreach specialist. SARC provides support and advocacy services for survivors of sexual and other relationship violence and its outreach programs educate the campus about these important issues.

CAPS also administers the Self-Over-Substance program, an alcohol education and prevention program. SOS serves approximately 600 students annually for substance abuse intervention and counseling. The staff includes a professional counselor/coordinator with licenses in counseling and addictions counseling, an assistant coordinator, and a licensed addictions counselor. SOS also trains a large number of student interns. The staff consults with faculty and administrators regarding students' mental health needs, and in the case of campus emergencies, the needs of the entire community. CAPS, SOS, and SARC provide extensive training annually for Residence Life staff.

The dental clinic was introduced in 1978 because community dentists were unwilling to see students without payment in advance. Approximately 5,000 visits occur each year. The demand for service is high and the staff of eight, including two full-time dentists and two dental hygienists must prioritize dental emergencies ahead of non-emergency dental conditions. The clinic budget is funded approximately 45% by charges for services, which generally cost from one-third to one-half of the fees charged by the private sector, depending on the type of service.

Student satisfaction is monitored on an ongoing basis. Electronic satisfaction surveys are sent monthly to students who have utilized the medical services. Survey results are useful for identifying areas of concern for students and guiding many of CHC's process improvement initiatives. Average results from the AY 2008-09 patient satisfaction survey indicate that students were generally satisfied with the care they received at CHC, giving CHC an overall satisfaction rating of 4.26 (on a five-point scale). The survey reveals that patients were most satisfied with the degree of respect, consideration, and dignity with which they were treated at CHC (4.51) as well as the level of privacy they were provided (4.5); patients were less satisfied with the cost of services (3.4) and the length of their wait time (3.6). The full survey results are available in [Exhibit RE 3-06](#). In response to the survey results, CHC is in the process of implementing a new clinic management and integrated electronic medical records software system (Medicat) that will allow CHC to better measure patient wait times throughout the clinics, as well as monitor provider services. Medicat will allow CHC to better review and address cost-of-service issues, because CHC will be able to use the provider service information to benchmark service costs with local community costs via Medicare RVU (relative value unit) comparators.

The Health Enhancement department of CHC identifies student behaviors that may negatively affect their health and academic success, and develops programs like peer

education, presentations and discussion groups, multimedia theatrical productions, and media campaigns to address the behaviors. The programs reach over 8,000 students each year and include a variety of topics that help students develop healthy lifestyles that support their physical and mental well being. The topics include safe partying and alcohol poisoning prevention, healthy sexuality, STDs and HIV, nutrition, and stress management. The CARE (Condom Access for Responsible Encounters) program enlists over 100 peer volunteers to act as condom access points for students living in the residence halls and Greek houses. Other programs include IGNITE, providing tobacco education; the Booze Brothers, providing alcohol education; Reefer Madness or Reefer Reality, providing drug education; and Help Someone Help Yourself, providing suicide prevention education.

Our Peer Education Team, Peers Reaching Out (PROs) are at the heart of most of our programs. These students are well trained, and receive academic and practicum credits through the Department of Health and Human Performance. PROs have won national recognition for their outstanding programs. One popular PROs presentation is "Beer Goggles," a multimedia performance about alcohol and sexual assault prevention that is presented to first year students. PROs also serve on the Drug and Alcohol Advisory Committee, the Student Health Advisory Council, University Council on Sexual Assault, and the Tobacco Task Force.

CHC outreach efforts include service on campus committees such as Special Admissions, Peer Mediation, Quality of Work Life, Drug and Alcohol Advisory Committee, University Counsel on Sexual Assault, Technology, and others. CHC staff work directly with many campus groups including resident assistants, foreign students, athletes, Orientation program staff, faculty and staff, student government, and others.

The infrastructure of CHC has improved substantially in the last 10 years. In 1995, its facilities were renovated and expanded, and it is in the process of implementing a health services information system which will include electronic health records. All departments participate in quality improvement activities which involve ongoing and problem-focused review of healthcare delivery. In March 2000 CHC was accredited by the Accreditation Association for Ambulatory Health Care and since then has received the maximum three year reaccreditation on subsequent reviews. In February 2009 CHC went through a reaccreditation site visit and again received the maximum three year reaccreditation, receiving an overall rating of "substantially compliant." Recently, CHC has also completed a five-year strategic plan.

Student support of CHC has historically been strong, as manifest by the substantial mandatory health fee endorsed by student government. However, due to increases in tuition and other campus fees, student leaders increasingly expect CHC to keep increases in its mandatory health fee to a minimum. To maintain the same level of service and minimize increases, CHC has developed other sources of revenue, such as fee for services to part-time students.

3.D.13: Student Housing

The mission of Residence Life is to provide safe, economical living facilities that promote student learning. It adheres to the principles and standards of the Association of College and University Housing Officers-International (ACUHO-I). In 2007,

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Residence Life commissioned an external peer review of its facilities, programs, and services by ACUHO-I ([Exhibit RE 3-06](#)). The review confirmed that the staff is well-trained and dedicated to serving residents, facilities are well maintained, clean, and inspected regularly, and fiscal management practices and procedures are sound.

In 2004, Residence Life opened the Lewis and Clark Village, a new housing option designed to accommodate upper-class and graduate students. This project contributes to the University's strategic goal to increase graduate student enrollment, and improves the ability of Residence Life to respond to student living preferences and enhance the living/learning environment. This project is the last of an extensive construction and renovation program initiated in the mid 1990s to meet the demand for housing.

