SELF-EVALUATION REPORT

Prepared for the Northwest Commission on Colleges and Universities

HELENACOLLEGE
University of Montana

Year Three Self-Evaluation Report

Helena College University of Montana

Helena, Montana
www.umhelena.edu

Report Prepared for the Northwest Commission on Colleges and Universities
February 2014

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Institutional Overview

Helena College University of Montana, a comprehensive public two-year college, is located in the state's vibrant capital city near the headwaters of the Missouri River in the heart of the Northern Rocky Mountains. The College currently offers 31 associate degrees and certificates in general education/transfer, technical and trades programs of study, as well as developmental education and a variety of credit and non-credit continuing education courses for workforce training and personal enrichment. Helena College serves a large geographic area including Lewis & Clark, Jefferson and Broadwater counties and currently has an annual unduplicated enrollment of over 2,100 students. The College has grown dynamically during the past decade experiencing an 84% increase in fall headcount between 2003 and 2013.

The College was established in 1939 as the first vocational-technical institute in the state of Montana under joint control by the Office of Public Instruction and the Helena School District. In 1987, the state legislature authorized the transfer of the institution's governance to the Montana Board of Regents of Higher Education (BOR) along with four other vocational technical centers located throughout the state. The separate two- and four-year units of the Montana University System (MUS) were reorganized in 1997 resulting in the five vocational technical centers and four regional four-year colleges being affiliated with either the University of Montana or Montana State University, the state's flagship institutions. Helena College of Technology of the University of Montana, or UM-Helena COT, retained its independent status and historical mission, but linked its resources and operations with the University of Montana in Missoula. Following the restructuring, the College expanded its educational programming to include Associate of Arts and Associate of Science transfer degrees, broadened its offerings of general education courses, and began promoting its wider mission as a comprehensive two-year college to the Helena community under a five-year strategic plan adopted in 2006.

Following a campus-wide discussion forum and planning day in May 2011, a new strategic plan was developed and adopted by the College Council and implemented in the fall of 2012. The plan includes six broad strategic goals aligned with the College's new mission and core themes that will inform and guide college-wide planning, assessment and resource development and allocation for the next decade. As a public two-year institution, the College also participates in College!NOW, a multi-year initiative led by the MUS with funding support from the Lumina Foundation. The purpose of the initiative, which began in 2010, is to improve utilization of two-year higher education in the state of Montana. Two primary strategies of the initiative between 2011 and 2013 were the expansion of the comprehensive two-year mission to all of the state's five colleges of technology to include transfer education, workforce development, developmental and adult basic education, lifelong learning and community development followed by a rebranding campaign to improve public awareness of the new comprehensive identity of the state's two-year colleges. Since the College had already expanded its instructional offerings and operations to include most of the five areas identified in the comprehensive two-year mission plan, what remained was the identification and promotion of a new name in accordance with a naming convention developed for the five colleges of technology by the Office of the Commissioner of Higher Education (OCHE). On May 25, 2012, the BOR approved a name change from Helena College of Technology of the University of Montana to Helena College University of Montana. Helena College officially debuted its new name as part of the MUS two-year college rebranding campaign on July 26, 2012.

Helena College maintains two campuses which have undergone extensive expansion and renovation during the past eight years. The Donaldson Campus is the main facility which houses academic programs including general education, accounting and business, computer and office technology, fire and rescue, and nursing as well as the majority of administrative operations, student support services, and continuing education. The Airport Campus, located two miles away, houses classrooms, labs, and shops for trades programs in automotive technology, aviation maintenance, computer-aided manufacturing, construction, diesel technology, interior space planning and design, and welding. Administratively the College is organized into three divisions including Academic Affairs, Fiscal and Plant, and Student Services each of which are led by an assistant or associate dean who reports directly to the Dean/CEO. The directors of Institutional Research and Human Resources also report to the Dean/CEO.

Helena College's last full-scale evaluation visit by the Northwest Commission on Colleges and Universities (NWCCU) was in 2010 and was conducted under eligibility requirements and standards published in the NWCCU's 2003 edition of the Accreditation Handbook. This evaluation resulted in four recommendations, and the College's accreditation status was reaffirmed by the Commission in July 2010. Under the Standards for Accreditation included in the new seven-year cycle, Helena College submitted a Year One Report in spring of 2011 which also included a response to the first of the four recommendations from the earlier full-scale evaluation visit. The College's Year Three Self-Evaluation Report was originally due in the spring 2013, but was postponed one year at the direction of the NWCCU. This report will include responses to the remaining recommendations from the 2010 full-scale evaluation as well as those arising from evaluation of the Year One Report and represents Helena College's continued participation in the NWCCU's current accreditation process.

Preface

Institutional Changes since Last NWCCU Report

Helena College's Year One Report was submitted and evaluated in spring 2011. The NWCCU Evaluation Committee made three recommendations. The College's responses are included in this report under Chapter One Update: Mission, Core Themes and Expectations.

The Registered Nursing program (ASRN) received accreditation from the National League of Nursing (NLN) in the spring of 2011. The Boeing Company acquired Summit Aeronautics Group, a precision manufacturer for commercial and military aircraft located in Helena. Following the acquisition, Helena College was selected by Boeing as a Preferred Educational Provider in recognition of the quality of its workforce training programs in advanced manufacturing and aviation maintenance technology. Through grants, scholarships, equipment donations and corporate sponsorships, Boeing provides support for students interested in aerospace careers, and the College's related academic and co-curricular programs.

In the summer of 2011, Helena College joined the three other affiliated campuses of the University of Montana in transiting its online education learning management system (LMS) from Blackboard to Moodle. Subsequently a full-time position for Director of Online Learning was created and filled to support online instruction as well as provide oversight of the LMS.

In the fall of 2011, Disability, Veterans, and Counseling Resources joined the College's new TRiO-Student Support Services program in moving to a newly renovated space on the Donaldson Campus, while existing shared space was also identified to house Continuing Education and Online Learning. The Career Services Coordinator moved to the Student Access Center which was renamed the Advising, Learning and Career Center (ALCC). The Financial Aid Office implemented revisions to the Satisfactory Academic Progress (SAP) policy and process in response to updated regulations from the U.S. Department of Education. The College also funded and filled a new position for Director of Institutional Research, responsible for coordinating the collection and reporting of institutional data, planning and assessment, and accreditation activities. Processes for requesting, collecting, and reporting data were created, and program planning and assessment processes were revised to align with the College's core themes and new strategic plan.

