# HELENA COLLEGE OF TECHNOLOGY
# OF THE UNIVERSITY OF MONTANA

# NORTHWEST ASSOCIATION
# OF SCHOOLS AND COLLEGES

# 2002 INTERIM ACCREDITATION REPORT

February 2002

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## INTRODUCTION

In the spring of 2000, the Northwest Association of Schools and of Colleges and Universities (NASC) team visited each of the campuses of the University of Montana, including the Helena College of Technology of The University of Montana (HCT). At that time, the accreditation team offered both general commendations and general recommendations. The personnel at the Helena College of Technology have embraced these recommendations and have worked in a concerted effort to incorporate these recommendations into the daily operations of the institution. HCT continues to strive to offer the students and the community of Helena an educational institution dedicated to excellence in the educational process.

Below are listed the recommendations from the accreditation team, dated Spring 2000. Each recommendation is addressed throughout the interim report as to progress towards achieving the applicable standard.

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 moves the identified objectives through the rest of the process, which could be similar to the steps outlined in the 1993-94 Assessment Procedures document. The assessment plan is necessary to integrate evaluation with planning and improvement. (Eligibility Requirement #11, Standard one – 1.B.1)

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)

3. 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)

## MISSION STATEMENT OF THE HELENA COLLEGE OF TECHNOLOGY OF THE UNIVERSITY OF MONTANA

At the Helena College of Technology, the guiding principle to institutional effectiveness is the adherence to the mission of the College. That mission is clearly stated in the catalog and is readily available to faculty, staff, students, and administration as a guiding tool for daily decision-making and strategic planning for the College. Guidance

and application of the institution's mission is evident in each of the programs and support services at the Helena College of Technology.

The Mission of the Helena College of Technology is as follows:

The Helena College of Technology of The University of Montana 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 an *Associate of Science degree* and serves as a higher education center for the Montana University System.

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 the technologies, trades, business, protective services, and allied health services.

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 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*.

The College has expanded its mission to provide for other higher education needs in the community and the state. The College offers an Associate of Science degree, providing upward mobility for students who wish to acquire a core of coursework *transferable* to baccalaureate programs throughout the state.

The College also serves as a *higher education center for the Montana University System*. The center provides graduate programs and continuing education courses in Montana's capital city.

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

## PROGRESS TOWARDS RECOMMENDATIONS FROM NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

The remainder of this interim report illustrates the progress that has been made at the Helena College of Technology on each of the recommendations from the accreditation team. The staff and faculty of the Helena College of Technology consider the nature of higher education to be a dynamic and ever-changing environment. Thus, the institutional assessment plan of the Helena College of Technology is used, in conjunction with the institutional mission to assess educational effectiveness. This ongoing journey uses numerous tools that are in place at the College. Each of the

recommendations are addressed below, detailing the processes and tools in use, personnel involved, time lines for assessment, evaluation, and planned improvement (along with indications of how the program or service honors one of the underlined concepts in the mission of the College).

## INSTITUTIONAL ASSESSMENT PLAN

Step 1 — Identify Goals and Outcomes — (Fall 2000) F

Activities:
a) Identify program goals
b) Identify program outcomes
c) Evaluate outcomes for consistency, clarity, relevance
d) Revise outcomes as needed

Step 2 — Develop Assessment Tools — (Fall 2000) F

Activities:
a) Identify methods of assessing outcomes as skills, attitudes, and knowledge
b) Evaluate effectiveness and efficiency of specific tools for outcomes
c) Establish outcomes assessment procedures for each program

Step 3 — Apply Assessment Tools — (Spring 2001) F, Sp

Activities:
a) Assess program outcomes in pilot program
b) Collect data on assessment results
c) Collect data on adequacy of assessment tools
d) Assess program outcomes in all programs

Step 4 — Evaluate Assessment Data — (Fall 2001) Su

Activities:
a) Evaluate effectiveness and efficiency of tools for program outcomes
b) Link assessment data with strengths and weaknesses in programs

Step 5 — Improve Program — (Fall 2001) F

Activities:
a) Revise program goals and outcomes
b) Implement advisement to improve student experience, performance
c) Implement delivery systems to improve program performance
d) Continue to work the five-step process to assure institutional effectiveness

See Appendix A for the original graphic of the Helena College of Technology's Institutional Assessment Plan.