Presently, Residence Life administers nine residence halls with a capacity of 2,394 beds, 191 apartments with a capacity of 462 beds in Lewis and Clark Village, and 578 apartment units in the University Villages complex (for families or students with dependents). Residence hall facilities range from traditional double and single rooms and three-person pods sharing community bathroom facilities to single rooms with private bathrooms and four-person suites with two private bathrooms. Apartments in University Villages range from studio to four-bedroom units in two multi-story buildings, four-plex apartment units, and townhouse style apartment units. All residence halls, University Villages, and Lewis and Clark Village apartments comply with safety and ADA codes. Safety measures include electronically controlled outside and individual floor entrances, fire detection and sprinkler systems, and video monitoring of public and outside areas of residence hall and apartment facilities. A comprehensive [Residence Life Facility Master Plan](#) was completed in 2005 and is available in [Exhibit SM 3-02](#).

Residence Life is currently upgrading the network backbone to a 100 megabyte service which will be completed by September of 2009. The Resident Technology Assistants Program continues to flourish and has relocated to renovated offices in Elrod Hall. This program is part of what is now called Student Affairs Information Technology, which assists residents with their computing needs in addition to providing technological support for the Division of Student Affairs. Telephone service in the residence halls was included in room fees in the past, but this service has been discontinued since nearly all students use mobile phones. This change provided an annual cost savings of nearly \$200,000.

The Residence Life program is structured to provide services that support students, promote out-of-classroom learning, and a healthy living environment. Critical elements of this environment include opportunities to interact with a diverse student population, develop interpersonal skills, and learn the responsibilities of community living: Residence Life fosters this environment through its living arrangements, programs, and staff training. Students can choose from several living arrangements including quiet floors (24-hours quiet), substance-free floors, Davidson's Honor College Living/Learning Center (Knowles Hall), international student floors, and many traditional living options. University Villages and Lewis and Clark Villages complexes include community centers with a Coordinator and a staff of Community Assistants who organize a variety of programs to build a sense of community and support the residents. Full-time staff members and Resident Assistants, Community Assistants, Village Assistants, and Resident Technology Assistants are trained on

topics such as transitional and retention issues, student learning, community building, conflict mediation, leadership, interpersonal communication, diversity, and knowledge of and use of campus resources. Recent surveys including the Student Satisfaction Inventory indicate that the training programs and facility construction and improvements program have made a positive impression on students. The annual survey of residents conducted by Residence Life corroborates this success ([Exhibit RE 3-06](#)).

The financial health of Residence Life has been excellent, but as noted in the ACUHO-I external peer review, the bond debt burden for renovation and new construction poses a challenge to maintaining adequate operational and reserve funds for maintenance and facility renovation. Currently, for each dollar of revenue, 60 cents is spent on operations, 32 cents is spent on bond payments, and 8 cents is reserved for capital projects. Residence Life has recommended \$65 million in capital projects and renovations over the next decade, which will include major renovations to the Craighead/Sisson and Elrod/Duniway/Craig Halls complexes. These renovations will address improved ADA compliance, sustainability, and better technology access.

Griz Card Center

The Griz Card Center was administratively placed under the Residence Life Office in May of 2007. In December of 2007, Griz Card management developed a Strategic Plan for the Griz Card Center ([Exhibit SM 3-02](#)). The center's mission is to maintain a user-friendly one-card system that is available to University faculty, staff, students, affiliates, alumni, retirees, and participants in conferences and events. The Griz Card provides a wide array of functions and privileges that includes access control and monitoring of buildings and/or specialized or secured areas within buildings. The Griz Card Center also authorizes specific services for conference and event attendees and manages the UMoney declining balance program. The card also functions as a personal University photo identification card and provides management and statistical data for users. The Griz Card Center also maintains the availability of appropriate functions, particularly UMoney debit card usage in off-campus non-University venues. In the fall of 2008, Griz Card requested and received approval for two significant campus policies. These two new policies recognize the Griz Card Center as a campus enterprise, and beginning with the 2012/13 Biennium the Center will receive additional support in the form of a \$50,000 annual allocation from state appropriated funds, creating a pool to assist offices and departments with the cost of installing Griz Card access. The second policy is related to the campus construction standards, and requires at a minimum, wiring and electronic hardware for all exterior doors for Griz card access, and monitoring functions in all new construction or major renovation of a campus facility. Wiring must be terminated in the facility's main technology room and appropriate space must be reserved in this technology room for Griz card-related equipment.

During the 2008 fall semester, Griz Card purchased and installed new badging software and hardware. Further technological improvements are planned in which Griz Card will transition from the current Unix operating platform to a Universal environment. The new platform will allow the Griz Card Center to move forward with current technology, improve function and access, and provide better services to its users. This transition is planned for December of 2010.

3.D.14: Food Services

University Dining Services (UDS) enriches The University of Montana campus community by promoting sustainable business practices, providing outstanding cuisine, and delivering exceptional guest service. UDS is comprised of retail operations, board plan operations, UM Concessions, and University Catering Services. Through various venues, UDS provides buffet-style, a la carte, concession services, and catered meals to a campus market base of 17,000 faculty, staff, and students. The Dining Services staff comprises 79 full-time culinary professionals and approximately 425 student employees. In addition, the University employs a full-time state-certified Environmental Health Officer who inspects all UDS venues, and a Certified ServSafe Trainer who teaches food safety and sanitation classes. All UDS staff members are required to be ServSafe certified.

