

Fifth-Year Interim Report  
For Reaffirmation of Accreditation



The University of Montana – Helena College of Technology  
1115 North Roberts Street  
Helena, Montana 59601

Submitted to:

Commission on Colleges and Universities  
Northwest Association of Schools and of Colleges and Universities

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# **THE UNIVERSITY OF MONTANA – HELENA COLLEGE OF TECHNOLOGY INTERIM FIVE-YEAR REPORT**

## **Overview**

The University of Montana – Helena College of Technology is a two-year institution of higher education dedicated to meeting the varied educational needs of individual students, business and industry, and the Helena community. As one of the four campuses of The University of Montana, the College gives special attention to occupational programs, but also offers Associate of Science and Associate of Arts degrees.

The College has been committed to providing technical education for employment since its founding in 1939 and has earned a statewide reputation for excellent programs in technology, trades, business, fire and rescue and practical nursing.

In addition, the College is dedicated to developing technical expertise in students and meeting the technology-based demands of industry, business, and government. The College offers Certificates of Completion and Associate of Applied Science degrees in programs preparing students for immediate employment. In response to requests from industry, business and government, the College also provides continuing technical education.

Associate of Science and Associate of Arts degrees provide upward mobility for students who wish to acquire a core of coursework transferable to baccalaureate programs throughout the state.

Commitment to excellence in the quality of its programs and in the manner in which they are offered is of utmost importance to the College staff and faculty. The College welcomes a diverse student population and offers a variety of options in programs, curriculum and instruction.

## **Report Organization**

This report is organized in two sections. In Part A, The University of Montana – Helena College of Technology (hereafter referred to as the College), addresses the focused recommendations of the April 2000 accreditation evaluation committee of the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities (hereafter Commission). (Exhibits Part A, A and B). Responses to the 2002 Focused Interim Report (Exhibit Part A, C) and the subsequent spring 2003 Progress (Exhibit Part A, D and E) report are also included.

Part B includes responses to substantive changes and also includes other institutional changes as outlined in Part B of the Commission letter of November 8, 2004 “Interim Report for Reaffirmation of Accreditation.” Every attempt has been made to avoid duplication in the report.

Supporting material is included in the exhibits. Exhibits are divided into Part A which includes reports and other information regarding actions taken in response to the general recommendations from the 2000 Accreditation on-site visit, and Part B exhibits including supporting documents and information that refers to substantive changes and other changes made since the 2000 visit.

This report is a composite document. The College community collaborated in its formation based on areas of expertise. With the support of the entire College community it was possible to bring together all the necessary information.

## **PART A – Actions Taken Regarding Recommendations**

### **Introduction**

The University of Montana – Helena College of Technology successfully completed a full-scale Accreditation Review in April 2000 (Exhibit Part A, A). As part of the confidential report prepared for the Commission (Exhibit Part A, B) representing the views of the evaluation committee, nine recommendations were made.

### **Recommendation 1**

*The effort by HCT in the area of institutional effectiveness is recognized, including work on the Strategic Plan, the Quality, Access and Productivity document and the 1993-94 Assessment Procedure document. However, efforts to develop an overall plan have been initiated several times but have not continued. There is still no campus wide institutional effectiveness or outcomes assessment plan in place. The College must move forward to implement a plan that moved the identified objectives through the rest of the process, which could be similar to the steps outlined in the 1993-1994 Assessment Procedures document. The assessment plan is necessary to integrate evaluation with planning and improvement (Eligibility Requirement #11, Standard One – 1.B.1)*

The spring 2003 Progress Report (Exhibit Part A, D) demonstrated the College's commitment to institutional and programmatic assessment. That report directly responded to this recommendation. Institution wide objectives and assessment continue to play an important role in planning and improvement of programs and the meeting of institutional goals and objectives.

With the reviewed and newly revised Mission, Values and Vision statements and Institutional Strategies (Exhibit Part A, H) the College is better equipped to assess programs, services and curriculum. In addition, the ongoing process of updating the "Institutional Strategic Plan" and the "Institutional Assessment Plan" keeps the task of institutional effectiveness in the forefront.

The College Mission, Values, Vision and Institutional Strategies, the "Institutional Assessment Plan" and the "Institutional Strategic Plan" (Exhibit Part A, D) are all included in the spring 2003 Progress Report. The "Institutional Strategic Plan" is continuously updated as departments revise their goals and objectives on an annual basis.

The College contracted with a consultant from Noel-Levitz to compile a report based on the input from a workshop that was attended by a large and diverse group of College faculty and staff. This report includes an analysis of retention issues, goals and strategies. This was also included in the spring 2003 Progress Report.

The College's Strategic Planning Committee (Exhibit Part A, F) meets monthly. Its mission states that the "focus of the Committee will be issues that impact the strategic directions of the College, and issues that have significant budget implications."

### **Recommendation 2**

*Uniformly implement, for each of its instructional programs, regular and systematic assessment that demonstrates achievement of program level outcomes. (Standard Two – 2.B.2).*

Both the 2002 Focused Interim Report (Exhibit Part A, C) and the spring 2003 Progress Report included "The Assessment Plan for The University of Montana – Helena College of Technology." In general, the assessment process includes three steps: identify goals and outcomes, develop assessment tools, and apply assessment tools. This plan is used throughout the College. The grid located on pages 11 – 19 of the spring 2003 report expands these three steps into the actual tools that are used in each educational and support department.

The standing Assessment Committee (Exhibit Part A, G) is charged with the mission of keeping the College aware of assessment trends, and taking a lead in keeping the issue of assessment in the forefront for all college staff.

The following are some specific examples that educational departments have employed to implement regular and systematic assessment:

- All faculty members are required to submit course syllabi to the office of the Associate Dean of Academic Affairs each semester and may also post them on the College website. Syllabi include identified outcomes and assessment tools to be used specific to programs.
- In an attempt to develop a more formal approach to program and class evaluation focus groups of Computer Technology and Electronics Technology students were conducted by an outside consultant.
- Advisory committee agendas and minutes for the departments have been expanded to better outline their recommendations.
- Noel-Levitz was contracted twice during this period as consultants in both retention and student satisfaction. (Exhibit Part B, N)
- Department goals and accomplishments were implemented in all programs and are updated twice a year.
- Capstone classes continue in varied forms for the different programs.
- Formal and informal comparison to four-year programs for transfer programs was begun, and has resulted in articulation agreements such as the Business Information Technology degree with Montana Tech, transfer agreements with Carroll College and the Bachelor of Applied Science Degree at four-year institutions in Montana.
- Advisory committee members actively participate in the Accounting and Business Technology program as adjunct instructors (Business Law I, II, Payroll Accounting), industry partners (State of Montana Statewide Accounting Budget Human Resources System) and providers of resources (Small Business Administration guest speaker, media material).
- Measurements that show achievement of program level outcomes vary program by program and include clinical evaluations, lab assessment on live work, projects, exams, research papers, presentations, essays and capstone class experiences. Exit interviews with graduating students also provide important assessment information. For a further listing specific to programs, see the spring 2003 Progress report.

Workloads for all faculty members are assigned by the Associate Dean of Academic Affairs according to the Collective Bargaining Agreement (CBA) and minimum student enrollment numbers for each course. Appendix A of the current CBA has a memo of understanding in which it states in part, "The instructional workload for full-time probationary and tenured faculty shall normally fall within the range of 30 to 34 credits per academic year."

Adjunct faculty members are evaluated by the Associate Dean of Academic Affairs. Every course taught by an adjunct is evaluated by students each time it is offered. In addition to feedback from the course evaluations, the Associate Dean of Academic Affairs includes informal assessment of the adjunct instructors by Department Chairs, other program faculty, and first semester advisors.

### **Recommendation 3**

*Develop and implement regular and systematic evaluation of adjunct faculty performance. (Standard Four – 4.A.5 and Policy 4.1).*

At the beginning of each semester, adjunct faculty members are provided with an Adjunct Faculty Handbook which is a source for institutional policies and effective teaching material. During the semester, the Associate Dean of Academic Affairs and Department Chairs provide teaching tips and feedback related to student comments. At the end of each semester, adjunct faculty members are reviewed through the student course evaluation process.

### **Recommendation 4**

*Adequate funding is recognized as a problem at HCT and the other colleges under the University of Montana System. The Board of Regents, the President, the Chancellors, and the Chief Executive Officer are encouraged to initiate a partnership with other state post-secondary institutions and the Commissioner's Office to work with local legislators and other appropriate entities in an effort to increase state funding for post-secondary education. (Standard 5 – 7.B.5).*

During the past year the Board of Regents, Commissioners, Presidents and campus CEO's have engaged in dialogue with citizens and legislators across the state in a process known as "Shared Leadership for a New Montana." This will be the first legislative session where this approach with legislators and the Governor has been used. The Governor's budget proposal includes funding to support the replacement of academic equipment at the two year colleges within the State, \$200,000 for program planning and start-up, 8% increased funding to our base budget, a 3.5% and 4% pay increase for each year of the biennium, ten million dollars for scholarship support for The University system, and support from the Governor for a refurbished and expanded facility for the two main College sites.

The Board of Regents has plans to implement a new funding formula that will benefit two-year programs and smaller four-year campuses. That change will take effect on July 1, 2005.

### **Recommendation 5**

*Continue increasing the institution's core collection and other library and Information services, to achieve adequate support of College courses and programs, particular for the Associate of Science programs. (Standard 5 – 5.A1, 5.A.2 and 5.B.1).*

The library has a Library Advisory Committee in place, comprised of seven institutional librarians from around our state. They meet twice yearly with the campus librarian to discuss library goals and future directions for the facility. The librarian is invited to join faculty Department Chair meetings for input and address curriculum questions. The library employs four library work-study students who provide a valuable liaison between students and library services.

Both formal and informal measures are used to ensure faculty input for the addition of support and supplementary materials. Careful review of the curriculum, schedules, and syllabi are also used to achieve adequate support for courses.