## RECOMMENDATION ONE

Each of the involved services to this respective recommendation from the accreditation committee of the Northwestern Accreditation of Schools and Colleges is listed below. Each service's evaluation tool is summarized in narrative form, the data collected in the

last (2000-2001) academic year described, and the planned change for each service is summarized. Do note that each service's evaluation tool is included, in its entirety, as an appendix. Each of these evaluation tools is unique and is a working document specifically designed by the service to address the varied evaluation needs of each service. Along with these assessment tools from each of the services and programs, there is a grid outlining the tools used in each service or program, along with planned change from the data collected from each tool, and any implementation of the planned change. The assessment grids for both services and programs at the College are listed in Appendix B.

### Administration

The administrative team at the College has put together a working document as its evaluation tool. (See Appendix C) This document notes four items the administrative team is targeting for assessment and improvement in administrative services. These items include annual enrollment in the College, facility space, use of the Higher Education Center, and the College's response to the community of Helena's needs and to the needs of The University of Montana.

The administrative team has gathered data from the Banner system and fifteen-day enrollment figures, an engineering assessment of facility space use and the need for another building for the College's educational delivery. The administrative team implemented a Dean's Advisory Committee and the Governor appointed an Executive Advisory Board during the last academic year.

After analyzing the data gathered, the administrative team's planned change for improvement includes continuing to *track enrollment*, plan *a new science and technology building* with $365,000 planning funds allotted from the 2001 legislative session, continue to investigate the need and use of the *Higher Education Center*, and respond to the *community's needs* by meeting quarterly with the *Dean's Advisory Board*. (See Exhibit Room) The administrative team also plans to meet quarterly with the *Executive Advisory Board* for continuing strategic planning for the College. (See Exhibit Room)

### Student Services

A summary of the Student Service evaluation tool, plan for change, how the service supports the mission of the College, and implemented change for this academic year are illustrated in the summary grid. (See Appendix B)

Student Services at the College also developed a working evaluation tool with indicators as noted in Appendix D. The evaluation tool includes the principles of student academic achievement and personal development according to the College's mission.

Student Services is able to collect data from the newly installed database for student records (Banner), tracking recruitment and retention figures, and data on transition to employment or further schooling, the annual advisory committee meeting, and from the recent results from the Student Satisfaction Inventory. Student placement data from the last several years is included in Appendix D.

After analyzing the data gathered, the Student Services' plan for implementing change involves data obtained from the recently completed Student Satisfaction Inventory. This plan includes provisions for placement by use of COMPASS testing, student advising, and the addition of a second recruiter position.

**Learning Center and Disability Services**

The director of the Learning Center and Disability Services for the College has developed an evaluation tool for the center. (See Appendix E) This tool addresses the services provided by the center, primarily honoring the academic and personal development of the student.

This tool uses data collected for the Carl Perkins Grant regarding student completion rates, from probation and suspension lists, student grades, informal student and faculty feedback, the Student Satisfaction Inventory, advisory committee meeting minutes, and *College* placement results.

After analyzing the data gathered, the Learning Center and Disability Services director's *planned change* for improvement involves implementing suggestions from each of these data-producing tools and implementing *Accutrack* to track use of services within the Learning Center.

**Library Services**

The director of Library Services at the College has developed an evaluation tool for the library. (See Appendix F) This evaluation tool is comprehensive and includes areas to assess throughout the academic year.

The tools used in the evaluation include the advisory committee, the Student Satisfaction Inventory, and informal feedback from faculty and students.

After analyzing the data gathered from these tools, the library personnel planned changes for this academic year to include improving and expanding the *library collection*, working with the building committee to *plan the new classroom facility*, including expanded *space* for the library facilities, to continue work on *cooperative arrangements* with other community library facilities, and the strategic plan for library services is to plan and implement a *security system*. Ongoing assessment and continued planning are arranged within the evaluation plan for this service.