UDS regularly assesses the quality of services and delivery through guest satisfaction surveys, comment cards, fiscal analysis, intercept interviews, focus groups, and peer review. In October 2006, UDS completed a comprehensive external review by the National Association of College and University Food Services (NACUFS). The review team compared UDS current business practices to industry best practice benchmarks as outlined in the NACUFS Professional Practices Manual. The review team's overall findings were very positive for UDS. In fall 2008, UDS switched from a manual guest satisfaction survey model performed each semester to an annual online Guest Satisfaction Survey offered through NACUFS. Overall responses included the following:

- Of 2,940 respondents, 73% were students, 21% were staff, and 6% were faculty
- In terms of overall satisfaction, UM ranked higher than the combined average of the 108 participating schools: 31% reported that they were "very satisfied" with UDS overall, which was 4% higher than the combined average.

UDS has won 19 International Dining Awards through NACUFS, American Culinary Federation (ACF), American Dietetic Association (ADA), and other culinary associations. The UDS Certified Executive Chef, Tom Siegel, is well-known and respected among NACUFS and ACF members. He is the current and two-time local ACF Chapter Chef of the Year. Tom leads an award-winning team of culinary professionals, including seven chefs and a pastry chef, who develop menus and recipes for UDS. The UDS Registered Dietitian, Rebecca Shern, provides menu and recipe analysis for UDS and free diet and nutrition counseling to on-campus meal plan participants. Off campus students may also receive counseling for a nominal fee when referred by Curry Health Center.

UDS provides maximum flexibility in dining options through three meal plans. The 2,393 on-campus residents have access to the All Campus and Lommasson Plus plans. The on-campus plans provide a weekly meal fund balance designed to ensure that the plan will last an entire semester. In addition, 2,400 off campus students, faculty, and staff enjoy the benefits of a declining balance Commuter Meal Plan.

UDS restaurants offer home style entrees, homemade soups and chilies, deli-style sandwiches, salad bars, fresh fruits, specialty beverages, fresh bakery products, traditional fast food favorites, international cuisine, and creative vegetarian options. The Food Zoo six-week cycle menu is value added with special dinners, interactive meals, and regularly scheduled “eater-tainment” like the very popular biweekly Omelet Bar. The Cascade Country Store offers four self-branded kiosks and a well-stocked, competitively-priced convenience store. The UC Food Court features national and local restaurant franchises including Pizza Hut, Wing Street, Mark Pi’s, and Doc’s Sandwiches. In the Autumn 2008 Semester, UDS opened Casa Nina, a self-branded restaurant offering authentic Mexican cuisine.

The Catering department enriches the campus community by providing outstanding and nationally-recognized culinary services. Catered events include orientation programs, coffee breaks, themed meals, conference dining, weddings, and elegant VIP affairs such as the annual Cowboy Ball.

UM Concessions provides services at Washington Grizzly Stadium, Dornblaser Field, and the Adams Center for all intercollegiate athletic events, concerts, flat shows, and large gatherings such as the annual Kyi-Yo Powwow.

UDS is recognized nationally and across the campus as a leader in the area of sustainable business practices and for our UM Farm to College (FTC) program. Since fall 2003, purchases through the FTC program have exceeded \$3 million from local and regional food suppliers.

3.D.15: Co-curricular Activities

The University offers co-curricular activities and programs that complement students' educational experiences in the classroom. It encourages Student Affairs practitioners and faculty members to collaborate in the development of co-curricular experiences that foster the growth of students' interpersonal skills, cognitive abilities, and positive values. The activities and programs available for students are extensive. They range from student organizations and paraprofessional positions within campus departments to volunteer positions in the community and internships across the nation and overseas.

Indicators suggest that many students are involved in co-curricular programs and activities. Over 136 student organizations are listed in the 2008-09 edition of the *Student Involvement Guide*, published by ASUM and the University Center. Reservations data for the last year show that student organizations staffed information tables in the University Center atrium 418 times to promote their interests and held 1,934 events and/or meetings in the University Center alone.

Encouraging student involvement experiences outside the classroom that are educationally purposeful and integrate students into the campus community is the focus of the University Center’s Student Involvement and Leadership Development (SILD) programs. Included under this umbrella are Greek Life; leadership and diversity programming; arts and cultural programs such as student-coordinated, rotating exhibits in the UC’s art gallery and meeting rooms; entertainment; and billiards and table tennis courses offered through the Game Room for academic credit from the Department of Health and Human Performance. The Vice President for

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Student Affairs sponsors WelcomeFeast, an annual gathering on the Oval to welcome the campus community back for fall semester. This very successful event combines a free lunch, entertainment, informational tables, and giveaways in an effort to provide outreach opportunities for student groups and campus departments to connect with students.

Websites for the University Center, ASUM, and Greek Life include contact information for becoming involved. In addition to housing offices for the student government and its related agencies, the University Center also provides space for student organizations through an annual allocation process.



WelcomeFeast on the Oval

Campus employment is another avenue for students to develop their skills and abilities. To help students find campus employment, Career Services oversees a well-established website that lists job vacancies both on and off campus. To develop the skills of student employees, several campus units, including the University Center, Residence Life, and Dining Services have established training programs for entry-level and supervisory student employees.