The library welcomes all requests for additions to our collection, circulate appropriate catalogues to departments for review and input, and plan to conduct a periodical survey among our faculty before initiating our yearly reorder process.

The core collection will continue to support the College courses. Every effort to coordinate with departments and faculty is explored to supplement useful, current materials for research and course work.

The Library has added more than 200 books at the request of the General Education Department to support the Associate of Science and Associate of Arts degrees with the majority in the humanities. Expanded academic support to both paper and electronic periodicals supports the program.

#### **Recommendation 6**

*Establish adequate levels of staffing and sufficient levels of financial support for the library and information resources, including services to students at the Poplar and Ray Bjork sites. (Standard Five – 5.D.1 and 5.D.6).*

The current librarian has a Master's degree in Library Science. Four work-study students and one full-time support staff member complete the staff roster in the library. Computers at both the Airport (formerly called Poplar) and Ray Bjork facilities are linked to the library through the college website and library links. Students may access the card catalog, databases for research purposes, and other related links. The librarian and library staff update the library website regularly, and add other links that they deem would be helpful to the College's students.

#### **Recommendation 7**

*Develop both a multi-year fiscal strategy fully aligned with the College's strategic and facility plans, and an annual budgetary process for planning, analysis and internal reporting. (Standard Seven – 7.A.2, 7.A.3, 7.A.4, 7.B.1, 7.B.2, 7.B.5, 7.B.7 and 7.B.8).*

During January of each year every program within the College develops priorities and goals for the upcoming year. Those priorities and goals are used to develop a budget for the next year. Individual program budgets are then combined to create the base budget for the next year.

#### **Recommendation 8**

*The addition of the general studies classes and the Associate of Science degree has made it important that HCT acquire through remodeling, building acquisition, new construction, etc. that*

*will enable the College to meet new instructional needs, particularly in the area of science labs. (Standard Eight – 8.A.1 and 8.A.2).*

Included in the building proposal and plans presented to the 2005 Montana Legislature, is a full scale remodel with both wet and dry science labs. Because of Montana's positive financial condition it is believed the legislature will address the plan with funding during the 2005 session. In the meantime, the College continues to use labs in the local high schools for some of the life science classes. Classroom space on the Airport campus has been recently remodeled into a dry lab for physical science classes including Astronomy, Physical Science, Physics, Environmental Science and Chemistry. Several acquisitions have been made in recent years to better accommodate science students in the classrooms dedicated to science classes. These include science lab equipment, lab tables, and a ventilation hood.

### **Recommendation 9**

*Develop and regularly update a comprehensive facility master plan as a component of the College's strategic plan, the facility plan to reflect current operational needs, strategic interests and accommodation of constituents with special needs. (Standard Eight, 8.C.1).*

The College participates in the State of Montana's Long Range Building Program to augment the plan for the development and maintenance of our facilities. As part of that plan a proposal for the expansion of the Donaldson and Airport campuses was submitted to the Legislature this January.

The "Strategic Directions for 2001 – 2005" (Exhibit Part A, H) outlines general guidelines in all areas. Under Finance, the six points deal directly or indirectly with a plan for facilities. Included is the emphasis on expanding the facilities of the College to meet growth needs of upgrading programs and requirements for student success. This would include both expansion and maintenance.

The College continues to pursue alternate funding sources in addition to Montana University System funding. The formation of a campus foundation in conjunction with The University of Montana – Missoula Foundation will provide the College with a way to pursue private funds.

## PART B – Questions Related to Other Institutional Changes

### **Standard One – Institutional Mission and Goals, Planning and Effectiveness**

- *What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or function of the institution?*
- *What existing plans for the future have been achieved and what new plans have been formulated:*
- *Succinctly describe the institution's current status in meeting the requirements of **Standard 1.B – Planning and Effectiveness.***
- *What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?*

The Progress Report that was submitted to the Commission in spring 2003 provides answers to these questions. New mission, value, vision and institutional strategies were developed over the summer of 2002. They are included in the report. The College strives to measure its programs in light of these statements and strategies.

All of the College departments continue to participate in updating and revising the Strategic Plan on at least a yearly basis. The intent is to align the Strategic Plan with the budget and planning process that begins at the College in January of each year.

The Progress Report includes an analysis of progress. These are ongoing activities. The Assessment Committee is a standing committee that prioritizes its activities to assist the College in the ongoing process of analyzing our effectiveness.

For FY 2005 planning began with an August 2004 leadership retreat at which the management team, department chairs, and directors met to discuss the strategic plan for the year. From discussion at that retreat, the "UMH 2005 Priorities to Develop Capacity" chart (Exhibit Part B, A) was developed. The layout focused on Expansion (e.g. Marketing and Retention), Program Development (e.g. Curriculum/Program review) and Decision-Making Structure (e.g. Budget/Strategic Planning Committee) as related to the performance indicators of the College critical success factors.

FY 2005 brought changes to the campus committee structure, which was streamlined from ten to seven committees, to create an efficient system that matched employee and College needs. The committee process was more inclusive this year than in years past: although management appointed the committee chairs, the committee chairs selected the membership, following 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>, committee choice rankings received from the employees.

The College has established a Strategic Planning Committee to provide institutional direction for program development, budget allocations, and support services that contribute to the College's mission and goals.

## **Substantive Change:**

New Mission and Strategic Goals (Submitted 1/24/03)

As previously stated, new mission and strategic goals (Exhibit Part B, E) were submitted to the Commission and approved. The College has embraced these new goals and uses them as the guide for all its programs.

The new statements have been published on the College website, and have been included in faculty handbooks and the College catalog.

## **Standard Two – Educational Program and Its Effectiveness**

- *What changes, if any, have been made in the requirements for graduation and why?*
- *What new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?*
- *What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?*
- *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*
- *In light of the requirements of Commission **Policy 2.2 – Educational Assessment**, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*
- *Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?*

The following are descriptions of significant changes that educational programs have made in the last five years.

### **General Education – Associate of Science and Associate of Arts**

The mission of the General Education Department is to engage students in an accessible, supportive learning community with a diverse and rigorous curriculum designed to foster continuous personal and professional growth. The Department goals align with this mission. They are: to respond to the on-going academic needs of transfer and technical students, to expand connections with our educational communities, to promote General Education offerings and programs, and to enhance the College's cultural and social environment. Strategies and actions for meeting each goal have been outlined and the department updates its progress in meeting the goals several times each semester.

Within the last five years the department has instituted the following changes:

- The General Education department added a "diversity requirement" to align with four-year institutions' requirement for diversity courses. Courses designated with a "D" following the course number meet this requirement.

- For AY2002-03 the department added a capstone course for the new Environmental Studies program of study. The purpose of this course is to give students the opportunity to show their technical and general academic skills. It is a melding of writing, reading, research, technical, and critical thinking skills. The General Education department chair coordinates capstone courses and assigns a supporting role to the appropriate faculty member in the department.
- At the General Education Department's request, the college added an Associate of Arts degree with Program of Study options in English/Communications, History, Fine Arts, Social Sciences, Mathematics, Business and Accounting (Exhibit Part B, F). This degree option gives students more choices – from an emphasis in science/math to the humanities. Students are then also given more options for transfer to four-year institutions.
- The Department, in conjunction with the Computer Technology Department, added new emphases to the Computer Technology Program of Study Option in the Associate of Sciences program: Programming, Webmaster, Network Architecture, and Network Administration.
- The College placed a moratorium on the Associate of Science Wildlands Fire Suppression Program of Study Option for AY2004-05 to focus the department resources on remaining options.
- General Education faculty, in conjunction with other college professionals, wrote curricula for below certificate or degree level, preparatory courses for math, English, and reading to address the needs of students entering the College with very low Compass scores and academic preparation. A College Success course was designed and patterned after many Freshman Seminar type courses. College Success includes study skills, and career guidance.

General Education faculty members continue to monitor and evaluate students in the recently approved Associate of Science degree to ensure that they are meeting the revised Mission Statement. The FY2004-2005 catalog is clear in its presentation of the Associate of Science degree program as a general transfer degree. Thirty-one plus credits of the general education core requirements satisfy the general core requirements of the Montana University System. Requirements for the Associate of Science degree are identified along with three Program of Study options. Faculty members who teach in the transfer classes meet the qualifications as established by the Board of Regents.

Enrollment in the department's degree programs had a steady net growth between fall 2000 and fall 2004. Beginning with fall 2003, the College offered its Associate of Arts degree and many students re-declared from Associate of Science to Associate of Arts.

Student enrollment numbers in the Associate of Science programs grew from 100 in the fall of 2000 to a high of 176 for fall 2003. After the adoption of the Associate of Arts program, enrollment declined somewhat from the Associate of Science programs to 129 while student enrollment numbers in the Associate of Arts programs increased to 78 by fall 2004.

In addition to providing instruction to the students of every one of the college's instructional programs, the General Education Department provides instruction in these disciplines: life sciences, physical sciences, humanities, social science, mathematics and fine art. The

Department currently has six full-time tenure track instructors – two in mathematics, two in English, one in social sciences, and one in physical science – and expects to obtain a life sciences instructor for fall 2005.

As a matter of practice, the College hires only masters level prepared adjunct instructors for courses designated as “transferable,” and will employ bachelor’s level instructors for non-transferable courses. For most humanities courses, the Helena area has a sufficient number of qualified people willing to serve as adjuncts; this is generally true also for mathematics, the social sciences and the physical sciences.

The General Education Department students are supported by a centralized location for tutoring, first year academic advising, counseling, career services, transcript evaluation, and placement testing for composition, reading, and math. In AY 2003-04, instructors were given a formalized format called the Early Alert Referral System (EARS) to recommend intervention by the College.

Several tools are used by department faculty to measure and assess program outcomes. Exit interviews are conducted as part of Associate of Science and Associate of Arts capstone courses. Associate of Science and Associate of Arts students also complete several courses that are intended to synthesize coursework in specialized areas (e.g. Advanced English Composition and College Algebra).