## Strategic Directions 2001-2005

Included within the first recommendation from the accreditation committee is another of the College's guiding documents for ongoing assessment of institutional effectiveness. (See Appendix G) This document, *Strategic Directions 2001-2005*, is included as another example of the tools the personnel at the College use to guide the assessment process.

Within the strategic directions document, the principles of mission, relationship of the College to the Montana Board of Regents of Higher Education, and the relationship of the College to The University of Montana's mission are outlined. Within the mission of The University of Montana is a guiding outline for the College for a general plan and evaluation, a guide on academics, campus life and services, faculty qualifications, information resources, governance and administration, finance, and institutional integrity. The strategic plan then continues and outlines planning principles, which includes the committee process within the College.

The Strategic Direction Plan is a continual plan for evaluation. In this plan, the goals of the College are reassessed every three years by a subcommittee appointed by the administration.

This strategic plan is designed as a living document. A committee of faculty, staff, and students created the initial document in the spring of 2000. It was presented to the Dean's Advisory Committee and The Executive Advisory Board for input. Public comment was also solicited. The document was reviewed and revised during the summer of 2001. Added to the plan during the last revision was the assignment of responsibility to various campus entities. Each responsible entity is asked to recommend actions and report progress toward achievement of the institutional goals each year. Results are communicated through the Dean's Annual Report.

Representatives from the Helena College of Technology are also active participants in The Strategic Directions for The University of Montana. In 1997, approximately 180 participants from academics, administration, students, and student services from all four campuses assembled to discuss and develop recommendations to guide the University. The recommendations were revised in 2000. The University Executive Committee annually reviews the master document and reports progress toward those goals to the President.

## Student Satisfaction Inventory

During the spring of 2001, HCT administrative personnel administered a campus-wide Student Satisfaction Inventory (SSI) prepared by Noel-Levitz. The following is a brief summary of both the accomplishments and the challenges identified in the completed report. Note the summative reports from Noel-Levitz for the 1998

and 2001 SSI in Appendix H. The report in its entirety is on exhibit. The summary covers these areas in order: Instructional Effectiveness, Academic Advising/ Counseling, Concern for the Individual, Academic Services, Registration Effectiveness, Admission and Financial Aid, Student Centeredness, Campus Climate, Service Excellence, Safety and Security, Campus Support Services, and Responsiveness to Diverse Populations.

Each of the academic and non-academic programs was given the findings of the SSI and each interpreted those findings. The programs and services decided to what degree each would use and implement the findings of the SSI. Note each areas' narrative and assessment plan for further information regarding the analysis, plan, and implementation of the findings from the SSI.

**Accomplishments Indicated by Student Satisfaction Inventory (SSI) 1998, 2001**

In general, HCT received a positive report in the area of admissions and financial aid, specifically stating that the financial aid counselors were helpful. HCT also received a positive report in the area of safety and security, students specifically citing that the parking on campus was adequate. See Appendix H for further specific statistics.

**Challenges Indicated by Student Satisfaction Inventory (SSI) 1998, 2001**

In general, HCT received a report regarding numerous challenging areas. Those areas that were significantly challenging were the areas of academic advising, concern for the individual student, student centeredness, campus climate, and service excellence.

## RECOMMENDATION TWO

Each of the programs within the College is listed below. Each program's evaluation tool and evaluation plan are listed below and address this respective recommendation from the accreditation committee of the Northwestern Accreditation of Schools and Colleges. Each program's evaluation tool is summarized in narrative form, the data collected in the last (2000-2001) academic year is described, and the planned change for each program is summarized. Do note that each service's evaluation tool is included, in its entirety, as an appendix. Each of these evaluation tools is unique and is a working document specifically designed by the program to address the varied evaluation needs of each program. Along with these evaluation tools from each of the programs, there is a grid outlining the tools used in each program, along with planned change from the data collected from each tool, and the implementation of the planned change. The assessment grids for both services and programs at the College are listed, as noted earlier in this report, in Appendix A.