Incorporating information gathered from an all campus planning day, a new strategic plan was developed and adopted by the College Council in the spring of 2012. The Information Technology Department implemented a central authentication system (CAS) and password management system (PWM) to provide students, faculty, and staff single sign-on access to electronic resources including course registration, financial aid award and tuition payment portals, email, network storage, and Moodle. The Registrar's Office was administratively and physically consolidated with the Admissions Office to create an Admissions and Records department including a new position of Assistant Registrar.

In the summer of 2012, as part of the Montana University System's College!NOW initiative, Helena College of Technology of the University of Montana was renamed Helena College University of Montana. The Helena Adult Learning Center, which provides adult basic education, ESL training, and GED testing funded by the Helena Public School District, relocated to Helena College and subsequently occupied newly renovated space on the Donaldson Campus. Three new professional certificate programs in E-Learning I/II and Geoscience Technology were approved by the Academic Standards and Curriculum

Review Committee (ASCR) and recognized by the Office of the Commissioner of Higher Education (OCHE) and the Montana Board of Regents (BOR) in fall 2012. Elizabeth Stearns-Sims was hired as the new permanent Assistant Dean of Student Services following the vacancy of that position in winter 2012. Helena College Student Services received a College Access Challenge Grant (CACG) from the Montana University System (MUS) to support various student engagement and retention initiatives including the purchase and implementation of Starfish, a software package that provides timely communication between students, faculty and staff, replacing the EARS (Early Alert Referral System) process. In response to legislative action, the MUS implemented system-wide performance funding to be implemented in two phases: an initial short-term pilot funding model for the 2015 fiscal year followed by a long-term model currently in development.

In the fall of 2013, Dr. Denise Runge was hired as the new Associate Dean of Academic Affairs, ending an extended vacancy in the chief academic officer position. Division chair positions for general education and trades/technology education were also permanently filled by Tia Kelley and Valerie Martinez. Helena College received $2.6 million in funding from the U.S. Department of Labor as a member of Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI), a statewide Trade Adjustment Assistance Community College Career Training (TAACCCT) consortium grant program that will provide training for employment in advanced manufacturing and energy development.

Response to 2010 Comprehensive Evaluation Recommendations 2-4

Helena College's Comprehensive Self-Study Report was submitted in the spring of 2010. Following a visit to campus, the NWCCU Evaluation Committee made four recommendations. Pursuant to the Commission's request, the first recommendation was addressed as an addendum to the Year One Report submitted in spring 2011. The remaining three recommendations are addressed in this report as follows:

2. The committee recommends that the College develop data informed processes to evaluate instructional and service needs of each campus, including ways to strengthen the relationship between campuses. (6.C.6; 1.B.4)

Since 2011, the College has taken significant steps to develop and implement data-informed processes to evaluate and respond to the needs of each campus, thereby strengthening inter-campus relationships. College Leadership has invested significant time and resources to facilitate improved communications, including a variety of technological advances (examples include video-capable telephones, a SharePoint system, purchase and implementation of the Starfish student advising and support module, and the use of Moodle and other online tools for sharing information and data). All college-wide committee membership is evaluated each year to ensure that adequate representation from each campus is included whenever possible. Where feasible and appropriate, standing committees and governance bodies (such as Faculty Senate and Academic Leadership Roundtable) rotate their meeting schedules between the two campuses.

Student government has taken an active role in facilitating improved opportunities for students to interact across the campuses while also more directly attempting to meet specific needs of students at the Airport Campus such as installing new computer workstations and working toward improved services through the bookstore and vending operators.

Numerous student services are provided on either an on-demand-scheduling or rotational schedule basis at the Airport Campus, including disability resources, career services, advising, financial aid, and tutoring. The Library is currently drafting a proposal for an Airport Campus extension, providing program-specific resources to the campus thereby eliminating the need to wait for materials to be shuttled from one site to another.

Key bodies that perform the work of ongoing assessment of strategic goals and budgets, including the Strategic Planning & Assessment Taskforce and the Budget Committee, regularly review alignment of the needs and services provided at both campuses and recommend to campus leadership any adjustments that appear needed. A significant step forward was made during the summer of 2013 with the hiring of a highly-qualified, full-time division chair for the trades programs whose responsibilities include serving as the primary liaison between the Airport Campus and college leadership. A full-time administrative associate assists faculty and students at the Airport Campus providing approximately 50% academic support and 50% student service support functions
http://www.umhelena.edu/campus_facilities/committees/default.aspx
http://umhelena.edu/ashc/default.aspx

3. The committee recommends that program assessment data be used to improve teaching and learning as well as delivery of services. Future program and College strategic goals, as well as resource decisions, need to be tied to emerging assessment results, in an ongoing and continuous fashion. Program learning outcomes should be closely tied to program assessments. (2.B.2; 2.B.3; Policy 2.2; 6.C.7)

During the 2011-12 academic year, Helena College created an Office of Institutional Research and hired a full-time director to coordinate and support broader efforts to incorporate assessment data into ongoing planning and improvement efforts. Since the hire, substantial institutional change has occurred including creation of a Strategic Planning and Assessment Taskforce, alignment of the schedules for, and publication of guides to both program review and annual assessment. As well, the revised assessment process now includes specific ties to budgetary action and effects. Begun, but not yet completed, is an effort to engage in a thorough "curricular mapping" process to ensure that course, program, and degree level learning outcomes align with identified institutional competencies and core themes.

As a result of these ongoing process changes and the resulting discussions among faculty, staff, and administration, a number of specific changes in programs, in teaching methods, and in supports have been made. Examples include a data-informed change in the scheduling of biology labs that resulted from review of student success evidence and consideration of new national data on "best practices" in science education, changes in the scheduling and staffing of nursing clinicals based on student feedback in the program assessment cycle, changes in how our faculty teach introductory writing courses arising from participation in a statewide (Title II grant-funded) effort involving substantial review of relevant data from both secondary and post-secondary institutions, changes in our scheduling and support of developmental mathematics classes based on outcomes data under review by a college-wide retention committee, and numerous others.
http://www.umhelena.edu/abouthc/institutional_research/default.aspx

4. The committee recommends that UM-Helena provide necessary resources to coordinate and support institutional and program research for assessment and planning processes. (1.B.6; 6.B.7)

The creation in 2012 of an Office of Institutional Research and the hiring of a full-time director for the office have substantially changed the way the College supports and extends its work through assessment and planning in addition to the collection and reporting of institutional data. The office administers substantial budget authority to include institutional research, training and supports for assessment at all levels, administration of surveys and other data-collection mechanisms, and a variety of support activities associated with program and institutional accreditation.
http://www.umhelena.edu/abouthc/institutional_research/default.aspx