The College’s Assessment Committee conducts a Student Satisfaction Survey through the use of a Noel-Levitz survey, also used by The University of Montana - Missoula. Results are calculated and sent on to the Department. For instance, as result of student responses to advising, the Department has refined the advising process. Updated check-off sheets specific to each degree program area are used by advisors and students to outline the course of study. Both group and individual advising sessions are made available to students during an “advising week.” Updated advising forms have improved documentation of student/faculty sessions.

### **Accounting and Business Technology**

Accounting Technology was renamed to Accounting and Business Technology. A Small Business Entrepreneurship one-year Certificate of Completion and a Small Business Management Associate of Applied Science degree were added in 2002. Accounting Technology was added as an interest area for the Associate of Science degree in 2003. Also, Accounting Technology and Business Technology were added as interest areas to the Associate of Arts degree in 2004. Business Ethics, Business Law II, and SABHRS courses were added to address issues in the industry/transferability of courses. Total degree credits were reduced overall. To allow students to focus more time in the first semester in the actual discipline of the field, credit load was reduced by two credits. And in the last semester in order to provide a more appropriate credit load based on the challenging rigor of the curriculum, the credit load was also reduced by two.

For all certificates and options of the Accounting and Business Technology program, the intended educational program outcomes are summarized in the catalog and listed in their entirety in the program curriculum guide. The program outcomes are reviewed every two years as part of a formal review process. During the last evaluation (2003-2004), the review was expanded to include comparisons with other two-year Montana colleges providing accounting and business programs.

In addition to review of program outcomes, the Accounting and Business Technology program area reviews the achievement of program goals of the previous year and identifies goals for the current year.

Faculty members assess programs continuously through contact with employers, students, internships, other campuses (Carroll and Montana Tech in particular) and review of the industry. There is a program review in a last semester class every year. Advisory committees comprised of private sector members assess programs yearly. The Noel-Levitz Student Satisfaction Inventory is used every three years. As a result of the most recent Student Satisfaction Inventory, a social event was added to program academic advising sessions to foster a cohort collegiality. In all programs, annual program goals and outcomes are identified along with assessment of the outcomes of the previous year.

Sequencing of courses within the Accounting and Business Technology program area has been updated to reflect the proper flow of one course into the next course. Successful passing of the first course (e.g., Accounting I or Introduction to Business) is the benchmark used to identify the student meeting course requirements and being prepared for the next course (e.g., Accounting II or Small Business Entrepreneurship). The common grading scale was changed to address industry demand of accuracy in the discipline of accounting and business. The capstone course continues to be the single, highest measure of program success. It is designed as a culminating experience combining research, technical accounting and business competencies, communication and computer skills to prepare the Accounting and Business Technology student for the workplace or further education. Currently, projects of each of the two options' capstone classes have been combined so students from both disciplines have opportunities to work together in a diverse team setting reflective of the real-world environment.

#### Highlights of Program Changes:

##### FY2004-2005

- Received Board Of Regents of Higher Education approval for program name change: Accounting and Business Technology with four options 1) Associate of Applied Science in Accounting Technology; 2) Associate of Applied Science in Small Business Management Technology; 3) Certificate of Completion in Bookkeeping; 4) Certificate of Completion in Small Business Entrepreneurship.
- Added Accounting Technology and Business Technology interest areas to Associate of Arts degree.
- Advisory committee member entered into partnership to offer new SABHRS course.
- Added social event (pizza party) to program pre-registration advising.

##### FY2003-2004

- Added Business Technology option to Associate of Science degree.
- Advisory committee member developed new Business Law II class.

- Added Business Ethics as a required class for Associate of Applied Science - Accounting Technology.
- Integrated projects of Business Plan and Accounting Portfolio capstone classes.
- Students entered the John Ruffatto state business plan competition.

#### FY2002-2003

- New Small Business Entrepreneurship Certificate of Completion and Small Business Management Technology Associate of Applied Science degree approved.
- Increased formal involvement of Advisory committee members.
- New internship opportunities developed including the College's Accounting Technology students being on-site for Volunteer Income Tax Assistance income tax assistance program.

#### FY2001-2002

- Reviewed Program Goals and Outcomes from the previous year; established current year's goals and outcomes. A complete formal program review was completed.
- Established new BUS prefix for broad-based business classes.
- Reduced total credits in Associate of Applied Science/Certificate programs in first/last semesters.
- Updated all program outcomes; course sequencing, and prerequisites.

#### FY2000-2001

- A complete program review had been completed FY 1999-2000.
- Expanded course elective choices for Associate of Science-Accounting interest area.

### **Automotive Technology**

The Automotive Technology Program carries out the College's mission by preparing students for entry-level employment in the automotive service and repair industry. Two full-time, National Automotive Technicians Education Foundation (NATEF) certified faculty develop, deliver, evaluate and make improvements in the program, which has consistently been accredited by NATEF, most recently in 2004. The instructors in the Automotive Technology program continue to maintain a strong partnership with Ford Motor Company and Daimler Chrysler by providing a regional training center in return for vehicles, equipment and curriculum donations as well as professional development opportunities through attendance of technician training sessions. New NATEF standards require that each faculty member take a minimum of twenty hours of approved and documented, industry, up-to-date training each year.

The Automotive Technology Program is a two-year, four-semester program of study offering an Associate of Applied Science degree. In the fall of 2000 the Automotive and Diesel Technology

programs, in an effort to more efficiently use faculty and resources, underwent a major curriculum revision. This revision created several “mechanical core” courses, combining both Automotive and Diesel Technology students in the same course (i.e. Electrical/Electronic Systems, Heating and Air Conditioning, Occupational Related Safety, and Welding Fundamentals). Although Occupational Related Safety, and Welding Fundamentals were not new courses to Diesel Technology students, they were new courses required of the Automotive Technology students beginning fall of 2000, upon validation of the Automotive Advisory committee. In addition to the creation of these core courses, both the Automotive and Diesel Technology programs converted their curriculum delivery from a block delivery format to a modular (MWF, TU&TH) format to facilitate better course scheduling, articulation agreements and opportunities for non-degree seeking students.

Faculty in the Automotive Technology program are continuously using formal as well as informal assessment tools to improve instruction, learning outcomes, and program effectiveness in accordance with NATEF/National Institute for Automotive Service Excellence (NIASE) standards and task lists.

To evaluate the achievement of student outcomes and task lists, classroom and laboratory assessment and certification testing results are used. Classroom assessments reflect program goals through written and oral evaluations. Laboratory assessments include observation and practical evaluations to determine performance level of technical competencies.

Faculty in the Automotive Technology program evaluate their teaching effectiveness through student class and lab performance, student surveys, evaluations by the Associate Dean of Academic Affairs, feedback from advisory committees, and employers.

The program relies on advisory committee feedback and external review by NATEF for program assessment. Faculty members meet with the advisory committee two times a year to review various aspects of program effectiveness. As mentioned previously, NATEF conducts a regular and comprehensive program review. Program effectiveness was most recently documented through NATEF recertification in spring 2004.

Enrollment in the Automotive Technology program has been very stable for the last three years. This appears to be the result of public awareness of an increased demand for Automotive Technicians nationwide.

#### Achievements in Automotive Technology, 2000-2005

- NATEF Recertification – Spring 2004
- 100 hours of Industry Update training approved by NATEF standards for each instructor.
- Individual NATEF Recertification for each instructor.
- Implementation of “Practical Tests” to evaluate student outcomes in lab courses.
- Implementation of “Lab Performance” sheets to increase student documentation of lab activities and evaluate student outcomes in lab courses.

- Donations of three new Ford vehicles, Ford automatic transmission, and Chrysler V-10 engine.

#### Goals in Automotive Technology

- Continue to foster partnerships with the automotive industry to provide employment opportunities for students, professional development for instructors, and donations of vehicles, components and curriculum materials.
- Instructors will attend a minimum twenty hours each per year of approved industry training, and maintain personal NATEF recertification.
- Deliver quality curriculum content and experiences to students in accordance with NATEF standards and Task Lists.
- Continue to submit proposals for increase in operating budgets, minor and major equipment needs.
- Meet and work with architects to develop requirements for new Automotive Technology facility under consideration by the Montana legislature in the 2005 session.

#### **Aviation Maintenance Technology**

Aviation Maintenance Technology, the oldest educational program at the College, prepares students for entry-level positions as Federal Aviation Administration (FAA) certified airplane mechanics. The students are trained in the repair, maintenance, inspection and overhaul of airframes and powerplants. Two full-time faculty deliver, assess, and continuously improve the program.

A course of study has been developed for the training of potential mechanics, based on the requirements of the FAA, feedback from the Aviation department's advisory committee, and industry needs. The course is designed to train the students in the skills needed for work but also culminates in an Associate of Applied Science degree. In order to meet the hours of instruction required by the FAA and to earn the credits for the Associate of Applied Science, students complete a total of 84 credits; twelve more than are required for Associate of Applied Science degree programs. The curriculum has recently undergone a complete re-write in order to separate the FAA requirements from the Associate of Applied Science credits. This was done to assure compliance with FAA regulations as they pertain to an FAA approved school in 14 CFR (Code of Federal Regulations), Part 147, Aviation Maintenance Technician (AMT) schools.

The curriculum was recently revised to de-emphasize some of the requirements of the FAA such as in-depth training in the maintenance of older aircraft. Although this training is still used to a certain extent, it is becoming more lecture only instruction and very little time is devoted to it. On the other hand, more emphasis is being placed on modern technology such as composite construction. The use of carbon graphite and other composite materials in construction of aircraft is becoming more common throughout the aviation industry. The aviation program is in the process of acquiring tools, material, and instructor training to prepare students for work in the repair and construction of composite aircraft.

The appropriateness of the program is well within the rules and guidelines established by the FAA. This is constantly being confirmed by the FAA in the form of national data based on the results of federal testing required to obtain a FAA technician's license. The FAA's data consistently show that the College's graduates score in the upper fifty percent of those persons who take the FAA tests. Along with the test scores, nearly 100% of the graduates of the course have found employment in the Aviation industry within a short time after graduation. This helps confirm the validity of the instruction received in the program.

