

## Pre-Visit Protocol

Protocol Section	Protocol Query	Follow-up Lines of Inquiry	Notes/Comments
Pre-Visit	<i>Campus Goals for Visit</i>		
Pre-Visit	<p><i>Campus Reasons for Specific Program/Area Inclusion?</i></p> <p><i>Goals for Review?</i></p>	<p>Academic &amp; Student Affairs</p> <p>Academic Advising &amp; FY Teaching</p> <p>Orientation, Dragon Days, etc.</p> <p>Multicultural &amp; International Program</p> <p>Learning Communities &amp; Residence Hall Programs</p> <p>Retention Beyond the First Year</p>	
Pre-Visit	<i>Organizational Chart</i>		

<b>Pre-Visit</b>	<i>Organizational Elements with explicit responsibility for retention &amp; graduation</i>		
<b>Pre-Visit</b>	<i>Organizational Changes since 1996</i>		
<b>Pre-Visit</b>	<i>Retention and Graduation</i>		
<b>Pre-Visit</b>	<i>Mission statement(s)</i> <ul style="list-style-type: none"> <li>-University</li> <li>-Program – advising, multi-cultural, orientation</li> <li>-Other</li> </ul>		
<b>Pre-Visit</b>	<i>Strategic planning documents that address retention and graduation</i>		
<b>Pre-Visit</b>	<i>Data – Institutional Research, Assessment, Survey Data</i>		
<b>Pre-Visit</b>	<i>Policy, program or procedural statements with changes since 1996</i>		

**Visit Protocol - General  
Key Features**

<b>Protocol Section</b>	<b>Protocol Query</b>	<b>Follow-up Lines of Inquiry</b>	<b>Notes/Comments</b>
Visit	<b>Student Affairs Division</b>		
Visit	<b>Math Learning Center</b>		
Visit	<b>Advising Support Center</b>		
Visit	<b>SOCs (Student Orientation)</b>		
Visit	<b>FYE Courses</b>		
Visit	<b>Student Support Services</b> -Write Site -Tutoring -Math Center -Supplemental Instruction		

Visit	<b>Multi-Cultural &amp; International</b>		

**Visit Protocol  
Query and Inquiry Areas**

	<b>Protocol Query Areas</b>						
<b>Area of Inquiry</b>	<b>Academic &amp; Student Affairs</b>	<b>Academic Advising &amp; FY Teaching</b>	<b>Orientation, Dragon Days,</b>	<b>Multicultural &amp; International Program</b>	<b>Learning Communities &amp; Residence Hall Programs</b>	<b>Retention Beyond the First Year</b>	<b>Other</b>
<b>Leadership</b>							
<b>Intentionality</b>							
<b>Integration</b>							
<b>Collaboration</b>							
<b>Academic Focus</b>							
<b>Data-Driven</b>							

<b>Decision-Making</b>							
<b>Other</b>							
<b>Other</b>							

**Visit Protocol**  
**Context, Integration, Leadership, Campus Culture**  
**General Questions and Notes**

Area	Description	Notes
<b>Context</b>	<p>Are there unique aspects of campus context that influence retention and graduation such as location, community resources, campus history, etc? How do these influences operate? Are they positive or negative?</p> <p>What recommendations are there for improvement?</p>	
<b>Integration</b>	<p>How are specific campus features integrated and coordinated? Who is responsible for integration? What issues related to integration does the campus face? How might these be resolve?</p>	
<b>Leadership</b>	<p>Who are the key leaders? Describe the relative contributions of the leadership from each of these sources:</p>	

	president/CEO, vice president (or similar role), dean (or similar role), faculty senate, other faculty, union leadership, and other staff.	
<b>Culture</b>	What do campus folks say are the dominant aspects of campus culture? How do these contribute (or not) to success in retention/graduation? How widespread among faculty and staff and administration is the perception that retention/graduation is of overriding importance? How widespread is the perception that retention and graduation is a personal job responsibility? How much attention and discussion is devoted to retention and graduation compared to other often-dominant campus issues (e.g., research support, budget, and curriculum) by faculty? By deans? By vice presidents?	

<p><b>Intentionality</b></p>	<p>The extent to which efforts and initiatives are purposeful and/or intended to support student learning and success toward graduation.</p> <p>In general, how intentional is MSUM in its efforts to support student learning and success toward graduation? What campus practices support this intentionality? What assessment evidence exists to support the intentional nature of campus efforts and initiatives? What is the feedback loop from evidence to improvement?</p>	
<p><b>Intrusive</b></p>	<p>The extent to which efforts and initiatives are pro-active rather than re-active.</p> <p>In what ways are the efforts at MSUM designed to support student success early? What are those efforts? How widespread are they?</p>	

<p><b>Data-Driven Decision-Making</b></p>	<p>The extent to which campus decisions about efforts and initiatives are informed by data---however extensively or not the data-reporting and gathering area.          In what ways does MSUM gather and use data to support decisions on a consistent basis? What data is gathered and from what sources?          What are the structures on the campus to gather and report data?          How is data shared with decision-makers and the campus at large?</p>	
<p><b>Collaboration</b></p>	<p>The extent to which efforts and initiatives are the result of campus collaboration between and among schools/colleges/departments as well as faculty/staff/students          What evidence exists that collaboration is an important and shared value?</p>	

<b>Academic Focus</b>	<p>The extent to which all campus efforts are intended to support student learning; i.e., the relationship between student affairs and academic affairs is collaborative and mutually-supportive.</p> <p>What is the role of student affairs at MSUM (e.g, mission, values, etc.) in supporting student success? How widely is this role shared and understood outside of the student affairs purview?</p>	
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