The University is affiliated with five Greek fraternities and four sororities. With the exception of one fraternity, all have houses located within several blocks of the campus. Greek organizations are advised by the Office of Greek Life, which includes a full-time advisor who dedicates approximately 0.75 FTE to advising the Greek

organizations on campus policies and how to plan activities and recruit members. In addition, the advisor evaluates the organizations annually based on their academic performance, community service, adherence to UM policies, and other criteria. The University's Greek community maintains a voluntary policy prohibiting alcohol in the common areas of Greek houses. The [Office of Greek Life website](#)^{xxiii} contains information about Greek organizations, policies, events, and membership.

Selected examples of co-curricular programs that exist on campus include the following:

- The Division of Student Affairs recently created a student employment program aimed at giving qualified students exposure to the various departments within the Division. The intent is to generate interest in the field of Student Affairs as a career choice. Interns develop skills in leadership, advising/counseling, administration, and/or supervision through an immersion learning program lasting two semesters.
- The Office for Civic Engagement (OCE, formerly known as Volunteer Action Services) is a program within the Davidson Honors College which works to “enhance professional, academic, and personal experiences through volunteerism and service learning.” In its mission statement, it states that “it is The University of Montana’s primary agent of community activism and civic responsibility. Our mission is to challenge and improve lives with an ethic of service and investment in community.”
- Student Involvement and Leadership Development is the University’s formal student activities program and falls under the purview of the University Center. SILD programs include conferences, workshops, films, town hall discussions, panel presentations, and art exhibits as well as opportunities for social networking, recreation and entertainment. Many of these activities are student-guided with student coordinators acquiring skills in budget development, time management, project management, conflict resolution, communication, and supervision.
- KBGA radio, a fee-funded, student-run radio station with a news department that employs many Journalism majors, was created as the result of student support.
- Peers Reaching Out is a program sponsored by the Curry Health Center. UM student volunteers earn academic credit for a Health and Human Performance course on peer education. Through participation in the program, these students make presentations on health issues to their peers in the residence halls, academic classes, fraternities, sororities, and during meetings of student groups. Students develop leadership skills in public speaking, group facilitation, team building, and health education.

Campus departments that offer co-curricular programs assess students' needs and the impact of their programs. Most use self-assessment surveys completed by students to assess impact and student satisfaction. Some are more formal in their approach than others.

For several years, ASUM leaders have made it a priority to find ways to inform students about the benefits of becoming involved in student organizations. ASUM and the UC have partnered to offer a leadership conference, leadership recognition, educational programs for student organizations, and to facilitate student involvement.

In developing its co-curricular programs, the University is responsive to the needs of a broad spectrum of student populations, in particular disabled student populations. Performing arts, recreational, athletic, and student activity facilities are accessible to the disabled. Facilities include parking for the disabled, automatic door openers, wheel chair seating, and assistive listening devices for the hearing impaired. Sign interpreters are present at all public campus events such as plays, speakers, convocation, and commencement. Students with disabilities who wish to participate in co-curricular programs and require accommodations such as an interpreter can receive financial support to cover these costs through the student government. Comprehensive information regarding access is located on the [Office of Disability Services for Students website](#)^{xxxiv}.

Approximately 30% of University students are over the age of 30. To serve adult, commuter, and part-time students who work, facilities such as the Fitness and Recreation Center and the University Center offer early morning, evening, and weekend hours and programs are offered during the day. Various campus units organize workshops and presentations to accommodate the schedules of adult students. In many cases, departments that offer co-curricular services and close at 5:00 p.m. provide online information and services. For example, students can access the services of Career Services, Office for Civic Engagement, and the Center for Work-Based Learning through websites.

3.D.16: Co-curricular Program Policies and Procedures

Co-curricular programs are subject to institutional policies and oversight by several campus departments, Regents' policies, and state and federal laws and regulations that may pertain to alcohol use, facilities use, purchasing, travel, vehicle use, personnel, finances, travel, and entertainment. [BOR Policy 506.2](#)^{xxxv} states that the student government organization, referred to as ASUM, shall have a constitution, which must be approved by the University president. The constitution shall specify how funds to other student organizations will be distributed, and the distribution shall be in accordance with the stated policy.

The administrative personnel of ASUM are available to advise recognized student organizations about these policies. Student organizations are provided with a copy of ASUM's fiscal policy, as well as guidelines on obtaining funding and managing accounts. In addition to informing student organizations about fiscal policies, ASUM requires student members of newly-formed student organizations to indicate that they have read and will abide by the Drug and Alcohol Guidelines of the University. This requirement is a component of the University's risk management recommendations to ASUM in recognizing student organizations. The recognition of these guidelines underscores the fact that the University generally assumes no responsibility for a participant's bodily injury or personal property damage during student group activities and advises students to obtain medical and automobile insurance before driving any vehicle in connection with University activities. The guidelines also

require a student group to identify all types of risk-related activities it may participate in during the academic year and safety precautions it will take. The ASUM administrative staff members have the expertise of ASUM Legal Services to help evaluate potential risks.

Student-coordinated programs such as PROs as well as University Center programming are informed of campus policies by their affiliated campus department. To help student organizations schedule events in accordance with campus and state policies, the Event Planning Office located in the University Center advises students about various policies (e.g., entertainment, facility-use, and alcohol policies).

The University plays an active role in evaluating the effectiveness of its policies and procedures related to student activities and ensuring appropriate governance. For example, as a result of incidents involving alcohol in the fraternity houses located off campus, the Vice President for Student Affairs advocated for a revision of the All Greek Alcohol Regulation Policy or possible loss of campus recognition by the houses involved. In response to the recommendation of the Vice President, the All Greek Council unanimously approved a policy that prohibits the consumption of alcohol in the common living areas of Greek residences and any underage consumption.