The related instruction coursework required for the Associate of Applied Science degree is very beneficial to students. These courses enable them to become well-rounded individuals. The related courses are designed to integrate with the core subjects and help the students with their futures careers.

The Aviation Maintenance Technology program relies strongly on classroom assessment in the form of written tests and lab assessment on the student's ability to apply technical knowledge to the performance of aviation maintenance tasks. The lab assessment is based on guidelines established by the FAA using different levels of skill required to perform certain tasks. Classroom assessment includes tests developed by faculty and tests used by the FAA in determining the depth of understanding the student has achieved.

The FAA continually assesses the program in the form of written tests, oral tests and practical tests administered by representatives of the FAA. These tests are required before a student is qualified to obtain his/her FAA mechanic's license. The grades students receive on these tests are used in a national database to reflect the standing of any particular Approved Maintenance Technician School and the College has consistently been in the top fifty-percentile range of all AMT schools.

The Aviation Department's Advisory committee also provides input to the program with guidance to the areas of instruction that require improvement, or in some cases, instruction that can be reduced. Many members of the committee employ former graduates of the program and their comments are very helpful in assessing the curriculum.

Two full-time faculty members are responsible for curriculum instruction, assessment, and advising in Aviation Maintenance Technology, as well as the maintenance of the shop equipment. The faculty has made it a point to partner with various Montana state agencies to acquire updated equipment and tools to help train students. This effort has led to contributions of turbine engines from the Montana Department of Natural Resources, contributions of computers from the Montana State Legislature, and offers of aircraft and parts from others. This addition of equipment to the program has enhanced the training by exposing the students to modern aviation industry standards.

### **Computer Technology**

In response to increased demands for certification and transferability of classes from the industry and higher education, the Computer Technology department made the following significant changes:

- Network Architecture and Webmaster options were added in 2000 (proposals during last review) due to changes in the computer industry and increased emphasis on network and web based skills.

- Existing options in Programming and Network Administration were updated by removing Introduction to Microcomputers and the MS office requirements as well as Capstone and Telecommunications classes. They were replaced with Web Page, Cisco A+ and Cisco certification classes, Database Administration, Project Management, Network Seminar and Ethics classes.
- Accounting was replaced with a Business requirement.
- The department has increased emphasis on transfer classes for general education.
- Because of enrollment changes, many second year classes went to once a year scheduling.
- Both fall 2004 and spring 2005 a class entitled Project Management was offered. This was a cooperative project with the State of Montana Department of Administration and the College for improving information technology project management and employee project management skills. The first step was to offer the class and market it to state employees and The University of Montana – Helena College of Technology students. The class is based on industry standard certifications from the Project Management Institute. The department has intensified its efforts to collaborate with the Department of Administration to investigate offering classes leading to a higher level of industry certification.

In the Computer Technology department various internships, capstone and seminar classes are used for the purpose of integration of technical and academic skills for students. Students showcase their technical skills, in addition to research, writing, speaking, presentation and critical-thinking skills.

The Department Chair has completed training, certification and recertification as an instructor in four Cisco Certified Network Associate (CCNA) classes and four Cisco Certified Network Professional (CCNP) classes. Another full-time faculty member has completed training, certification and recertification in four CCNA classes, instructor certification in Cisco A+ classes, and has also completed two student classes in the CCNP curriculum. Three others have completed Cisco A+ instructor certification. An adjunct faculty has completed Cisco Java instructor certification.

Student travel to the Ray Bjork facility remains for Computer Technology classes and Electronics Technology CCNA classes. The new building proposal will eliminate the need for classrooms to be used at Ray Bjork.

Faculty members assess programs through information acquired through conversations with employers, students, student experiences with internships, other campuses (Carroll and Montana Tech in particular) and review of the industry. A program review is given to students in a last semester class. Several times the Computer Technology program had outside “focus groups” with graduates. The Noel-Levitz Student Satisfaction Survey is used every three years. In all programs, annual program goals and outcomes are identified along with assessment of the outcomes of the previous year.

### **Construction Technology**

The Construction Technology Program reflects the College’s mission of providing students with the entry-level skills required in the construction industry. In addition, the program provides

community service opportunities and community involvement. Two full-time faculty and a project manager provide instruction, curriculum development, assessment, and advising for the program. Enrollments over the past five years have remained steady, with about 50 FTE per year. The fall 2004 FTE was 47.

The Montana Contractors Association advised the program of a need for both skilled construction workers and construction supervisors. In addition, Helena Building Industries Association has an elevated need for skilled employees. As a result they have supported the program through finances to offset the cost for an on-site house the students build each year. At this time (fall 2004) the department is constructing its seventh on-site home with The Helena Building Industries Association. The proceeds from the sale of homes have been used to provide scholarships for construction students.

The advisory committee also keeps faculty advised on the need for qualified construction employees. Summer employment opportunities for students the past years have been consistently greater than the number of students in the program.

Program objectives are reviewed each year by the program instructors and the advisory committee. Industry publications and the Associated General Contractors of America curriculum are used as guidelines.

Students are evaluated through the use of tests, class projects, laboratory grades and workbooks. Instructor observation of job performance, with student feedback, assesses the students' understanding of construction related math, and the use of tools and how to use them safely. Students need to communicate both in oral and written form because they must be able to work together and must be able to comprehend plans. The relationship between what students are doing and how it will affect the next phase of construction helps students avoid costly mistakes. Synthesis of information is essential, because construction is dependent on the ability to break down each job into components and see where it is moving and what needs to be done.

Both instructors work together to advise incoming students on which option is recommended, the Associate of Applied Science or Certificate of Completion.

While the construction faculty is relatively new to the College, they participate fully in all aspects of the College through service on committees and curriculum revisions. There have been consistent additions and/or deletions of classes during the past five years based on advice from the advisory committee and on the changing needs of the industry. The faculty members are active professionally, and stay up-to-date in the field through research and readings in field and educational journals.

With a large increase in student numbers, space is limited. The faculty members manage this increase through coordination and the use of several work sites. A recent addition to the shop is a new exhaust system. Equipment and tools continue to be updated.

Achievements in Construction Technology, 2000 - 2004

- Steady increase of student numbers.
- The addition of one full-time and one three-quarter-time faculty.

- Increased opportunities for students with the multiple work sites used by the faculty.
- Community involvement through projects in the community at large.
- The students helped construct playground equipment for a citywide playground in Memorial Park.
- Students have helped build two “Habitat for Humanity” homes.
- The Construction Technology program has hosted contingencies of Japanese students who participated in building homes for two summers during this period.

#### Goals in Construction Technology

- Continue to educate future construction employees who are skilled in residential construction through the Certificate of Completion.
- Continue to develop future supervisors and small construction owners through the Associate of Applied Science option.
- Continue to review the curriculum to ensure relevance.
- Continue to emphasize student success in basic skills (e.g. reading, computers, mathematics, science, oral communication, creative thinking and problem solving, employability and technical expertise).
- Increase shop floor space to accommodate enrollment growth, which will be accomplished through the building remodel under consideration by the 2005 legislature and supported by the Governor.
- The addition of one full-time faculty.

#### **Diesel Technology**

The Diesel Technology program prepares students for entry into various segments of the diesel repair industry as entry-level technicians. This includes but is not limited to, the agricultural, industrial equipment and the heavy-duty diesel truck repair industry. This program provides comprehensive training in maintenance, diagnosis, and repair of related electrical/electronic systems, mobile hydraulic systems, manual and hydraulic drive trains, brakes, air systems, diesel engines, general maintenance, alignment and undercarriages, and air conditioning systems. The Diesel Technology student may choose either the Certificate of Completion or an Associate of Applied Science degree option. Major placement areas for Diesel Technology graduate are agriculture and truck dealerships, truck fleets, construction, mining, oil exploration companies, farms and ranches, and independent truck repair shops.

One full-time faculty, one part-time faculty, and two adjunct instructors are responsible for the development, delivery, assessment, and improvements of the Diesel Technology program. The full-time faculty is assigned to teach a 30-credit load in Diesel Technology. The one part-time faculty is assigned to teach three diesel courses in conjunction with two automotive courses.

The two adjunct instructors teach one to two courses in the Diesel Technology program to complete the core courses. There will be a search to replace the two adjunct instructors with one full-time faculty for the fall of 2005.

Curricula for Diesel Technology are developed and continue to be improved by program faculty, who rely on regular program reviews by the Diesel advisory committee, student and employer surveys and informal feedback, graduate placement rates, National Institute of Automotive Service Excellence (ASE) certification testing results, and literature in the technical education field. The appropriateness of student and program outcomes are validated by the Occupational Outlook Handbook, program advisory committees and various technical publications.

The focus, depth, scope, and sequence of the Diesel Technology program compares favorably with those of similar programs offered at MSU-Northern and the College of Technology of The University of Montana - Missoula. The first year "core" provides the foundational knowledge and skills that must be applied to develop more advanced proficiencies in the second year. "Live work" second-year projects encourage critical thinking and synthesis skills, as well as the application of communication and mathematical competencies.

The Diesel Technology program relies strongly on classroom assessment and employer feedback to evaluate the achievement of student outcomes. Classroom assessment measures reflect the program goals and emphasize the ability to communicate, problem-solve, and apply knowledge to authentic workplace situations.

Institutional assessment data suggest that the programs are effective in achieving the College's mission. Attrition rates in the Diesel Technology programs are extremely low. Placement in Diesel Technology in recent years has been excellent, nearing 100%.

Faculty provide instruction, conduct assessment, review and revise curriculum and advise students in the Diesel Technology program. Faculty members are responsible for equipment and facility maintenance, set-up and repair, and take responsibility for intensive efforts at job placement and communication with employers and advisory committees.

To the degree that fiscal resources allow, the College has taken care to provide facilities that support quality instruction in the Diesel Technology program. The current facility provides ample classroom space and adequate lab space. Learning labs become congested at times due to the size of the equipment and machinery and the numbers of students.