Chapter One Update: Mission, Core Themes, and Expectations

Response to 2011 Year One Report Recommendations

Helena College's Year One Report was submitted in spring 2011. The NWCCU Evaluation Committee made the following three recommendations:

1. The Evaluation Committee recommends that the College provide evidence that its mission statement and core themes have been adopted by its governing board. (Eligibility Requirement 3)

2. The Evaluation Committee recommends that the College identify an acceptable threshold of mission fulfillment based upon fixed thresholds for desired outcomes. (Standard 1.A.2)

3. The Evaluation Committee recommends that the College refine the desired outcomes for each indicator of achievement so that each provides assessable and verifiable measures of success. (Standard 1.B.2)

The College Council, originally formed in 2010 as a representative body charged with strategic assessment and planning, responded to these recommendations by engaging in a comprehensive review of the College's core themes, objectives, indicators of achievement, and desired outcomes in the fall of 2013. As a result of the review process, core theme objectives and indicators were revised and streamlined to improve relevance, eliminate redundancy, and provide better integration with the new strategic plan. The desired outcomes for each indicator were refined by identifying measurable indicators and assessable outcome targets using baselines determined from three years of the most recent available data. Finally, the Council approved a framework proposed by the Director of Institutional Research for determining an acceptable threshold of mission fulfillment to be used for the NWCCU Year Seven report. In response to the evaluation committee's first recommendation, the appropriate documentation to substantiate Eligibility Requirement 3 has been included in this report.

During the 2012-13 academic year, the College Council also served as the core steering committee for preparation of the Year Three Self-Evaluation Report. Over the spring semester of 2013, the Council was divided into subcommittees and assigned to Eligibility Requirements 4-21 and the various areas included in Standard Two. The subcommittees, with assistance from the constituencies represented by their members, were charged with evaluating compliance with the standards, analyzing the sufficiency of resources and capacity, and identifying relevant exhibits. For accessibility and documentation purposes, this process was facilitated by using Moodle, the College's online learning platform. The subcommittees submitted their findings at the end of the semester to the Director of Institutional Research and Associate Dean of Academic Affairs for compiling and editing into the final document. Draft versions were distributed to the Strategic Planning and Assessment group and the campus community as a whole for review and comment during the Fall 2013 semester prior to final publication by the Director of Marketing and Communication.

2012-13 College Council/Year Three Self-Study Steering Committee

Eligibility Requirements 4-21
Mike Brown, Director of Institutional Research

Standard 2.A Governance
Dr. Daniel Bingham, Dean/CEO
Dr. John Hartman, Faculty Senate President
Mary Ann George, Staff Senate President
Misty Johnson, Student Senate President

Standard 2.B Human Resources
Leah Martin, Interim Director of Human Resources
Steve Lewis, Quality of Work Life Committee Chair
Cindy Yarberry, Diversity Committee Chair

Standard 2.C Educational Resources
Dr. Denise Runge, Associate Dean of Academic Affairs (Joined August 2013)
Tia Kelley, Interim Division Chair, General Education
Mike Wiederhold, Interim Division Chair, Trades/Technology
Mary Lannert, Director of Continuing Education
Judy Siler, Director of Online Learning
Sandy Sacry, Director of Nursing

Standard 2.D Student Support Services
Elizabeth Stearns-Sims, Assistant Dean of Student Services
Suzanne Hunger, Student Life Committee Representative

Standard 2.E Library and Information Services
Della Dubbe, Budget Committee Representative
Mike Cronin, General Education Faculty

Standard 2.F Financial Resources
Russ Fillner, Assistant Dean Fiscal and Plant
Della Dubbe, Budget Committee Representative
Barb McAlmond, Institutional Advancement Committee Chair

Standard 2.G Physical and Technological Infrastructure
Gary Frankforter, Director of Facilities/Safety Committee Chair
Jeff Block, Director of IT Services/Information Technology Committee Chair
Proofreaders
Karen Henderson, General Education Faculty
Mike Cronin, General Education Faculty

Executive Summary of Eligibility Requirements 2 and 3

2. Authority
The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Helena College, an affiliate campus of the University of Montana, is authorized to operate and award degrees as an institution of higher education by the Montana Board of Regents of Higher Education

(BOR) and the Office of the Commissioner of Higher Education (OCHE) for the Montana University System (MUS). The BOR consists of seven members, appointed by the Governor of the State of Montana and confirmed by the State Senate, who serve seven year overlapping terms. The BOR has the power, responsibility, and authority to supervise, coordinate, manage, and control the units of the Montana University System and their constituent campuses and affiliated entities under its jurisdiction.
http://www.mus.edu/borpol/bor200/201-7.pdf
http://www.mus.edu/Universities/university_main.asp

3. Mission and Core Themes
Helena College's current mission statement was adopted by the College Council on January 25, 2011, and subsequently approved by the Montana Board of Regents of Higher Education (BOR) on May 20, 2011. The College's three core themes were developed by the Associate Dean of Academics and the College Council with input from the campus community during the fall semester of 2010 and were later approved by the BOR on September 19, 2013. Because the College's core themes were not included with the mission statement revision in 2011, a subsequent submission for approval by the BOR was necessary.

The College's mission and core themes are appropriate for a comprehensive two-year institution of higher education that grants Associate of Arts, Associate of Science, and Associate of Applied Science degrees as well as Certificates of Applied Science and Professional Certificates. All of the College's fiscal and physical resources are devoted to supporting its mission and core themes.
http://www.mus.edu/board/meetings/2011/June2011/May19-20,2011BORMinutesFINAL.pdf (page 14)
http://www.mus.edu/board/meetings/2013/Sept2013/ARSA/LevelI_Memorandum.pdf
http://www.mus.edu/board/meetings/2013/Nov2013/MINUTES_Sept18-19,2013BOR_FINAL.pdf (page 17)

Standard 1.A Mission
1.A.1 *The institution has a widely published mission statement-approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

Helena College Mission Statement

Helena College University of Montana, a comprehensive two-year college, provides access to and support of lifelong educational opportunities to our diverse community.

The College's current mission statement was developed with input from internal and external constituencies and approved by the College Council in January 2011. The Montana Board of Regents of Higher Education reviewed and approved the new statement on May 20, 2011. The mission statement accurately reflects the expanding comprehensive nature of the College and its intent to serve its diverse community of learners who possess a broad range of educational goals and levels of academic preparedness.