## Associate of Science Degree

The Associate of Science degree program has an evaluation tool in place. (See Appendix I)

The specific tools used by the faculty in the Associate of Science degree program include *capstone course outcomes*, student focus groups, improved tracking and advising of students, results from the Student Satisfaction Inventory, course evaluations, a post graduation student placement, fifteen-day student lists, *College* testing, advisory committee feedback (the committee is made up of adjunct faculty members), and student exit interviews.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented an *Extended Technical Math course*, an *Extended Technical Communication course*, and more extensive student *advising* and *tracking*.

## Accounting Technology

The Accounting Technology program has an evaluation tool in place. (See Appendix J)

The specific tools used by the faculty in the Accounting Technology program include student grading in each semester, advisory committee feedback, graduation rates, employer feedback, success rates of students moving into four-year programs, Student Satisfaction Inventory, exit interviews, and student evaluation of coursework and instructors.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented *collection tools* for data from graduates and employers, have routed the *exit interview* form to the Assessment committee for further revisions, included *curricular changes* in the Accounting and Business curricula, including starting the process with the General Education department in regards to development of a curriculum guide for an *Associate of Science degree* in Accounting.

## Automotive Technology

The Automotive Technology program has an evaluation tool in place. (See Appendix K)

The specific tools used by the faculty in the Automotive Technology program include instructor and course evaluations, tests and practical application testing, formalized advisory committee feedback, formalized consumer/employer

feedback, fifteen-day student totals, recruitment and retention of students, and graduate placement.

After analyzing the data gathered from the tools mentioned above, the faculty of the Automotive and Diesel programs implemented air conditioning and electrical courses into a *core curriculum* for more efficient use of staff, equipment and facility.

**Aviation Maintenance Technology**

The Aviation Maintenance Technology program has an evaluation tool in place. (See Appendix L)

The specific tools used by the faculty in the Aviation Maintenance Technology program include advisory committee feedback, course and instructor evaluations, fifteen-day class lists, attrition rates, COMPASS placement tests, testing and course objectives, Federal Aviation Administration Examinations and student certifications and licensures, and student advising.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented formal and regular *advising* schedules.

**Computer Technology**

The Computer Technology program has an evaluation tool in place. (See Appendix M)

The specific tools used by the faculty in the Computer Technology program include pre-graduation exit interviews, pre-graduation *focus groups*, post-graduation surveys, instructor and course evaluations, Banner grading systems, advisory committee recommendations, informal contact with employers, and informal contact with students.

After analyzing the data gathered from the tools mentioned above, additional permanent *faculty* were added and *labs* at the Ray Bjork site were updated and expanded, new options in *Network Architecture* and *Webmaster* were added, and the *Microcomputer Applications* option was deleted.

**Construction Technology**

The Construction Technology program has an evaluation tool in place. (See Appendix N)

The specific tools used by the faculty in the Construction Technology program include feedback from internships, competency demonstrations in the laboratory setting, advisory committee feedback, course and instructor evaluations, fifteen-

day class lists, attrition rates, COMPASS placement testing, course objectives, annual degrees awarded, post-graduation placement, Banner grade system, and advising.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented a change and added a *remodeling course* to the second year of the program, added the appropriate people to the *advisory committee* for input in remodeling, are using an *internship* prior to graduation with concepts such as job tickets and work orders, and *condensed* blueprint reading and drafting *into one course*.

**Diesel Technology**

The Truck-Diesel Technology and Ag and Industrial-Diesel Technology programs have an evaluation tool in place. (See Appendix O)

The specific tools used by the faculty in the Truck-Diesel and the Ag and Industrial-Diesel Technology programs include course and instructor evaluations, tests and practical application tests, formalized advisory committee feedback, formalized customer/employer feedback, fifteen-day student numbers, recruitment and retention of students, and graduate placement data.