Equipment, too, is adequate, but if provided in greater quantity, students could make more productive use of learning time.

#### Achievements in the Diesel Technology Programs, 2000 - 2005

- High placement rates of students in Diesel Technology into industry jobs.
- The Diesel Technology program has found creative solutions to address limitations in staffing, equipment and facilities. Lab times are scheduled to provide optimum access to laboratory experience for all students. Department faculty members actively seek industry assistance in acquiring or gaining access to high-tech equipment. By providing the facility for factory training seminars, the faculty keeps their expertise current and then can provide students with opportunities to work with the latest machinery.

- Dealers and fleets from independent shops bring in trucks for live component repair projects with state-of-the-art features and capabilities.
- The Montana Equipment Dealers Association (MEDA) has donated equipment for discovery, testing and familiarization to the Diesel program.

#### Goals for the Diesel Technology Programs

- A continuing process of updating and upgrading equipment to provide students with a learning experience that utilizes current industry technology.
- Maintain current student numbers in the Diesel program.
- Continued excellent placement for Diesel students. Faculty will continue to pursue industry and trade partnerships.
- The acquisition of an EPA approved enclosed wash bay.
- Professional development for Diesel program faculty that enhances their current technical expertise by bringing industry/manufacture representatives to the College for training specific to current trade technology as well as faculty on-site training in the field.

#### **Electronics Technology**

Over the last five years there has been an increased emphasis on transfer classes for general education and increased opportunities for students to participate in service learning projects.

In 2003, the second year Electronics Technology students conducted a community coverage study that was submitted to the Lewis and Clark County Sheriff's department. That study included recommendations for increased communication coverage and capability. As a result of the study a collaborative relationship has been established with the Lewis and Clark County Sheriff's department, the Helena Police Department, the Helena Fire Department, rural fire departments, Lewis and Clark County Search and Rescue, and the county emergency coordinator.

Since 2002, Electronics Technology students have provided diagnosis, troubleshooting and repair of the countywide communication system's problems. Students regularly repair and replace equipment as needed at the Mount Helena tower site here in Helena. Regular treks up the mountain give students hands-on real life experience and also provide the community with essential support for the emergency communications system.

Department faculty members assess programs continuously through conversations with employers, students, student internship experiences, other schools (Carroll and Montana Tech in particular) and review of the industry. There is a program review in a last semester class every year. For two years, the Electronics Technology department had outside "focus groups" with graduates. The Noel-Levitz Student Satisfaction Inventory is used every three years. In all programs, annual program goals and outcomes are identified along with assessment of the outcomes of the previous year.

Students in the Electronics Technology department continue to prepare for national certifications including CISCO. Faculty members are current in their professional licensure and certifications.

### **Fire and Rescue**

In order to better meet student needs and industry standards in the field, the following changes have been made in the requirements for graduation:

- Courses have been dropped entirely because they did not meet student needs. They are: Fire and Rescue Apparatus Applications, Fire Team Management and Independent Study. Also Building Construction has been reduced from three credits to one credit. The following courses have been added: Salvage and Overhaul, Rescue and Capstone.
- In addition the following courses were added as a requirement for graduation: Basic Training and Wildland Fire Apparatus. These courses give students unique training opportunities that are available locally and they also meet local needs for Wildland/Urban Interface operations. These courses have been added to better meet program goals.

The proposed new construction and remodeling plans for the College will enable the department to add additional office and instructional space, garage and storage space.

There is an ongoing need to replace and update equipment including the wildland engine and the Self-Contained Breathing Apparatus units need to be replaced on a regular basis for safety purposes.

The enrollment in the program was 51 students in 2003, or 50.60 FTE. The fall 2004 semester had 54 students for an FTE of 54.07.

### **Metals Technology**

The Metals Technology program actually houses four separate programs: a two-year Associate of Applied Science degree program in Metals Technology, an Associate of Applied Science degree in CNC Programming, and one-year Certificate of Completion programs in Machine Tool Technology and Welding Technology. The addition of a new Associate of Applied Science degree in Metal Technology includes three semesters of machine shop and one semester of welding. All four programs align with the College's traditional mission by preparing students for entry-level positions in machining and/or welding.

Curricula for all four programs were developed and continue to be improved through constant program review by the Metals advisory committee, assessment of student outcomes including results of American Welding Society (AWS) certification results, student, graduate and employer feedback.

The focus, depth, scope and sequence of all four programs aligns strongly with guidelines provided by the American Welding Society, the Machinists Advanced Skills Technology and catalogs from other institutions. Comparisons with similar programs at other institutions confirm the appropriateness of the program's curricula. Synthesis of learning is ensured by the sequencing of the programs. The welding program, which is one half of the Metals Technology program, provides students with entry-level skills in oxy-acetylene, stick electrode, Gas Metal Arc Welding (G.M.A.W.), Pulse (G.M.A.W.) and Heliarc (Tig) welding techniques. Students are

also trained to read blueprints and fabricate necessary parts from those blueprints. The combination of these skills is used to fabricate and repair live work that is brought in by customers.

Students are given the opportunity to obtain American Welding Certifications using the S.M.A.W., G.M.A.W. and T.I.G. processes. These certifications are overseen by Maxim Corporation, an independent company recognized worldwide.

The Welding program has expanded with the addition of a 2000 sq. ft. metal building. This addition has been dedicated for a fabrication and repair area with some welding training.

In 2003, Miller Electric and the College agreed to make the College a regional training center for Miller and its distributors. Miller Electric uses classroom and lab area for three-day periods approximately three times each year to train area distributors on how to operate and repair Miller equipment. Instructors are invited to attend their training seminars. This information is then provided to students. In exchange for using the campus, Miller Electric provides the training equipment for the welding students to use throughout the year. When new equipment is introduced Miller exchanges the old equipment with new and improved equipment. This arrangement places the department on the cutting edge of the welding industry.

The Welding department has purchased a Titan Ironworker and is in the process of purchasing a 6' x ¼" plate forming roll.

Enrollment has steadily increased with 2004 enrollment being one under the maximum of 45. Metals Department faculty members anticipate enrollment growth in the future as news of the association with Miller Electric and Haas Computer Numerical Controlled (CNC) becomes widespread.

The welding department also offers 30-hour welding courses to the Diesel Technology, Automotive Technology, and Construction Technology departments. This training is offered to approximately 60 students. This same course is offered to the community as a night class with an average attendance of fifteen students.

The welding industry is also moving toward computer technology in the areas of CNC cutting tables and CADD drawing generated using AUTO-CAD. The department plans to include training in both of these areas in the near future.

The Metals Technology department's post education employment rate is averaging 90%. Employment sources have grown each year. Currently there are more jobs to fill than students to fill them. Employers call faculty to supply their work force needs. The department is engaged in a cooperative work program where students can work at various shops after hours while still attending classes. This helps employers meet their employment needs and provides students with valuable training.

Faculty in Metals Technology use formal and informal assessment results to improve curriculum, instruction, and program effectiveness. To evaluate the achievement of student outcomes, faculty use classroom assessment, certification testing results, and employer feedback. Classroom assessment measures reflect the program goals and combine written testing of conceptual outcomes and performance assessment of technical competencies. In Welding Technology, all students are encouraged to take the American Welding Society

certification examination at the end of the program. In recent years, the pass rate has been 100 percent.

Program faculty use student and supervisor evaluations to assess their own teaching. Student test results and the monitoring of student performance provide faculty with sources of information on student learning. One-on-one work with students to improve their skills and learning is common.

Although current and anticipated demand for workers in these areas is well established both nationally and regionally, enrollment in Metals Technology (including Machine Tool and Welding Technology) has been steady over the past five years. Enrollments have averaged 40 FTE over the past five years.

The demand for employees in the welding and machining fields is confirmed by the placement rate from the College's metals programs. Placement in the trade for graduated students is excellent.

Three full-time faculty and one or two adjunct instructors are responsible for providing instruction, conducting assessment, reviewing and revising curricula and advising students in the four programs. Faculty members are also responsible for equipment maintenance and repair. Separate facilities on the Airport campus provide classroom and shop areas for welding and machining instruction. Major improvements have been made in facilities and equipment in both areas since the last accreditation review and more will be forthcoming in the building renovation.

The Machine Tool program has added a HAAS VF-0 Machining Center and upgraded Mastercam software to version X. Two lathes and one mill were also added. The machine shop needs to be further expanded to accommodate the CNC courses now being offered.

#### Achievements in Metals Technology, 2000 - 2005

- New Associate of Applied Science in Metals Technology, which responds to industry needs for qualified programmers.
- Miller regional training center which gives the Metals Technology students training on the latest welding equipment available to industry.
- Expansion of the welding area to house new Miller welding equipment.
- New CNC equipment (HAAS Machining Center).
- Upgrade software for CAD/CAM (Computer Aided Design and Computer Aided Machining) now using version X for Mastercam.

#### Goals for Metals Technology

- Ensure state-of-the-art machine and welding programs through long-range planning.
- Continue to revise curriculum or scheduling to add more time for technical training in all four programs.

- Provide incentives and time for faculty to keep their own technical training current and a greater allotment of their time spent actually teaching students.
- Increase shop space through an addition to the machine shop.
- Continue to add more CNC equipment to stay abreast of industry standards for machinist of the future.

### **Office Technology**

The Office Technology program continues to respond to student and industry needs. A significant change has been a shift in focus from strictly administrative support to office management theories and skills. In addition, the program has reacted to an increased need in the community for medical office assistant services by adding related courses, while continuing to survey local hospitals, medical offices, businesses, law offices, and government agencies in order to better meet the employment needs in all areas. These changes have been made in response to information from advisory committees, review of the industry, employer feedback, and student feedback.