3.D.17: Campus Recreation: “Social Interaction in an Active Environment”

The University of Montana is an active campus. Campus Recreation provides access to a wide array of fitness and recreation programs and facilities. The department promotes healthy lifestyles and offers activities, events, and venues that satisfy the needs and interests of students.

In October 2001 Campus Recreation opened the new 85,000 sq. ft. Fitness and Recreation Center, which was designed with student input and involvement. It features a designer climbing area of 7,500 square feet with a pinnacle of 45 feet. It has an 11,000 square foot weight training area and four areas that have 55 pieces of cardio equipment; a one-tenth of a mile track that is suspended over three hardwood sports courts; three large fitness studios for multiple activities and classes; seven handball/racquetball courts; and a squash court. Campus Recreation publishes and distributes two brochures with information about facilities and programs ([Exhibit OSM 3-10](#)). On a busy day more than 3,000 students and 200 faculty and staff members use the facility. In the previous facility, the use pattern was 700 students and 20 faculty and staff members per day. In order to comparatively assess the new facilities and offerings, Campus Recreation visited similar facilities both in Missoula and regionally in 2006. Their findings are published in the [Division of Student Affairs Assessment Report](#), and are also available in [Exhibit RE 3-06](#).

The new facility has allowed Campus Recreation to increase its fitness offerings. In addition to six types of yoga, four types of Pilates, and a wide range of strength, cardio, and flexibility classes, Campus Recreation now has the capacity to collaborate with Curry Health Center, Nora Staael Evert Physical Therapy Clinic, and University Dining Services. Through these collaborations, Campus Recreation provides personal training, nutrition, and physical therapy consultations. In concert with these

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consultations, Campus Recreation offers weekly seminars that focus on training, equipment, and recovery. Campus Recreation continually assesses the needs and interests of the student body in order to offer the most appropriate programming. In 2007, Campus Recreation undertook a major assessment project concerning programming in collaboration with the School of Business Administration. The results and the information obtained were extensive and positive ([Exhibit RE 3-06](#)).

The new facility and increased programming have resulted in increased staffing needs, which have been negotiated by accommodating more academic undertakings. Available space and staff have been maximized by offering credit through the Department of Health and Human Performance, the College of Forestry and Conservation, and the School of Theatre and Dance. More than 1,000 credit hours per year have been offered through these collaborations. In addition to courses, Campus Recreation has been able to offer fitness instructor certifications in Pilates, yoga, and spinning. Campus Recreation is also collaborating with the Forest Service to offer a Level 1 avalanche awareness course through the co-sponsored Western Montana Avalanche Center.

Campus Recreation offers a wide variety of activities and programs for the campus and the Missoula community. The Outdoor Program offers a number of trips, lectures, seminars, and classes each semester ([Exhibit OSM 3-10](#)), and the magazine *Outside* has selected the University as one of the outstanding schools for outdoor pursuits. The Fitness Program offers 50-55 hours of fitness classes every week during the academic year, and about 25 hours during summer and winter sessions in over 60 fitness and recreational classes. Campus Recreation also organizes the Intramural Program, which offers 43 sporting events and leagues, and the Sports Club Union, which is a federation of 23 student sports clubs. In addition, Campus Recreation oversees the Grizzly Pool, which offers fitness, competitive, recreational, and lesson swimming; and the UM Golf Course, which ranks among the top five courses in the state in rounds played per year. The nine-hole course has a complete pro shop and certified instruction staff.



A Student on the Climbing Wall in the Fitness and Recreation Center

3.D.18: A Bookstore that Supports the Educational Program

The Bookstore at The University of Montana was incorporated in 1921 and is a 401(c) not-for-profit corporation governed by a board of directors composed of students and faculty. In addition to its anchor store in the University Center, it operates four stadium retail stores, a popular convenience store called the Market, a satellite bookstore at the College of Technology, and a [comprehensive retail website](#).^{xxxvi} Since fall 1999, the Bookstore has provided online order capability and ISBN information so students can shop around for better pricing. A direct link to Amazon.com is also provided to encourage price comparisons. The ISBN information is now required by the 2008 Higher Education Opportunity Act. The anchor store is open Monday through Friday, 8:00 a.m. to 6:00 p.m. and 10:00 a.m. to 6:00 p.m. on Saturdays and most holidays.

The Bookstore is a member of all major campus bookstore professional associations, including the National Association of College Stores Large Stores Group, the Independent College Bookstore Association, and the American Booksellers Association. The Bookstore uses benchmark information from these groups to measure its performance and to suggest areas for improvement. The Bookstore sells course packets and both new and used textbooks, which it purchases from students for 65% and resells at 75% of the new price. This translates into lower course material costs for students. The Bookstore currently has a team pursuing less expensive methods of delivering intellectual property in order to lower course material costs even further.

The Bookstore serves faculty and academic department staff in a variety of ways. It allows faculty to submit book requisitions online or via traditional methods, and assists faculty in the development of supplemental teaching materials through its FacPac program. It researches copyright issues and obtains copyright permissions on all protected material in addition to managing financial arrangements such as royalty payments. Plans are in place to deliver all copyright-free materials both in printed and on-line form.