The mission statement provides guiding direction for decision-making at all levels from the current ten-year strategic plan to annual planning, assessment, and budgeting at the departmental and program levels. The statement is widely available to the community via the college website as well as a number of published documents including the 2012-22 Strategic Plan, annual reports, the academic catalog, faculty, staff and student handbooks, as well as documentation used for program planning and assessment.
http://www.umhelena.edu/abouthc/default.aspx

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Determination of an Acceptable Threshold or Extent of Mission Fulfillment

Helena College determines an acceptable threshold or extent of mission fulfillment by systematically evaluating the outcomes or performance for each of the indicators of achievement identified under the institution's three core themes. Thirty-two indicators of achievement have been identified, many of which include multiple metrics. Where multiple metrics occur for an indicator, a weighting system will be used to determine the relative importance of each metric and the overall performance for the indicator. Performance on each of the indicators will be rated according to the following rubric:

Rating Scale Rubric:

Rating	Description	Score
Exceeds Expectations	Outcome exceeds target	2 points
Meets Expectations	Outcome meets target	1 point
Fails to Meet Expectations	Outcome fails to meet target	0 points
No Measurement Available	Outcome cannot be measured	N/A

An acceptable level or threshold of overall mission fulfillment for Helena College is defined *as 60% of the indicators of achievement under each core theme objective rated as meeting or exceeding expectations.* The scoring for acceptable threshold under each core theme is as follows:

> **Core Theme One – Access and Support**
>> Objective 1: 3 Indicators x 1 point x .60 = 1.8 points or better
>> Objective 2: 4 Indicators x 1 point x .60 = 2.4 points or better
>> Total acceptable threshold for core theme = 4.2 points or better

> **Core Theme Two – Demonstrate Academic Excellence**
>> Objective 1: 2 indicators x 1 point x .60 = 1.2 points or better
>> Objective 2: 3 indicators x 1 point x .60 = 1.8 points or better
>> Objective 3: 4 indicators x 1 point x .60 = 2.4 points or better
>> Total acceptable threshold for core theme = 5.4 points or better

> **Core Theme Three – Strengthen the Community**
>> Objective 1: 2 indicators x 1 point x .60 = 1.2 points or better
>> Objective 2: 2 indicators x 1 point x .60 = 1.2 points or better
>> Objective 3: 4 indicators x 1 point x .60 = 2.4 points or better
>> Objective 4: 3 indicators x 1 point x .60 = 1.8 points or better
>> Total acceptable threshold for core theme =6.6 points or better

While the majority of the indicators of achievement will be monitored on a regular basis to facilitate continuous improvement, the final evaluation of outcomes will follow the new seven-year accreditation cycle. Where indicators of achievement fail to demonstrate an acceptable threshold of mission

fulfillment established for a core theme objective, recommendations for improvement will be implemented to achieve the minimum expectations for performance within a given timeframe. At the end of the seven-year accreditation cycle following the final evaluation of outcomes, the College will engage in a comprehensive review of its core themes, objectives, and indicators of achievement.
To better integrate institutional planning and assessment, the College's strategic plan goals and objectives have been aligned to the core themes and corresponding objectives. All departments and programs must regularly demonstrate alignment of their outcomes to the College's strategic goals and/or core themes in their annual assessment plans, budget requests, annual employee evaluations, and curriculum maps as applicable to their area.

http://www.umhelena.edu/abouthc/institutional_research/default.aspx
See Appendix 1: Sample Annual Program Planning & Assessment Form
See Appendix 2: Sample Annual Budget Request Justification

Standard 1.B Core Themes

1.B.1 *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

Through inclusive campus and community discussions of the College's purpose and goals, three core themes were identified as manifesting key aspects of Helena College's mission:
1. Provide access and support.
2. Demonstrate academic excellence.
3. Strengthen the community.

Taken together these themes encompass the College's mission as a comprehensive two-year college and its commitment to serve the community and are generally defined as follows:
1. High quality educational activities and programs important to achieving student success.
2. A high degree of integrity, quality, and reliability in all academic and non-academic programming.
3. Meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to further educational attainment through advanced degrees, and serving as a facilitator for cultural enrichment.

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme 1: Provide Access and Support			
Objective 1: To provide appropriate access to lifelong learning opportunities.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Participation in credit-bearing programs and instruction	• Average Annual FTE (AAFTE) • Fall Headcount Enrollment (FHE)	AAFTE Baseline: 1,112 AAFTE Target: 1,050 FHE Baseline: 1,519 FHE Target: 1,550 Assumes maintaining >9.5 credits/student and fall enrollment= 95% of AAFTE	Current: FY13 AAFTE: 1,103 2013 FHE: 1,506 Final outcomes to be measured in Year Seven Report
K-12 participation and partnerships in credit-bearing programs and instruction	• Semester headcount in high school dual enrollment programs • Total dual-credit course offerings	Semester Headcount Baseline: 180 Semester Headcount Target: 225 (+25%) Semester Course Offerings Baseline: 16 Semester Course Offerings Target: 25	Current: AY1213 Average Semester Headcount = 215 AY1213 Semester Course Offerings: 26 Final outcomes to be measured in Year Seven Report
Participation in non-credit/credit continuing and community education programs	• Annual Headcount Enrollment (AHE) in continuing education courses	AHE Baseline: 1,284 **Target:** 1,605 (+25%)	Current: 1112 Headcount: 1,457 Final outcomes to be measured in Year Seven Report
Rationale: *Annual Average FTE enrollment* ((summer FTE + fall FTE)+(spring FTE)/2) indicates student enrollment patterns in terms of credit load and provides the primary measure by which state funding and resources are currently allocated to the College. *Fall Headcount Enrollment* measures the unduplicated number of students accessing credit-bearing programs and courses at the College during the fall semester. *Average Semester Headcount* in dual enrollment programs measures participation rates by high school students. *Total dual-credit courses offered* (Total number of unique courses offered at each high school) demonstrates the range and availability of college-level course work opportunities provided to area high schools by the College. *Annual Headcount Enrollment* in continuing education courses and training programs demonstrates the growth or decline of community participation. Baselines for metrics were determined using a 3 year average of academic and/or fiscal years 2010-12.			
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-22 Helena College Strategic Plan: 1.4.1, 2.1.2, 4.3.1, 4.3.3, 5.4.3			
	Objective 2: To provide high quality support through institutional processes, student services and academic experiences		
Indicators of	Metric(s)	Target(s)	Outcome(s)