Achievements in Office Technology for the period 2000 - 2005 include the following:

- Combination of administrative, medical, and legal studies into one broad-based electronic transcription course including text editing, specialized medical and legal transcription projects, and speech recognition.
- Substitution of traditional advanced office procedures course with Administrative Office Management, emphasizing management theory, teamwork, and advanced computer applications.
- The Office Technology program assumed the responsibility of teaching and managing all of the Microsoft Office software application classes, some of which were previously taught by the Computer Technology program.
- Expanded coverage of electronic records management and imaging processes within the scope of the Records Management course.
- Increased the number of internships in government agencies and private businesses.
- Upgraded all application software to the latest 2003 version.
- Installed Smartboards and projectors in business classrooms.
- Added the following classes: Introduction to Business as a new requirement for graduation, Medical Software, Medical Transcription, Customer Service, a Legal Document Management class which follows the litigation process from the filing of a complaint to the final judgment while creating and managing court documents, Library Technology in response to a need expressed by the library community state-wide, and an Integrated Office Capstone class that applies and integrates advanced computer programs, project planning, teamwork, and culminates in a community non-profit service-learning project.

Service-learning projects have included:

- YWCA – students designed forms and pamphlets and created an inventory of the organization's physical assets.
- Good Samaritan Ministries – students interviewed volunteers and drafted position descriptions, produced pamphlets and forms, and developed PowerPoint presentations for agency use.
- The University of Montana – Helena Community Involvement Center – Students helped set up the newly formed Community Involvement Center, created a database to reference non-profit organizations, designed a newsletter template and a brochure, and created an application form.

### **Practical Nursing**

The Practical Nursing program at the College has been both busy and productive over the last five years. The program implemented the Associate of Applied Science degree in Practical Nursing in fall 1999 and has graduated four classes of students. The department's passing rate on the national nursing examination remains consistently above 90 percent and the College's nursing graduates have a 100 percent employment rate. The Practical Nursing program remains in high demand for the Helena community and the surrounding area. For the last two fall semesters, the program has had more than 60 applicants (which is capacity) to the Practical Nursing program.

Following is an outline of the significant changes made in the Practical Nursing program:

FY1999-2000

- Implementation of the four-semester Associate of Applied Science degree in practical nursing.
- Consequently, no nursing graduates this academic year. Annual Reports attached (Exhibit Part B, I).

FY2000-2001

- Self-study and site visit by the Montana State Board of Nursing (every four-year visit for approval) Granted four-year full approval in July 2001.
- First graduating class of Associate of Applied Science degree - Practical Nursing: 20 students; 100% passing rate on national licensing examination (NCLEX-PN).

FY2002-2003

- Letter of Intent to the Montana State Board of Nursing re: Assessing community need for RN education.
- Feasibility study completed re: RN education in community report accepted by the Montana State Board of Nursing.

- Second graduating class of Associate of Applied Science degree – Practical Nursing: 22 students; 93% passing rate on NCLEX-PN.

#### FY2003-2004

- Sixty first-semester nursing students admitted.
- Implemented two-semester, transferable Anatomy and Physiology course.
- Implemented three-credit, transferable Nutrition course.
- Third graduating class of Associate of Applied Science degree - Practical Nursing: 25 students; 94% passing rate on NCLEX-PN.

#### FY2004-2005

- Sixty first semester students admitted; 84 applications received.
- Thirty students in second year resulting in the largest nursing student population the College has experienced.
- Two English requirements for Associate of Applied Science degree - Practical Nursing: English Composition and Public Speaking (Advanced English Composition OK).
- Introduction to Microcomputers not required but instituted as an elective; may use Introduction to Microcomputers (OT112) or other for this requirement.
- Math requirement changed to Fundamentals of Algebra (MAT130T).
- (If new curriculum passes Montana State Board of Nursing, admitted last class of Associate of Applied Science degree – Practical Nursing students Fall 2004).
- Curriculum plan for Certificate PN to ASN-RN education presented to Montana State Board of Nursing for fall 2005 implementation, tabled until January 2005.

## **Substantive Changes:**

### **Associate of Arts Degree (submitted 1/26/04)**

The College submitted to the Commission a substantive change request (Exhibit Part B, F) for the addition of an Associate of Arts degree.

- Enrollment for the department as a whole has grown with an increase to 78 declared Associate of Arts students in just three semesters. The Associate of Arts degree has given students the option to study the humanities or social science. Some students who had declared as Associate of Science students or simply taking transferable courses to apply to degrees in the humanities and social sciences have changed to the Associate of Arts.
- In FY2004, \$73,865.05 was received in tuition and fee revenue from students who declared to be Associate of Arts degree seeking. The direct cost associated with those students is estimated to be \$42,689.52.
- Department faculty work closely with the librarian and library staff to ensure that students have adequate research materials, reference materials and supporting materials. The library staff has been very responsive to department needs.
- Six full-time faculty members (at least at master's degree level) currently comprise the department with the hire of a full-time life sciences instructor slated for fall 2005. Adjunct instructors are hired to fill out the course schedule teaching 61% of the course load for the department.
- General Education students are supported in Student Services by a centralized location for tutoring, first year academic advising, counseling, career services, transcript evaluation and placement testing for composition, reading, and math.
- Exit interviews given in the capstone classes and the Student Satisfaction Inventory provide the department with important feedback from students. Individual courses are evaluated at the semester's end by students. This information is compiled by the office of the Associate Dean of Academic Affairs and given to all faculty and adjunct faculty.

### **Delivery of the Fire and Rescue Program in Missoula, Montana (Submitted 1/24/03)**

The College submitted to the Commission a substantive change request (Exhibit Part B, G) for the delivery of the Fire and Rescue program in Missoula, Montana.

- Initially the program had eight students enrolled. The program was operated from Missoula Rural Fire District Station #1 in Missoula, Montana and classes were taught in the evenings from 1800 to 2300 hours, Monday through Thursday, with every other Saturday for hands-on skill training. Students were primarily full-time firefighters working to meet degree requirements. The program was moved to The Missoula College of Technology where classroom space was easily secured and students could have a home base. Eight new students enrolled in the program and four continued from the previous year. The program chair and advisor is a full-time faculty member of The University of Montana – Helena College of Technology.

- Twelve students graduated from the Missoula program in the spring of 2004. This academic year the program again grew with eighteen new students enrolling.
- The tuition and fee revenue collected from FY2002 through FY2004 has been \$140,191.70. The direct cost associated with students in this program is estimated to be \$86,777.03.
- Classrooms are provided at The University of Montana-Missoula campus and at the fire station of the Missoula Rural Fire District. The campus provided instructors the use of video, PowerPoint projectors, white boards, and overall a good teaching environment.

Through an agreement with Missoula Rural Fire District the program has the use of all firefighting equipment and props available to the fire district. The equipment is scheduled in advance, which has worked very well, and provides a great learning experience for the students.

Equipment available to the program includes: a 1986 Pierce 1250 g.p.m. pump equipped with full equipment, vehicle extrication equipment including "Jaws of Life," rope rescue equipment, Self Contained Breathing Apparatus, and hazardous materials equipment. In addition, Missoula Rural provides students the opportunity to ride-along on apparatus to provide understanding of firefighting as a profession.

- Students use the library and computer labs on The University of Montana campus. Students also have access to the training materials in the fire stations from the Missoula Rural Fire Department. Other resources include the National Fire Academy database and information from the Fire Service Training School in Great Falls, Montana.
- Student services are provided to Fire and Rescue students through The University of Montana - Missoula campus. The counselors assist as needed, and an advisor is available for general guidance. The lead faculty member is also available to the students for advising and support.
- Instructors are required to have the National Fire Protection Association (NFPA) certification for Fire Officer 1 and Fire Instructor 1 plus background in the course being taught.
- Students are evaluated in several ways. Written exams, term papers, practical application, problem solving evaluation, and scenario based skill evaluation are the primary techniques used by faculty. Examples of testing that students receive include: placing one student in charge of crew and then guiding that crew through a training burn fire, another student is asked to perform set-up operations and deliver water at a given pressure to a hose line crew. This evaluation includes problem solving for numerous tasks. Students are also asked to perform rope rescue operations.
- Based on graduated students' report, five students secured jobs in the fire service after they entered the program. Three secured jobs after their first semester, one after his first year, and one who has just recently secured a job with Missoula City Fire Department. A majority of students stay in touch with program faculty and keep them apprised of their employment status.

### **Delivery of Courses to Granite County Center (Submitted 1/24/03)**

The College submitted to the Commission a substantive change request (Exhibit Part B, H) for the delivery of courses to Granite County Center.

- The first dual credit courses were held in FY 2002-2003 in Phillipsburg, Montana. FY 2005 has seen an expansion of the location of the offerings to Phillipsburg, Townsend, and Drummond, Montana (Exhibit Part B, I). Enrollment has also expanded from one class and eleven students in spring 2003 to five classes and 36 students in fall 2004.
- The tuition and fee revenue collected from FY2003 through FY2004 has been \$28,620.75. The direct cost associated with offering these dual credit classes is estimated to be \$8,211.99.
- The physical space is adequate with the majority of the courses being held in local high school rooms or meeting spaces, designed with the learning environment as their focus. Library and information resources include the use of the Internet on personal computers and local use of the high school libraries connecting with the Montana University System database.
- Faculty credentials are examined in accordance with the Board of Regents policy by the appropriate Department Chair (usually General Education) and the Associate Dean of Academic Affairs prior to a course being approved for offering.
- Student Services provides support to the program through the Assistant Registrar and Director of Admissions with email, on-site, or letters for its communication. The Assistant to the Associate Dean of Academic Affairs serves as initial point of contact.
- Student learning and satisfaction is assessed through instructor evaluations on a periodic basis.

### **Standard Three – Students**

- *What changes have been made in undergraduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.*

The College serves a student body comprised primarily of Montana residents. In the fall of 2004, 57 percent of the students were male; 43 percent were female. They ranged in age from 16 to 68, with the average age of 28.4. Ethnically and racially, the College's student body was eighty-five percent Caucasian, three percent Native American, two percent Hispanic and nine percent other. Students' educational attainment levels varied widely: seven percent had baccalaureate or graduate degrees; twelve percent had some college or a two-year degree; 62 percent had high school diplomas; and thirteen percent had high school equivalences. Over 66 percent qualified for financial aid assistance. Nearly eighteen percent were non-degree students. Student Services at the College are designed to help all these students achieve their educational goals. See Exhibit Part B, K for a snapshot overview of the last five years.