The Bookstore is strong in academic, reference, study, and regional titles. It provides book title and availability research for students and faculty, the U.S. Forest Service, Saint Patrick Hospital, Community Medical Center, and other agencies. Faculty, students, and staff receive a 10% discount on non-text titles. The Bookstore currently manages the educational computer hardware and software purchasing contracts for UM, although budget limitations may result in the discontinuation of this program. The Bookstore provides a trained computer hardware and software expert to discuss clients' needs and assist them in making choices. This program ensures that University purchasing guidelines are followed.

The Bookstore supports education in a variety of ways separate from selling course texts. It employs about 75 students in both work study and non-work study positions and provides internships to students interested in business, computer networks, and window and sales floor merchandising. The Bookstore employs professional artists to work with art students and provides materials and services to art faculty to enhance art education. The store discounts art materials for classes to reflect margins received

in the course materials department. The Bookstore also pays for tuition and books for full-time employees wishing to enhance their education and job skills.

The Bookstore is a good community member both on and off campus. It supports the Missoula Out to Lunch program, Downtown Association, Chamber of Commerce, KUFM-FM, the School of Fine Arts, and UM athletic programs through donations and maintenance of MontanaGrizzlies.com, the official Intercollegiate Athletics website. The Bookstore initiated the UM trademark licensing program and continues to support it, which helps to strengthen the institution's image and alumni loyalty.

3.D.19: Student Media

Student Print News Media

The Montana Kaimin, the student newspaper, turned 111 years old in 2009. The Kaimin is published four days a week during the academic year and is also available online at www.montanakaimin.com^{xxxvii}. As required by the Board of Regents, a Publications Board oversees the general operations of The Kaimin, and this oversight must not infringe on First Amendment rights. The composition and charge of the board are specified in the [ASUM bylaws](#)^{xxxviii} ([Exhibit SM 3-03](#)). The board consists of seven student members in addition to the faculty adviser to the Kaimin, who serves as an *ex officio* member. The editor of the Kaimin serves as the chair, and the board is responsible for appointing the editor and business manager of the Kaimin, the University's literary magazine, *Cutbank*, and any other ASUM-funded student publications.

Each spring, the Publications Board selects the editor and business manager of the Kaimin for the next academic year, and they, in turn, are responsible for hiring their staff. Staff members are paid, though a few students each semester choose a for-credit independent studies class offered by the School of Journalism. In a typical semester, the Kaimin will employ approximately 40 student reporters and editors, and 13 student business employees as business manager, webmaster, members of advertising sales staff, production personnel, and office assistants. A 0.75 FTE permanent classified employee oversees the budget and office operations, including billing and payroll. The School of Journalism provides a faculty adviser but exerts no control over the Kaimin. The adviser gives advice and critiques the paper, but has no authority over the decisions or operations of the paper.

The Kaimin has fared well in regional and national journalism competitions. For example, for seven of the last 10 years, UM Journalism students have won awards and accumulated point totals that ranked the school in the top 10 among all accredited journalism programs eligible to enter the Hearst Journalism Awards Program, considered the most prestigious college journalism competition. Nearly all entries in the year-long print journalism competition came from students employed by the Kaimin. In addition, dozens of Kaimin reporters and photographers have won regional and national awards in the Society of Professional Journalists' Mark of Excellence Awards in recent years.

The Kaimin is financially stable. Funding for the paper comes from advertising sales and a \$4 per-student per-semester fee that was implemented by a vote of the student body five years ago. The fee generates approximately \$88,000 a year in revenue.

Student Radio Media

In 1996, the University founded KBGA-FM, a student-run, non-commercial, 1,000-watt radio station. The operations and equipment needs of KBGA are supported by a \$6 per-student per-semester fee, which was approved by the student body in a referendum. The fee generates approximately \$132,000 per year in revenues.

A Radio Board oversees the general operation of KBGA. The duties and composition of the board are specified in the ASUM bylaws ([Exhibit SM 3-03](#)). The Board consists of four students, a faculty member of the Radio and Television Department, and the general manager of the station. The board is responsible for appointing the advisor to the radio station and hiring the general manager. Currently, the advisor of the radio station is the station manager of KUFM, Montana Public Radio, and has 30 years of broadcast experience. The bylaws of the board specify the procedures for hiring station personnel and detail their duties.

KBGA has a large staff of paid student employees and volunteers, including 12 paid student employees and 50 volunteer DJs. Under the guidance of the station advisor, the general manager is responsible for ensuring compliance with the requirements of the Federal Communications Commission. This includes training on-air staff and station personnel, maintaining records and files, and keeping abreast of new regulations. Training activities include a three-day training program for paid and volunteer staff that is offered three times a year. Station policies and FCC rules and regulations are covered in these sessions.

3.E: INTERCOLLEGIATE ATHLETICS

The University of Montana's Intercollegiate Athletics program consists of 14 varsity sports competing in NCAA Division I (Football Championship Subdivision) within the Big Sky Conference. The program includes six men's sports: basketball, cross country, football, tennis, and indoor and outdoor track and field; and eight women's sports: basketball, cross country, golf, soccer, tennis, indoor and outdoor track and field, and volleyball. The Athletic Director reports directly to the President and is assisted by four Associate Athletic Directors and two Assistant Athletic Directors whose responsibilities cover Academic and Compliance Affairs, Internal Affairs, External Affairs, Business Affairs, and Media Relations.

3.E.1 – 3.E.2: Review of Athletics Philosophy, Goals, and Objectives

Intercollegiate Athletics is evaluated on an ongoing basis by a variety of entities. The University Athletic Committee is comprised of faculty, staff, students, and community representatives appointed by the President. This group meets monthly with the Faculty Athletic Representative, Athletic Director, and Associate Athletic Director to review the policies and practices of Intercollegiate Athletics. In addition, UM has completed the second cycle of athletic certification by the NCAA and was deemed "certified without conditions" by this body, which is the highest level of certification awarded. UM will repeat this process in 2011.