After analyzing the data gathered from the tools mentioned above, the faculty of the programs implemented Pulse Width Modulations into the Hydraulics course in the Ag and Industrial Diesel *curriculum* and implemented air conditioning and electrical courses into a *core curriculum* in the Automotive and Diesel programs for more efficient use of staff, equipment and facility.

**Electronics Technology**

The Electronics Technology program has an evaluation tool in place. (See Appendix P)

The specific tools used by the faculty in the Electronics Technology program include advisory committee feedback, course and instructor evaluations, fifteen-day class rosters, attrition rates, COMPASS placement testing, annual degrees per program, grade tracking, and advising.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented a more comprehensive *advising* program.

**Metals Technology**

The Metals Technology program has an evaluation tool in place. (See Appendix Q)

The specific tools used by the faculty in Metals Technology include employer feedback, advisory committee feedback, course and instructor evaluations, COMPASS placement testing, testing, course learning objectives, post-graduation placement, and student advising.

After analyzing the data gathered, the faculty of the program implemented *formalized customer feedback on live work situations* and *formalized advisory committee feedback*.

**Office Technology**

The Office Technology program has an evaluation tool in place. (See Appendix R)

The specific tools used by the faculty in the Office Technology program are advisory committee feedback, course and instructor evaluations, fifteen-day rosters, attrition rates, COMPASS placement testing, pre and post course objectives, testing, annual number of degrees, grade tracking, Student Satisfaction Inventory information, student exit interviews, and advising.

After analyzing the data gathered, the faculty of the program implemented a more formalized *advising* program.

**Practical Nursing**

The Practical Nursing program has an extensive, evaluation tool in place. (See Appendix S) This tool is implemented at least every year or every semester, as noted in some portions of the tool. Because of the change in curriculum in the program, the program transformed from a certificate program to a four-semester Associate of Applied Science degree. The program has had just one graduating class from the new program.

Thus, the program has just one set of students from whom to gather data. The tool is implemented within the weekly faculty meeting, so most of the data is gathered at that time or outside that setting, and incorporated into the program meeting minutes. This is a dynamic tool and changes with input from students, faculty, administration, employers, and advisory committee members.

The Practical Nursing program uses all tools available to the program and they are incorporated into the evaluation tool. The specific tools used to gather data this past academic year were the Student Satisfaction Inventory, student exit interviews, pre-graduation data collection, advisory committee meeting minutes, clinical facility feedback, course evaluations, fifteen-day class numbers, attrition rates, advising, pass rates on the National Council of Licensing Examination for the Practical Nurse (NCLEX-PN), scores on the practice NCLEX-PN examination (See Appendix S), one hundred percent passing rate), and feedback from the

self-study and four-year site visit from the Montana State Board of Nursing (See Exhibit Room).

After analyzing the data gathered, the Practical Nursing program faculty implemented these changes to the program for the 2001-2002 academic year: incorporated a NCLEX-PN *review course* within the capstone nursing course, implemented *peer review* by the program chair for each nursing faculty in the clinical setting, updated *technology* in the teaching laboratory, continued to work through the *evaluation tool* every first and third faculty meeting of the month, continued the *capstone nursing leadership course*, and continued to work with the Montana University System and the nursing programs across the state for nursing curriculum *articulation* agreements.

**Protective Services**

The Protective Services program has an evaluation tool in place. (See Appendix T)

The specific tools used by the faculty in the Fire and Rescue, Corrections, and Public Safely options (Public Safety will accept students in the fall of 2002 and Corrections is ONLINE) include advisory committee feedback, course and instructor evaluations, fifteen-day rosters, attrition rates, COMPASS placement testing, course objectives and testing, annual degrees per program, post-graduation placement, grade tracking, exit interviews, and advising.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented a collaborative effort with the University of Montana for an Associate of Science in Wildland Fire and Suppression and the possibility of adding a *Bachelor of Applied Science* in the same degree, and more extensive and formal use of the *advisory committee feedback*.

**Community Outreach (formerly State Training)**

The Community Outreach has an evaluation tool in place. (See Appendix U)

The specific tools used by the faculty in Community Outreach include advisory committee feedback, course and instructor evaluations, and a follow-up survey. Results of the survey indicated modifications needed to be made in the scheduling of classes, course delivery, and new ideas for marketing of classes.