Since the last self-study, the following four changes have increased the demands for student services at the College:

- Student enrollment has remained steady, experiencing a peak high of 741.40 FTE in fall 2003 and settling to 679.53 FTE in fall 2004.
- The College has enhanced its mission since 2000, expanding its student population to include dually enrolled high school students, students seeking personal enrichment, and students seeking coursework and degrees that will transfer to other colleges and universities.
- The College has steadily expanded, upgraded, and/or diversified services to students — adding a Director of Retention and Advising Services and a full-time Recruiter, and reorganized services to create a Career Services Coordinator, and a Financial Aid Specialist position.
- The College has reorganized and redesigned Student Services to create a student-friendly ACCESS Center to improve and enhance services.

In the fall of 2002 an Admissions Advisor/Recruiter was added, and the following fall two director level positions were added; a Director of Retention and Advising Services and the Director of Marketing and Public Relations. Also in 2004, the Financial Aid Assistant was upgraded to a Specialist I position allowing for advanced application processing and general functioning, the Director of Counseling/Career Services position was reconfigured to a Career Services Coordinator position to address student placement, internship, and employment services, and an Assistant Director of Learning Center and Disability Services was added to offset the partnership with Montana Job Training Partnership which reduced the load of the Director.

In the fall of 2003 a full-time Director of Retention and Advising Services was added. Since this addition, the Office of Student Services has implemented the following programs: First Semester Advising; Early Alert Referral System (Exhibit Part B, M); Early Warning System; and a “Students as Parents” support group.

Weekly director-level and staff meetings enhance the shared sense of purpose and priorities held by the Office of Student Services staff. The Office of Student Services has implemented a systematic review of policies. New policies and programs are developed as time permits or as circumstances demand.

Student development programs, policies, and procedures are published in the College catalog and on the College website. Both publications are reviewed annually. In addition, the College uses its orientation days to acquaint students with policies and procedures and with the College’s programs.

In response to recommendations from the last accreditation review, Student Services has coordinated existing physical and human resources to create a one-stop ACCESS Center to more responsively serve students’ needs.

The College’s official organization for student governance is the Associated Students of The University of Montana-Helena College of Technology (ASUM-Helena), formerly Student Senate, which meets regularly to advance and respond to issues of concern to the student body and to plan campus activities enhancing student life. Currently, ASUM-Helena is reviewing its constitution and bylaws and considering revisions which reflect its membership in Montana

Associated Students, a statewide association coordinating the activities of student governance organizations throughout the Montana University System. The Assistant Dean for Student Services and the President of ASUM-Helena have begun monthly discussions to increase student participation and input.

A weekly student bulletin, the *Information Express* (Exhibit Part B, L), is produced by the Office of Student Services staff. The *Information Express* informs students of upcoming events, important dates, and opportunities. Copies are distributed widely throughout the campus community, as well as made available on the College's website.

Transfer credit is evaluated using the Association of Collegiate Registrars and Admissions Officers' policies and guidelines and the guidelines developed by Montana's Office of the Commissioner of Higher Education. As a result of this effort, challenges with credit transfer within the Montana University System have been significantly reduced.

The Banner student information system ensures the security of student records and helps to centralize data for evaluation and planning purposes. Academic records also include a paper backup of specific information. These files are stored in a walk-in safe which is kept locked during non-school hours. They are maintained for five years, after which time they are preserved on microfiche.

As an open admission institution, the College serves students from a wide variety of educational backgrounds, including students with significant disabilities, serious personal challenges, and poor preparation for college. The College uses the Compass assessment as a placement tool for math, reading, and English courses. Mandatory placement rules have been established by the General Education faculty and the Office of Student Services personnel, and have been adopted by the Academic Affairs committee. All entering students take the Compass assessment before they are allowed to register for math, English, or reading courses. Until the fall of 2003, the College accepted ACT scores, ASSET scores, or Compass scores for placement. Since then, however, the College has used only Compass scores. This decision was made to aid the College's ability to make databased decisions about placement and students' progress through coursework. Course placement is reviewed periodically by General Education faculty and the ACCESS Center staff who manage the program.

Students with documented disabilities are provided with learning aids, instructional assistance, and computers and other assistive technologies as needed. The Learning Center/Disability Services Director assists students with disabilities in selecting and using these services and also serves as a liaison and advocate for students with disabilities.

The College's emphasis on recruitment has grown in the past five years. Conducted by the Director of Admissions and the Admissions Advisor/Recruiter, recruitment also coordinates efforts between administration, students, staff, and faculty. Recruitment sites span the entire State of Montana, but are usually within 200 miles of Helena. The College also participates in combined-campus recruitment efforts with The University of Montana and its other affiliate campuses.

The College's affiliation with The University of Montana, its enhanced mission, and its additional programming have contributed to the overall success of its recruitment efforts. Enrollments have steadily increased at the College. Enrollments in some technical programs have been cyclical.

The College has adopted a more intensive approach in its efforts to facilitate student success. Following are the methods that are used:

- Retention Committee: Membership consists of staff and faculty. In 2004 the Committee was reconfigured to include marketing and recruitment as responsibilities.
- Campus-Wide Training: Quarterly sessions are offered to all staff and faculty on a variety of retention issues including current retention rates; best practices in student persistence; teaching and advising as retention tools; and how to provide appropriate referrals for students of concern.
- First-Semester Advising: Students are advised by trained advisors who personalize an educational plan, interpret placement scores, establish goals, develop a class schedule and provide information regarding any area of concern for the student.
- Early Warning System: Incoming students manifesting characteristics that put them “at-risk” are contacted after First Semester Advising to reinforce the support available to them. “At-risk” characteristics include late applicants, students with low placement scores, or any student that may become of concern during First Semester Advising.
- Early Alert Referral System: E.A.R.S. is a retention program designed to identify and reach out to students who are experiencing academic, learning, behavioral, or personal concerns. Staff and faculty are able to make referrals throughout the semester. (See Exhibit Part B, K.)
- Learning Center: In the spring 2004 with the reorganization of the Student Services division, the Learning Center was relocated to a very central location on the ground floor with accessibility.
- 1+1+1 Grant: The concept of 1+1+1 is to institute a three-tiered mentoring system including community people who are thinking of entering a gender non-traditional field, current students at the College who are in non-traditional programs for their gender, and thirdly, people in the field who are currently, or have worked in nontraditional fields.
- Partnerships with Community Organizations: Many times students are referred to community organizations for help with personal issues. Community organizations include Golden Triangle Mental Health Center, the Friendship Center (domestic abuse), Childcare Partnerships (daycare referrals), Job Service and Alcoholics Anonymous.
- Students As Parents: Fall 2004 a focus group was established to determine how the College could assist students who are parents. The College will provide a method to advertise babysitting exchanges; host free clothing exchanges; host quarterly family social events; and invite community experts to lecture on topics of parenting.
- Faculty members refer students with low-test scores or poor performance in individual courses to the Learning Center/Disability Services Coordinator, who conducts one-on-one academic counseling with students.

The Financial Aid Office awards federal, state, and institutional funds to a significant portion of the College’s students. The College participates in the following programs:

- Federal: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Family Education Loan Program, Federal Work Study.
- State: Montana Higher Education Grant (MHEG), Work Study, Baker Grant, and Fee Waivers.
- Institutional: Scholarships and fee waivers.

The College informs borrowers of their responsibilities through the catalog and informational sessions conducted throughout the academic year. Loan entrance and exit counseling sessions are also conducted regularly. Each is publicized through the student bulletin, *Information Express*, and through faculty and staff announcements.

A comprehensive orientation program that involves staff, faculty, administration, and students is conducted prior to each semester. Student survey results (Exhibit Part B, N) establish that students are satisfied with the orientation services they receive at the College, and these services are continually being improved.

The primary responsibility for advising individual students lies with faculty. All students have a faculty advisor who explains program and degree requirements, assists students in their academic decision-making, and monitors students' progress toward achievement of educational goals. The combined efforts of faculty and the Office of Student Services have led to improvement in academic advising since the last accreditation review. Institutional and programmatic surveys reveal that students are very satisfied with the academic advising they receive from faculty.

Career counseling and placement is directly related to the College's traditional and enhanced missions. The College provides career counseling and placement services through the following activities:

- A placement survey is conducted every year, with the exception of 2000-2001 due to staff turnover, in order to track College graduates and provide employment information to current and prospective students.
- Individual programs respond to requests from the field by posting job announcements and notifying students in their programs of job opportunities. Many faculty members work actively with potential employers to secure employment for their students.
- The College co-sponsors the Helena Area Employment Expo each spring to bring employers and prospective employees into the same setting for interviews and information.

Because its Associate of Science and Associate of Arts degrees were recently approved and its transfer offerings are also relatively new, the College has not yet devised a system for tracking and facilitating students' transfers to other institutions of higher education. However, a four-campus task force is investigating a tracking mechanism for transfer students that would provide information about student movement within the system.

The catalog is one of the College's primary publications. It is reviewed and revised annually and is available to all new students at orientation or through the administrative offices at both campuses for a nominal charge.

## Achievements in Student Services since 2000

- Staffing levels have increased by the creation of a Director of Retention and Advising Services and a full-time Recruiter, a Career Services Coordinator and a Financial Aid Specialist.
- With the physical relocation of the Learning Center and Disability Services within the new ACCESS Center, academic support services are now accessible to all students. The new space allows for better separation of computer lab activity and academic tutoring.
- To address students' needs for more extensive and systematic orientation to the College, changes have occurred in orientation during the past few years. The College now offers two full-day orientations in preparation for fall and one full-day orientation in preparation for spring semester and has streamlined registration via online registration services.
- Reorganization has simplified the communication and coordination of the responsibilities for all the staff of the Office of Student Services.
- The College has implemented several programs to improve awareness of its mission and programs. Preview Day consistently attracts hundreds of community, state, and regional visitors to the College. Career and Technical Education Week activities include program displays in the state Capitol.
- First Semester Advising began for spring 2004 to allow new incoming students the opportunity to have in-depth, one-on-one advising sessions with someone trained specifically in transition to college issues. The Early Alert Referral System implemented in fall 2003, allows faculty and staff to refer students of concern to appropriate resources. The Early Warning System allows staff to track students who exhibit characteristics that may put them "at-risk" of failure.