The goals and objectives of Intercollegiate Athletics, as well as the expectations of staff members, are clearly described in the Department of Intercollegiate Athletics Policies and Procedures Manual ([Exhibit RE 3-01](#)). This manual also contains the department's organizational chart. A copy of the Policies and Procedures Manual and the NCAA Manual is provided to every employee of Intercollegiate Athletics. In addition, the Athletic Director reviews policies and procedures at the all-staff meeting held at the beginning of each academic year.

In December 2005 Intercollegiate Athletics embarked on the development of its first-ever strategic plan ([Exhibit SM 3-02](#)). The strategic planning committee included representatives from Intercollegiate Athletics, the Faculty Senate, the Missoula Chamber of Commerce, the Grizzly Scholarship Association (GSA), ASUM, the UM Foundation, the Adams Center, members of the campus and general Missoula communities, coaches, student-athletes, and the National Advisory Board for Grizzly Athletics (NABGA). The final strategic plan, which includes the mission statement, objectives, and value statements for the Department of Intercollegiate Athletics, was accepted and approved by the President in May 2007. The mission statement is directly tied to the mission of the University:

In supporting and promoting The University of Montana mission, Grizzly Athletics retains the trust and respect of alumni, fans and the State of Montana by graduating student-athletes, striving for excellence and competing with integrity.

3.E.3: Student-athletes are Vested in the Same Institutional Agencies that Handle Matters for All Students

Admission requirements and procedures are vested with the Office of Enrollment Services, financial aid is awarded through the Financial Aid Office, and academic standards and degree requirements are evaluated by the Registrar's Office. These departments handle these matters for all students on campus, including student-athletes. Aid to athletes is also dispersed through the Financial Aid Office, and any renewal, reduction, or non-renewal of aid is implemented by approval of the Director of Financial Aid. The academic standards and degree requirements for student-athletes are perhaps even more stringent than those for non-athletes, as the Big Sky Conference enforces grade point requirements higher than NCAA requirements. In addition, student-athletes must comply with NCAA requirements that dictate the fulfillment of degree requirements in order to practice, compete, and receive institutional aid targeted to athletes. On average, UM student-athletes earn higher grades and graduate at higher rates than their non-athlete peers on campus. Table 3-05 indicates the average grade point averages and credit totals of athletes in comparison with all undergraduates for Academic Year 2008-09.

Table 3-05 - Average GPAs and Credit Totals of Athletes and All Undergraduates

	<u>Athletes</u>	<u>All Undergraduates</u>
Fall 2008		
Average term GPA	3.00	2.83
Average cumulative GPA	3.05	2.89
Average term credits	13.06	11.85
Percent on academic probation	2.4	7.9
Spring 2009		
Average term GPA	2.97	2.86
Average cumulative GPA	3.01	2.91
Average term credits	13.80	12.29
Percent on academic probation	1.7	5.9

The four-year average graduation rate for athletes is 52%, while the graduation rate for all students is 40%.

3.E.4: Athletic Budget Development is Systematic

In 2004, the Department of Intercollegiate Athletics encountered and managed a serious budget shortfall. In response, a panel reviewed the financial practices, procedures, and systems within the department, which resulted in many positive changes. Most significantly, the department now participates fully in the campus budgeting process by submitting a yearly operating plan along with a line-item budget. In addition, the fiscal officer for the department meets quarterly with the campus budget director to review expenditures and revenues to date.

The primary fundraising body for Intercollegiate Athletics is the Grizzly Scholarship Association, a non-profit corporation legally separate from the University. The authority to manage and direct the operations and activities of the GSA is vested in the GSA Board of Directors and its elected officers. The GSA solicits funds for the University Athletic Scholarship Program, assists the athletic program through various fundraising activities, and promotes public interest, awareness, and enthusiasm in all of the sports within Intercollegiate Athletics. Funds raised by the GSA are deposited in accounts of the UM Foundation and transferred periodically to the University for use by Intercollegiate Athletics as designated by the GSA in consultation with the Athletic Director. Expenditures of these funds are audited routinely by University auditors. For a complete description of the use of UM Foundation funds, see “Grizzly Scholarship Association” in the Policies and Procedures Manual for Intercollegiate Athletics ([Exhibit RE 3-01](#)).

3.E.5 Fair and Equitable Treatment of Male and Female Athletes

The University continues to demonstrate its fair and equitable treatment of male and female athletes in providing opportunities for participation, financial aid, student support services, equipment, and access to facilities.

STANDARD THREE: STUDENTS

In response to a 1992-93 Office of Civil Rights (OCR) review, UM submitted a Corrective Action Agreement (CAA) to OCR. After submitting follow-up reports to OCR regarding the feasibility of adding women's softball, women's skiing, and women's swimming, on November 15, 2001, OCR determined that UM is currently fully and effectively accommodating the interests and abilities of its students who are members of the underrepresented sex.

Since the 1992-93 OCR review and subsequent closure of the file in 2001, UM has effectively demonstrated its commitment to fair and equitable treatment of male and female athletes regarding financial aid, student support services, equipment, and access to facilities. Two women's sports, golf and soccer, have been added in response to the initial OCR review.