After analyzing the data gathered from the tools mentioned above, the faculty of the program implemented *faculty changes* to accommodate a decreased number of students using the program, and *advising* for further educational opportunities.

## RECOMMENDATION NINE

As noted in the HCT Self Study of 2000, the College has grown over the past six years and is challenged for adequate space for instruction and support activities. The leadership has worked to build capacity and anticipate growth. In 1992, three acres were purchased one block to the east of the Donaldson building and the Montana Board of Regents approved an acquisition zone in 1999. The Property Acquisition Zone gives the College the permission to purchase additional property at $155,000 or less without prior approval. Under that zone, two residential properties have been purchased on the block immediately to the east of the Donaldson building. To meet immediate classroom needs, six rooms were leased in a closed elementary school from Helena School District #1. The leased rooms were converted to computer labs and faculty and staff offices.

Planning processes have accompanied the growth needs of the College in recent years. In the fall of 1999, The University of Montana Facilities Services conducted a Quantitative Space Analysis of HCT. The analysis found a deficit of space of nearly 19,000 net assignable square feet needed for the enrollment and staffing at the time. The Executive Summary is found in Appendix V.

The College's enrollment has raised another 25 FTE since 1999 to 750 FTE in 2002. As a result of this growth and recommendations from the HCT leadership, the Governor of Montana requested an additional classroom facility for HCT to be a priority for new construction in the 2001 legislative session.

The 2001 legislature allocated $365,000 for master planning, building design, and construction prints for a new facility for HCT. Construction funds were not granted. An architect firm was hired in November 2001 and Master Facility Planning started immediately. Generally, the architects found that several educational programs were inadequately housed and a few had more space than required. Those programs that were short of space included Practical Nursing, Electronics Technology, Computer Technology, and Construction Technology. They also found that the HCT facilities did not accommodate new initiatives at the College, such as science laboratories for new science programs and storage for the Protective Services program. The Library and Learning Center had inadequate space and there was a shortage of faculty offices. The full report may be found in the exhibit available to the visiting evaluators.

A building committee was created and has met three times this academic year in conjunction with the architect's fact finding process. The Dean of HCT chairs the committee. This committee needs to become a standing committee that builds on the planning model used by the architects this year. Staff resources for the committee's planning include the Facilities Services office at The University of Montana-Missoula and the administrative offices at HCT.

## CONCLUSION

The Northwest Association of Schools and of Colleges and Universities team identified three specific areas in which HCT needed to make progress. The College has addressed these three areas head on, and made substantive advancements in meeting the Northwest Association of Schools and of Colleges and Universities team's recommendations.

HCT recognizes the cardinal nature of an overall plan, and therefore, has developed a five-step plan for assessing itself. The College achieved Step One, Identify Goals and Outcomes, and Step Two, Develop Assessment Tools, during Fall Semester 2000. Step Three, Apply Assessment Tools, was completed by the end of Spring Semester 2001. Step Four, Evaluate Assessment Data, was completed during Fall Semester 2001, and Step Five, Improve Program, began during Fall Semester 2001.

The five-step institutional assessment plan has guided the administrative services provided by the College in meeting the needs of recommendation one. It also guided the academic programs in creating appropriate assessment tools to meet the needs of recommendation two. This, too, has been done. All programs use many of these tools, such as advisory committees, uniformly, whereas other tools are specific to the program. These tools are significant because they permit each department and program to measure its respective effectiveness, and because, together, they permit the College to gauge its overall effectiveness at meeting its mission.

Finally, to meet the needs of recommendation nine, a revised facility master plan, which includes the construction of an additional academic building, has been aligned with the strategic and special needs plans to form a comprehensive plan that will lead the College into its next 20 years.

The Northwest Association of Schools and of Colleges and Universities' team should find the progress made by the Helena College of Technology of The University of Montana to be substantial and substantive, and that it will meet both the letter and the spirit of the team's recommendations.