Achievement			
Availability and use of financial support for students with an emphasis on grants and scholarships	• Percentage of all degree-seeking students receiving financial aid • Percentage of all degree-seeking students receiving grants/scholarships	**Baseline:** 72% any financial aid, 58% loans **Target:** 75% receiving any financial aid **Baseline:** 72% receiving grants/scholarships **Target:** 78% receiving grants/scholarships	Current: AY1213 78% receiving any aid 64% receiving grants 66% receiving loans Final outcomes to be measured in Year Seven Report
Persistence towards achievement of educational goals	• Percentage of all entering students who return the next fall semester	Baseline: 57% Target: 60%	Current: Fall 12 to Fall 13 = 50% Final outcomes to be measured in Year Seven Report
Completion of certificate and degree programs	• # of degrees and certificates completed annually • Percentage of entering students that graduate in three years	Baseline: 219 Target: 220 Baseline: 29% Target: 30%	Current: AY1213 – 237 Fall 2009 Cohort – 30% Final outcomes to be measured in Year Seven Report
Student engagement and satisfaction with academic experience and support services	• Institutional performance on Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE)	**Baseline:** Average or above on 5/5 CCSSE benchmarks (2011) **Target:** Average or better on 4/5 benchmarks **Baseline:** Average or above on 2/6 SENSE benchmarks (2010) **Target:** Average or better on 4/6 SENSE benchmarks	Current: 2013 CCSSE – average or above 4/5 benchmarks 2013 SENSE Pending Final outcomes to be measured in Year Seven Report

Rationale: The *percentage of students receiving any financial aid* indicates the level to which students utilize the financial aid resources made available by the College. The *percentage of students receiving grants/scholarships* represents the extent to which non-loan based financial aid resources are available and utilized by students. The *percentage of entering students who return the next fall semester* is a measure of student success and persistence as well as the quality of the learning environment provided by the College. The *# of degrees and certificates completed annually and the percentage of students graduating within three years of entry demonstrates student success and timely completion of their educational goals as measured by the completion of certificate and degree programs. Institutional performance on the CCSSE and SENSE*, nationally benchmarked surveys, shows the level of student engagement in and satisfaction with academic experiences and support services, which are known factors contributing to student success. Baselines for metrics were determined using a 3-year average of academic and/or fiscal years 2010-12.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-22 Helena College Strategic Plan: 1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.3, 1.5.1, 1.5.5, 2.1.2, 2.2.2, 5.2.3, 5.3.4

Core Theme 2: Demonstrate Academic Excellence

Objective 1: To enhance learners' college level skill development.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Successful completion of developmental coursework	Percentage of students earning a grade of C- or better in developmental courses each semester	Baselines: Fall – 70% • Math - 69% • Writ – 75% Spring – 65% • Math – 64% • Writ – 71% Summer – 73% • Math - 75% • Writ – 67% Targets: Ave Pass Rates Math – 70% Writing – 75%	Current: Fall 2012 - 69% • Math - 67% • Writ – 74% Spring 2013 – 63% • Math – 61% • Writ – 68% Summer 2013 – 68% • Math – 68% • Writ – 64% Final outcomes to be measured in Year Seven Report
Successful completion of gateway math and writing courses subsequent to developmental coursework	Percentage of developmental students earning a grade of C- or better in gateway math and/or writing courses within 2 years of entrance	Baseline: Fall 9-11 Cohorts Successfully Completing Gateway Math – 36% Writing – 40% Target: Math – 35% Writing – 50%	Current: Fall 2012 Cohort Data Pending Final outcomes to be measured in Year Seven Report
Rationale: The percentage of students earning a grade of C- or better in developmental courses each semester indicates appropriate placement and learning success. The percentage of developmental students earning a grade of C- or better in gateway math and/or writing courses within 2 years of entrance demonstrates the adequacy of developmental education in preparing students for success in college-level math and writing. Baselines for metrics were determined using a 3-year average of academic years 2010-12.			
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-22 Helena College Strategic Plan: 1.1.2, 2.1.2, 1.5.3			
Objective 2: To facilitate transfer.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
AA/AS transfer degree production	% of enrolled general education students completing AA/AS transfer degrees annually	Baseline: 5% Target: 6%	Current: AY 12/13 = 8% Final outcome to be measured in Year Seven Report
Transfer to four-year institutions	Percentage of all entering students transferring to four-year institutions within three years	Baseline: 15% **Target**: 18%	Current: 18% (fall 2009 1st time/Full-time Cohort)

			Final outcomes to be measured in Year Seven Report
Transfer success	Percentage of transfer students in good academic standing (2.0 or better GPA) after 1st semester following transfer to 4 year institution	Baseline: TBD Target: TBD	Begin measuring Spring 2014 Final outcomes to be measured in Year Seven Report

Rationale: The *percentage of general education students completing AA/AS transfer degrees annually* demonstrates student potential/preparation for transfer based on successful completion of degrees intended for transfer. The *percentage of entering students transferring to four-year institutions within three years* indicates the number of students transferring to a four-year institution within a given timeframe regardless of degree completion. *Percentage of transfer students in good academic standing after 1st semester following transfer* shows the effectiveness of the general education program in preparing students for subsequent successful degree attainment at the four-year level. Baselines for metrics were determined using a 3-year average of academic and/or fiscal years 2010-12.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-22 Helena College Strategic Plan: 1.1.4, 1.3.4, 1.3.5, 2.1.2, 5.4.2

Objective 3: To prepare the 21st century employee.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Professional license and certification pass rate	Percentage of students attempting professional licensing exams and certifications that successfully pass	Baseline: TBD **Target:** 85% or better Nursing baselines: LPN: 100% RN: 94% Aviation baselines: General: 100% Airframe: 75% Power plant: 93%	Develop inventory of all certifications being completed with available pass rate data (13/14) Final outcomes to be measured in Year Seven Report
Information Literacy Competency	Student performance on assessment of information/technology institutional competency	Baseline: TBD Target: TBD	Current: 2011 SAILS: Helena College at average or above on 8/8 skill set benchmarks (WRIT 101 students) New assessment tool under development by General Education Dept. Final outcomes to be measured in Year Seven Report
Career and technical education degree	% of enrolled career & technical education students completing	**Baseline:** 21% of enrolled CTE students	Current: AY 12/13 – 25%

production	CAS/AAS degrees annually	Target: 22%	Final outcomes to be measured in Year Seven Report
In field placement rates	Percentage of students completing CTE credentials who are employed in their field following graduation (Collected via Graduate Survey & from OCHE via MT Department of Labor)	Baseline: 2008-10 Graduate Survey - 74% (24% participation rate) 2009-11 Perkins Reports – 76% Target: 75%	Current: 2011 Graduate Survey 63% employed, 45% in field (20% response rate) No Perkins data for 2012 Final outcomes to be measured in Year Seven Report