Lady Griz Basketball Player Mandy Morales

3.E.6: Scheduling of Intercollegiate Practices and Competition

Intercollegiate Athletics has a published policy regarding scheduling of competition during finals week found in the Policies and Procedures Manual for Intercollegiate Athletics ([Exhibit RE 3-01](#)); however, membership in the Big Sky Conference and NCAA sometimes makes these conflicts unavoidable. The Big Sky Conference Outdoor Track and Field Championship is often scheduled during the final exam period of spring semester. For this reason, the approximately 35 members of the team that qualify for this meet each year may be traveling and/or competing during the week of final exams, and are required to reschedule exams with their professors. UM athletic administrators have repeatedly expressed concern over the scheduling of this event at Big Sky Conference meetings; however, with nine member institutions, the

Track and Field Championships inevitably fall on one or more of the members' final exam periods, regardless of the date chosen. The only other sport that is occasionally affected during finals is football, and such a conflict occurs only if the team advances through the NCAA subdivision playoffs to the championship game in the middle of December. This date typically conflicts with part of UM's fall final exam period. It is likely that the championship game will be moved to early January beginning in 2010; however, under this new structure the playoff games may occur in December and could potentially coincide with finals week in a given year.

WEBSITES REFERENCED

- ⁱ Day of Dialogue: <http://life.umt.edu/dod/>
- ⁱⁱ *Partnering for Student Success Action Plan*:
<http://www.umt.edu/partnering/plan/default.aspx>
- ⁱⁱⁱ *Partnering for Student Success* brochure:
<http://www.umt.edu/partnering/PartneringBrochure.pdf>
- ^{iv} “UM By The Numbers:” <http://admissions.umt.edu/numbers.html>
- ^v Academic Standards and Curriculum Review Committee:
<http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx>
- ^{vi} Committee on Campus and Facilities:
<http://www.umt.edu/committees/Campus%20Facilities.aspx>
- ^{vii} Strategic and Budget Planning Committee:
<http://www.umt.edu/committees/strategicbudget.aspx>
- ^{viii} UFA Collective Bargaining Agreement:
<http://www.umt.edu/provost/facultyinfo/docs/CBA2005-09.pdf>
- ^{ix} ASUM Relations and Affairs Committee:
http://life.umt.edu/asum/about_asum/asum_committees/relations_and-affairs.php
- ^x Course Catalog, Student Rights: <http://www.umt.edu/catalog/eso/services/rights.html>
- ^{xi} UM Policy 406.5: <http://www.umt.edu/Policies/400-HumanResources/sexualmisconduct.aspx>
- ^{xii} UM Policies: <http://www.umt.edu/policies/>
- ^{xiii} Course Catalog, Academic Policies and Procedures (grading system):
<http://www.umt.edu/catalog/acad/acadpolicy/default.html>
- ^{xiv} BOR Policy and Procedures Manual, Section 300 (admission policies):
<http://mus.edu/borpol/bor300/bor300.asp>
- ^{xv} BOR Policy 1902: <http://www.mus.edu/borpol/bor1900/1902.htm>
- ^{xvi} *Student Involvement Guide*: <http://life.umt.edu/CampusLife/guide/>
- ^{xvii} UM Allies Program: <http://life.umt.edu/diversity/umallies/>

- ^{xviii} Advising Handbook: <http://www.umt.edu/self-study2010/std3/Std3Exhibits/OSM3-10/AdvisingHandbook.pdf>
- ^{xix} Upper-Division Writing Proficiency Assessment:
<http://www.umt.edu/writingcenter/upperdivisionwritingproficiencyexam.htm>
- ^{xx} First Year Interest Groups: <http://www.umt.edu/figs/>
- ^{xxi} Undergraduate Advising Center, Academic Standing:
<http://umt.edu/uac/audiences/Academicstanding.aspx>
- ^{xxii} Graduation Appeals Form: <http://www.umt.edu/registrar/forms/GradAppealsForm.pdf>
- ^{xxiii} Transfer Guides: https://webprocess.umt.edu/cyberbear/uwskxfer.P_SelState
- ^{xxiv} Graduation Guide (Registrar's Office):
<http://www.umt.edu/registrar/students/GraduationInfo.aspx>
- ^{xxv} Department of Education Financial Aid Audit Expectations:
http://www.whitehouse.gov/omb/circulars/a133_compliance/08/pt3.pdf
- ^{xxvi} CyberBear: <http://cyberbear.umt.edu/>
- ^{xxvii} Satisfactory Academic Progress Policy (financial aid eligibility):
<http://life.umt.edu/finaid/name/eligibility>
- ^{xxviii} Financial Aid: <http://life.umt.edu/finaid/>
- ^{xxix} Orientation: <http://admissions.umt.edu/orientation.html>
- ^{xxx} Undergraduate Advising Center: <http://www.umt.edu/uac/>
- ^{xxxi} Advising Center Handbook: <http://umadvising.wordpress.com/current-students/student-advising-handbook-for-success/>
- ^{xxxii} Course Catalog, Advising: <http://www.umt.edu/catalog/acad/acadadvise/default.html>
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- ^{xxxv} BOR Policy 506.2: <http://www.mus.edu/borpol/bor500/5062.htm>
- ^{xxxvi} The Bookstore at The University of Montana: <http://www.montanabookstore.com/>
- ^{xxxvii} Montana Kaimin: www.montanakaimin.com
- ^{xxxviii} ASUM Bylaws: http://life.umt.edu/asum/about_asum/gov_docs/by_laws/default.php