### **Standard Four – Faculty**

- *What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty?*

In the five-year period since the 2000 accreditation visit by the Commission, there have been no significant changes in policies affecting the faculty.

There has been a change in the hiring trend at the College however. The trend has been to hire more adjunct faculty and part-time faculty in recent years. While this increases flexibility for the cyclical nature of program areas, it has meant a reliance on full-time faculty to handle increased advising loads and other duties not usually assigned to contingent workers.

The current Helena Teacher's Union Collective Bargaining Agreement July 1, 2003 - June 30, 2005 (CBA), allowed a \$0 experience increase with a \$500 salary increase effective January 2005. The Governor's proposed pay increase for all state of Montana employees is 3.5% in 2006 and 4% in 2007.

The Associate Dean of Academic Affairs is to formally review faculty in accordance with the CBA. Permanent tenure-track faculty members are reviewed every three years and non-tenured full-time tenure-track faculty are reviewed yearly. Contract faculty members are reviewed each semester through the student course evaluation process.

### ***Standard Five – Library and Information Resources***

- *How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?*

A snapshot of the Library is provided in Exhibit Part B, J. The following points address how the library/learning resource staff has addressed significant program changes within the College:

- The librarian consults with faculty using library journals and other professional magazines concerning ordering of additional materials. The librarian has an awareness of the class curriculums and individual course syllabi as necessary. Library instruction of database information and relevance to each class is presented by the librarian and her staff. In addition, the library is networked with other local resources and state, school, and technical libraries to supplement our core collection.
- The library staff continues to propose ways in which they can better serve the College as a whole. The library staff plans to provide annotated book reviews to faculty, and students advertising our new acquisitions. Book talks would be given to individual classes to receive feedback regarding materials.
- Combining forces with the current Information Technology department to train and offer technology assistance to staff on Instruction Related days and on demand is a goal of the library. This would ensure that the library staff has up-to-date technology training.
- Additional library staff would teach research skills, prepare library orders, perform administrative tasks, troubleshoot equipment and database problems, set up equipment, train, and maintain software/hardware for library stations.
- The College relies on the Library Advisory committee for recommendations for change in the facility. The College's librarian's participation in the area Library Roundtable discussions ensures further support and policy updates.

### ***Standard Six – Governance and Administration***

- *Explain significant changes in the governing board, leadership, and management of the institution.*

The College continues to improve its cooperative efforts with The University of Montana campuses and others within the Montana University System. In December 2004, the CEO/Dean sent a letter to Governor Schweitzer and members of his staff outlining education and training opportunities that the campus could deliver, or in partnership with other University campuses Exhibit Part B, R). The College has received a positive response from the Governor and State Departments. The College is now working with the Departments of Administration, Labor and Industry, Natural Resources and Conservation, Corrections and Transportation to

deliver classes and workshops to further train state employees. The campus received its first state contract on January 20, 2005 and we expect others in the coming months. Additionally, the campus has plans to also work with federal and local government to offer similar opportunities, perhaps combining them with state government contracts.

As stated in the “Strategic Directions 2001-2005”, there is an ongoing effort to improve communication and feedback. In November 2004, the Dean instituted a weekly employee newsletter and introduced the new era of shared governance with the faculty and staff. All management information is open to every employee and everyone is encouraged to provide feedback on pending decisions. The number of standing committees has been reduced from ten to seven and their roles have been redefined to better meet the needs of the campus.

State Appropriations continue to be an ongoing concern for the Montana University System. However, the Governor and State Legislature have taken steps to reverse the trend by providing the following:

- New money for two-year startup programs
- New appropriations for equipment
- Additional dollars for operations
- New scholarships for students in need
- New facilities for The University of Montana-Helena College of Technology

The Governor and Legislature have elevated public school education and higher education to the highest priority level at the 2005 legislative session.

The Board of Regents is currently examining the allocation model for all campuses in the University System and is planning to change its current model, which will benefit two year and smaller campuses.

The Dean/CEO meets or communicates weekly with the Local Executive Board appointed by the Governor. The Board is a three-member group comprised of community leaders that have direct ties to the campus. The current members represent the Helena Regional Airport, Qwest and American Chemet Corporation. Each member represents companies that employ our graduates and have been extremely supportive of the campus and its proposed improvements.

Management of the campus consists of a Management Team with the Dean/CEO as Chair, the Associate Dean of Academic Affairs, the Assistant Dean for Students, the Assistant Dean for Fiscal and Plant, and the Director of Human Resources. The Dean’s policy of shared governance dovetails with the Board of Regents’ plan of Shared Leadership for a New Montana.

### ***Standard Seven – Finance***

- *What significant changes have been made in the financial structure and condition of the institution?*

The budget developed for FY2005 is focused on addressing strategic goals of the Montana University System and the goals and priorities established by the College for enrollment growth, program development and refined decision-making structures. Targeted areas of importance include: continuing education, student recruitment and retention, marketing, facility development, curriculum review, development and evaluation of new program opportunities, foundation start-up and capital equipment planning.

The Budget and Strategic Planning Committee was restructured and began meeting his year. The committee has representatives from all aspects of the campus. The committee has developed a mission statement and work plan for the year.

During January each program within the College develops priorities and goals for the upcoming year. Those priorities and goals are used to develop a budget for the next year. The individual program budgets are then combined with to create the base budget for next year

Cost per FTE has grown from \$5,012 in FY2001 to \$5,790 in FY2004 an increase of \$778 or 15.5%. Little or no increases were made to the Montana University System support for higher education for the FY2004 or FY2005 academic years. In order to meet operating costs The University of Montana - Missoula transferred to the College \$576,116 in FY2004 and \$516,403 in FY2005. The current state legislature is proposing an 8% increase in funding to higher education with a 4% increase to the colleges of technology in tuition for FY2006 and FY2007.

The College remains mindful of the budget targets established by the Board of Regents in the areas of enrollment reserves, library expenditures, technology, professional development, and operations and maintenance of the physical plant. Enrollment reserves are budgeted at the 2% of the total General Funds budget. Library expenditures, operation and maintenance of plant, technology infrastructure and professional development are budgeted below the benchmarks.

The Montana University System has presented a biennial budget to the state legislature. The Governor's budget proposal includes the additional support referenced in Recommendation 4.

### ***Standard Eight – Physical Facilities***

- *What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?*

The Welding program has expanded with the addition of a 2000 sq. ft. addition to the current facility. This addition is dedicated to fabrication and repair. Other facility additions include the use of the Sanders Annex for faculty offices, a remodel of the nursing annex, and the rental of Ray Bjork Elementary School from the Helena School District for classroom and computer lab space. Also, the newly remodeled ACCESS Center on the Donaldson campus provides a more user-friendly, convenient housing of many student services.

A plan for the expansion of the Donaldson and Airport campuses is a high priority for Governor Schweitzer and legislative leadership during the 2005 session. This plan includes major remodeling and addition of square footage at both the Donaldson and Airport campuses. This plan includes moving some departments, expanding some departmental space and including science labs. The building plan is included in The University of Montana long-range building plan and the successful allocation of funds from the legislature will be determined by late April 2005. The College remodeling and expansion is the highest priority project for The University of Montana.

### ***Standard Nine – Institutional Integrity***

- *How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?*

Institutional integrity is a key issue for everyone at the College. Systematic review of policies and procedures helps ensure that integrity at all levels is achieved. Standing committees such as the Assessment Committee and the Academic Affairs Committee deal directly with these issues. Other committees also deal with integrity issues as they relate to their specific areas. In addition, the College has policies and procedures available to staff and students via the College website, the catalog and faculty handbooks. These documents include “Academic Rigor at The University of Montana – Helena” (Exhibit Part B, B), “Academic Integrity” (Exhibit Part B, C) and “Acceptable Use Policy” (Exhibit B, D). The catalog includes a “Student Conduct Policy”.

In addition, students are made aware of a grievance policy that allows them due process should they have “any controversy with a staff or faculty member or with any procedures laid down by the administration.” Faculty syllabi often include references to the above policies.

The Montana University System and the Montana Board of Regents have policies of integrity and codes of ethics to which faculty and staff must adhere. In addition, all state of Montana employees are also held to a state employee code of ethics.

Questions of integrity are referred to the Associate Dean of Academic Affairs, the CEO/Dean or the Assistant Dean of Student Services as appropriate.

## Exhibits

### Part A

- A 2000 Self Study
- B Commission's Confidential Report
- C 2002 Focused Interim Report
- D Spring 2003 Progress Report
- E Letter from Commission Referring to Spring 2003 Progress Report
- F Strategic Planning Committee Documents
- G 2004-2005 Committee List
- H Strategic Directions 2001-2005

### Part B

- A UM-Helena FY2005 Priorities to Develop Capacity
- B Academic Rigor Statement
- C Academic Integrity Statement
- D Acceptable Use Policy
- E Substantive Change: New Mission and Strategic Goals
- F Substantive change: Associate of Arts Degree
- G Substantive change: Fire and Rescue Program Delivery in Missoula
- H Substantive change: Delivery of Courses to Granite County Center
- I Practical Nursing Department Annual Reports
- J Library Snapshot Then and Now
- K Student Services Snapshot Then and Now
- L Copies of Several "Information Express" Newsletters
- M E.A.R.S Form
- N Report of Student Satisfaction Survey
- O Program Flyers, College Brochure

- P Graduation Placement Surveys
- Q Enrollment Numbers
- R Contract letter