Rationale: The percentage of career & technical education students attempting professional licensing exams and certifications that successfully pass indicates successful preparation for the specified industry or workplace. Student performance on assessment of information/technology institutional competency demonstrates knowledge in the core aptitude of accessing, critically evaluating and applying information and technology. The percentage of enrolled CTE students completing CAS/AAS degrees annually indicates successful potential/preparation for entering the workforce. The percentage of students completing CAS/AAS degrees who are employed in their field following graduation indicates attainment of knowledge and skills for entry into the workplace. Unless noted otherwise, baselines for metrics were determined using a 3-year average of academic and/or fiscal years 2010-12.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-22 Helena College Strategic Plan: 1.1.4, 1.3.2, 1.3.3, 1.4.1, 1.5.4, 2.1.2, 2.1.3, 5.4.2

Core Theme 3:
Strengthen the Community

Objective 1: To be responsive to regional workforce needs.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Employer satisfaction with graduates and customized trainings for employees	Percentage of employers indicating graduates are adequately prepared for successful employment in their field Percentage of employers indicating satisfaction with customized employee training	Baseline: TBD Target: TBD Baseline: TBD Target: TBD	Need to develop and administer recurring employer survey, establish baseline and set target for performance. Final outcomes to be measured in Year Seven Report
Implementation of advisory council recommendations into career and technical education program curriculum	Specific advisory council recommendations documented, implemented, and assessed in annual program planning and five-year program reviews	Baseline: TBD Target: TBD	Internal program reviews include evidence of advisory committee involvement in the next 5 year cycle (2013-17) Final outcomes to be measured in Year Seven Report
Rationale: The percentage of employers indicating graduates are adequately for successful employment in their field and the percentage of employers indicating satisfaction with customized employee training demonstrate successful educational preparation of students and contribution to the economic development of the community, state, and region. Specific advisory council recommendations documented, implemented and assessed in annual program planning and five-year program reviews indicates appropriate responsiveness to regional workforce needs.			
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-22 Helena College Strategic Plan: 1.4.4, 2.1.3, 2.2.1, 4.2.1, 5.4.1, 5.4.2			
Objective 2: To serve as a facility and cultural resource for the community.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Community use of campus facilities	# of community events hosted on Helena College campuses per year	**Baseline**: 55 events 2,440 attendees **Target:** 58 events/year	Current: FY13 – 32 events 1,242 attendees Final outcomes to be measured in Year Seven Report

College entity sponsorship of social, intellectual, and/or cultural events or activities open to community participation	# of college sponsored events/activities open to community participation per year	Baseline: 3 events 500 attendees **Target:** 5 events 750 attendees	Current: AY 12/13 4 events, 704 attendees (Library- 2 events/79 attendees Science Expo- 550 attendees Ford AAA Autoskills Competition– 75 attendees) Final outcomes to be measured in Year Seven Report

Rationale: The # of community events hosted on Helena College campuses per year demonstrates community connection to the College and use of facilities as community resource. The # of college sponsored events/activities open to community participation per year indicates commitment to providing a welcoming and educationally enriching campus environment to our community. Unless noted otherwise, baselines for metrics were determined using a 3-year average of academic and/or fiscal years 2010-12.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-22 Helena College Strategic Plan: 2.1.3, 4.3.2, 4.3.4, 5.1.1, 6.1.1, 6.4.1

Objective 3: To meet community needs through learning, volunteer, and service collaborations.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Collaborations with community stakeholders	# of collaborations with community stakeholders *collaborations are categorized by organizational divisions (academic affairs, student services, fiscal & plant, faculty, staff and student senates) and documented by contracts/memoranda of understanding, informal agreements, work plans, and/or facility use	Baseline: TBD Target: TBD	Need to create mechanism for documenting collaborations annually to establish baseline and target for assessment Final outcomes to be measured in Year Seven Report
Service to community by faculty, students, and staff	# of service activities to the community (including student internships, service-learning, and staff involvement in community) Percentage of faculty and staff representing the College at community events/activities per year *Defined as attending events, or participating in local/regional boards and committees as an official college representative	Baseline: TBD Target: TBD Baseline: TBD Target: TBD	Need to create mechanism for documenting service activities annually to establish baseline and target for assessment Final outcomes to be measured in Year Seven Report
Foundation and alumni activities	# of foundation or alumni sponsored events and activities of benefit to the community	Baseline: TBD Target: TBD	Need to create mechanism for documenting

			activities annually to establish baseline and target for assessment Final outcomes to be measured in Year Seven Report
Use of credit and non-credit programs to support community needs	# of customized trainings provided annually to employers/community organizations Alignment with community needs documented in program outcomes and assessed in all annual plans and five-year internal program reviews	**Baseline:** 5 trainings/year **Target**: 6 trainings/year Baseline: TBD Target: TBD	Current: FY13 – 4 trainings to date All internal program reviews include community alignment assessment in the next 5-year cycle (2013-2017) Final outcomes to be measured in Year Seven Report

Rationale: The # of collaborations with community stakeholders demonstrates the College's connections to the community. The # of service activities to the community and the percentage of faculty and staff representing the College at community events/activities per year demonstrate service provided by the College. The # of foundation or alumni sponsored events and activities of benefit to the community measures other potential avenues for providing community outreach and service. The # of customized trainings provided annually to employers/community organizations and alignment with community needs documented in program outcomes and assessed in all annual plans and 5-year internal program reviews demonstrate support for community needs though the College's academic and continuing education programs. Unless noted otherwise baselines for metrics were determined using a 3-year average of academic and/or fiscal years 2010-12.
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-22 Helena College Strategic Plan: 1.3.1, 1.4.3, 2.1.3, 4.1.1, 4.1.2, 4.1.3, 4.3.2, 4.4.1, 5.1.1, 5.1.3, 5.3.2, 5.3.3

Objective 4: To develop and strengthen employee knowledge, skills and engagement.			
Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
Faculty and staff participation in professional development activities	Percentage of faculty and staff completing professional development activities/year *To be documented as approved professional development requests and activities included in annual performance evaluation for staff and the faculty evaluation process # of college sponsored professional development activities/opportunities offered each year	Baseline: Approved PD requests: Staff – 65% Faculty – 41% Target: TBD Baseline: 3	Current: FY13 Approved PD requests: Staff – 60% Faculty – 56% Final outcomes to be

		Target: TBD	measured in Year Seven Report
Retention of college employees	Annual retention rate of full-time employees	Baseline: 85% Target: 90%	Current: FY13 - 88% retention Final outcomes to be measured in Year Seven Report
Employee engagement and satisfaction with campus community and working environment	Percentage of employees surveyed indicating overall engagement/satisfaction	Baseline: TBD Target: TBD	Current: FY10 88.2% overall satisfaction Implement institutional employee climate survey on recurring basis Final outcomes to be measured in Year Seven Report

Rationale: The percentage of faculty and staff completing professional development activities each year and the # of college sponsored professional development activities/opportunities offered each year demonstrate the level at which employees participate in ongoing professional development through the professional development fund and the number of opportunities the College provides on campus for all employees. The annual retention rate of full-time employees indicates the degree to which the College successfully provides a high quality working environment and competitive compensation and benefits. The percentage of employees surveyed indicating overall engagement and satisfaction shows employee investment in their work and the mission and goals of the College and their perceptions of the work environment provided by the College. Unless noted otherwise, baselines for metrics were determined using a 3-year average of fiscal years 2010-12.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-22 Helena College Strategic Plan: 2.1.3, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 5.2.1, 5.2.2, 5.5.1, 6.1.1, 6.3.1, 6.3.2

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements: 4-21

4. Operational Focus and Independence

Helena College is an institution of higher education affiliated with the University of Montana and authorized by the Montana Board of Regents of Higher Education to offer and award degrees and certificates. The College!NOW Initiative of the Montana University System recently reaffirmed the College's comprehensive mission of providing transfer education, workforce development, developmental and adult basic education, lifelong learning, and community development. Helena College dedicates all of its resources to the execution of its institutional mission, goals, and objectives and therefore has the necessary organizational capacity and independence to meet and be held accountable to NWCCU's standards and requirements.

MUS Comprehensive Two-Year Education Mission/Vision
Board of Regents Approval of MUS Comprehensive Two-Year Education Mission/Vision – May 20, 2011

5. Non-Discrimination

Helena College is committed to providing all persons an equal opportunity for education, employment, and participation in activities as provided by law. Additionally, college facilities may not be used in the furtherance of any discriminatory practice, nor become a party to an agreement, arrangement, or plan which has the effect of sanctioning discriminatory practices. The College's policies and procedures are in compliance with the requirements of Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Titles VII and VIII of the Public Health Act, the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Montana Human Rights Act, and the Montana Governmental Code of Fair Practices. Helena College ensures that its non-discrimination policy, as it affects applicants and students, is published and disseminated by means of the college website, academic catalog, and student handbook. Equal opportunity and non-discrimination policies are administrated by the Office of Human Resources and the Assistant Dean of Student Services.

Helena College Policy 400.5 Non-Discrimination Policy (Employment)
Helena College Policy 300.4 Student Non-Discrimination Policy

6. Institutional Integrity

Helena College promotes and maintains high ethical standards in its operations and relationships through adherence to policies administered by the Montana Board of Regents of Higher Education as well as its own policies, which are published on the college website and in employee and student informational materials. The process for policy development provides opportunities for campus-wide participation and input. All faculty and staff receive regular and systematic training on institutional policies. Training on institutional policies and ethical standards is provided in a number of formats and venues to maximize access and is administrated by the Office of Human Resources.

http://www.mus.edu/borpol/default.asp
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/100.1%20Policy%20Helena%20College.pdf

http://www.umhelena.edu/hr/prodev.aspx

7. Governing Board

Helena College is governed by the Montana Board of Regents of Higher Education. The board consists of seven members who are appointed by the Governor and confirmed by the Senate for overlapping seven-year terms. No members of the board have any contractual, employment, or personal financial relationship or interest in the College.

http://www.mus.edu/borpol/bor200/201-7.pdf

8. Chief Executive Officer

The College employs a full-time chief executive officer who is hired by the President of the University of Montana subject to approval of the Montana Board of Regents of Higher Education (BOR). Dr. Daniel Bingham, the present Dean/CEO, has held this position since 2005 and is responsible for the oversight of all operations in accordance with the College's mission. Neither Dr. Bingham nor any other senior administrative officer at the College serves on or chairs the BOR.

9. Administration

Helena College's Leadership Team consists of senior administrators and their support staff who are qualified to provide effective direction for and management of the College's four primary organizational divisions including Administration, Academic Affairs, Fiscal/Plant and Student Services. The senior administrators of each division, including the Associate Dean of Academic Affairs, the Assistant Dean of Student Services, and the Assistant Dean of Fiscal/Plant report directly to the Dean/CEO who also oversees the administrative division consisting of human resources and institutional research. Mid-level administrators including academic division chairs, and directors of online education, continuing education, information technology, facilities, as well as of several areas within student services report directly to the appropriate senior administrator. Cross-divisional participation and representation in the Leadership Team, the College Council, the Strategic Planning and Assessment group, and various formal and ad hoc institutional committees help to foster and ensure collaboration across the organizational structure to achieve the College's mission and core themes.

http://www.umhelena.edu/campus_facilities/committees/default.aspx

10. Faculty

Helena College employs 41 full-time faculty members and approximately 121 adjunct instructors who are appropriately qualified to teach in their designated areas of instruction. All full-time faculty and adjunct instructors meet the minimum teaching qualifications subject to Montana Board of Regents of Higher Education Policy 730 which specifies appropriate educational and vocational credentials and experience for two-year college programs. The faculty has the primary responsibility for curriculum development and review, accomplished through the Academic Standards and Review Committee (ASCR) of the Faculty Senate. Faculty members are evaluated at regular intervals by the Associate Dean of Academic Affairs for the purpose of achieving excellence in instruction and job performance.

http://www.mus.edu/borpol/bor700/730.htm
http://www.umhelena.edu/hr/default.aspx

11. Educational Program

Helena College offers 31 credentials in 13 different program areas. Consistent with its mission and core themes as a comprehensive two-year college, the institution offers instruction and programs that culminate in credentials in general education/transfer (AA, AS), workforce education (AAS, CAS) as well as an Associate of Science in Registered in Nursing (ASRN) and professional certificates in E-Learning and Geoscience. The General Education department also offers pre-college developmental instruction in mathematics, reading, and writing. The College offers a comprehensive continuing education providing non-credit and credit courses for personal enrichment and professional development and partners with the Helena Public School district to deliver adult basic education and Access to Success, a high school diploma completion program. Institutional and program level student learning outcomes are identified and demonstrate content and rigor consistent with the mission of the College.

http://www.umhelena.edu/academics/default.aspx

12. General Education and Related Instruction

Helena College's Associate of Art and Associate of Science degrees require a minimum of 31 credits of general education core requirements in the areas of natural science and mathematics, written and oral communication, social and psychological sciences, humanities and fine arts, and diversity. Associate of Applied Science degrees and Certificates of Applied Science require related instruction in the areas of communication, computation, technology literacy, and human relations. Each of the general education core area requirements has identified outcomes which are aligned with the Helena College Institutional Competencies. Related instruction for applied associate degrees and certificates are also aligned to the Institutional Competencies and support identified program outcomes.

http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/default.aspx

13. Library and Information Resources

Helena College provides library and information resources that are consistent with its mission and core themes by maintaining an on-campus facility and off-campus capability, for access to resources and services, print, and digital. This is enabled by a library website that links to a Montana University System (MUS) library catalog with electronic books, books, DVDs, and other print materials made available through patron initiated on-shelf holds, databases of journals and reference materials shared with MUS libraries, OCLC interlibrary loan, and library literacy instruction onsite and online. The library's print and digital collections reflect the scope and composition of the academic programs offered as well as support for cultural enrichment and lifelong learning in the community. Materials and services are acquired, developed, and shared in accordance with a collection management plan that includes and encourages faculty involvement and ensures the currency, depth, and breadth necessary to support the College's mission. The library further expands its resources through cooperative circulation agreements with other Helena libraries: Montana State Library, Corette Library at Carroll College, and the Lewis & Clark County Library. Students and faculty have access to professional librarians in the library and by telephone, email, and live chat. Services at the Airport Campus were enhanced in the fall of 2013 by providing a library kiosk highlighting online library guides developed for the trades programs housed

there and direct access to the library's website and catalog along with materials delivery for patron initiated on-shelf holds.

14. Physical and Technological Infrastructure

Helena College maintains facilities at two locations. The Donaldson Campus is the primary facility housing the majority of administrative offices and student support services as well as academic programs including general education, accounting and business technology, adult basic education, computer technology, continuing and online education, fire and rescue, nursing, and office technology. The Airport Campus, located approximately two miles east, houses trades programs in automotive technology, aviation maintenance technology, diesel technology, construction technology and interior design, machine tool and computer aided-manufacturing, and welding technology.

From 2006 to 2011, approximately $10.2 million in major expansion and renovation projects were completed at both campuses. For the Donaldson Campus this included a new library; lecture hall; science labs; student services facilities; and renovated instructional space for fire and rescue, nursing and continuing education and student support servicer space for TRiO-SSS and Disability and Veterans Services. At the Airport Campus, lab space was added and expanded for the automotive, computer-aided manufacturing, construction, welding programs, and all existing administrative and instructional facilities were renovated including replacement of the roof and HVAC system. Taken together, these expanded and renovated facilities provide the physical infrastructure necessary for the College to achieve its mission and core themes.

Helena College provides an extensive array of instructional and computer technology to support the instructional needs of students and faculty and the operational needs of administrators and support staff. The Information Technology department maintains a regular schedule for the upgrade and/or replacement of hardware and software. Classrooms, computer labs, the learning center, and library are equipped and maintained to provide robust technology services to faculty, staff, and students and all areas on both campuses are provided with wireless internet access via the College's network.

15. Academic Freedom

Helena College maintains an atmosphere that promotes intellectual freedom and independence where faculty and students are free to examine and test all knowledge appropriate to their area of study. The College adheres to Montana Board of Regents of Higher Education Policy 302 and the principles of academic freedom outlined in the negotiated collective bargaining agreement with faculty.

http://www.mus.edu/borpol/bor300/302.pdf
http://www.umhelena.edu/hr/default.aspx

16. Admissions

Helena College follows an open admission policy subject to Montana Board of Regents of Higher Education Policy 301. The College's admission policy and procedures are published in the academic catalog, on the College website, and in informational materials provided by the Office of Marketing and Recruitment.

http://www.mus.edu/borpol/bor300/301.pdf

http://www.umhelena.edu/catalog/admissions.aspx
http://umhelena.edu/admissions_enrollment/default.aspx

17. Public Information

Helena College publishes accurate and current public information in a variety of sources including the academic catalog, website, student handbook, annual registration guides, and the annual report. These publications provide information on the College's mission and core themes, admission requirements and procedures, academic programs and courses, grading policies, names, titles and credentials of administrators and the faculty, the rights and responsibilities of students and the rules and regulations governing their conduct, tuition and fees and program costs, refund policies and procedures, requirements for financial aid and the academic calendar. The Director of Admission and Records coordinates the annual revision and publication of the academic catalog, the Assistant Dean of Student Services oversees the content and publication of the student handbook, and the Director of Marketing and Communication is primarily responsible for external communication of public information.

18. Financial Resources

Subject to Montana State Code, Montana Board of Regents of Higher Education policies, and following best practices in the accounting and management of institutional funds, Helena College maintains stable account balances, cash flow, and reserves necessary to fulfill its mission and core themes. The College's funding base includes revenue drawn from state appropriations, tuition and fees, revenue accounts, grants, and other sources such as rental income, donations, etc. The Assistant Dean of Fiscal and Plant, in coordination with the Dean/CEO, other members of the Leadership Team, and the Budget Committee with campus wide membership plans a budget that covers annual expenditures, provides reserve funding for unanticipated expenses and emerging needs, and allows a sustainable amount of debt.

19. Financial Accountability

The financial records of Helena College are externally audited by qualified personnel as part of the State of Montana's biennial legislative process following generally accepted standards in accordance with policies and procedures defined by the Montana State Code and the Montana Board of Regents of Higher Education (BOR). The audit report, management letters, and findings are submitted to the College, the BOR, and the Legislative Audit Committee.

20. Disclosure

Helena College accurately discloses all information required by the NWCCU to conduct its evaluation and accreditation functions. The College's designated Accreditation Liaison Officer (ALO), currently the Associate Dean of Academic Affairs, is responsible for coordinating communication and required information with the Commission.

21. Relationship with the Accreditation Commission

Helena College accepts and agrees to comply with the standards and policies of the Commission as presently stated or as may be modified subject to Commission policy. The College also agrees that the Commission may disclose any actions regarding the College's accreditation status to any agency or members of the public requesting such information.

Standard 2.A: Governance

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

Helena College, an affiliate campus of the University of Montana (UM), is governed by the Montana Board of Regents of Higher Education (BOR) which has a comprehensive set of bylaws and a policy manual that details its authority, roles, and responsibilities to the College both as an independent entity and as an affiliate of UM. The BOR, subject to Policy 201.7, makes provision for the consideration of faculty, staff, and students in its deliberations and meetings which are hosted on member campuses of the MUS and are open to the public.

Helena College has five organized bodies that collectively form the governance structure of the institution: the Leadership Team, the College Council, the Faculty Senate, the Staff Senate, and the Student Senate. The Leadership Team consists of the Dean/CEO, and the senior administrators of the College's three primary organizational units including the Associate Dean of Academic Affairs, the Assistant Dean of Fiscal & Plant and the Assistant Dean of Student Services. College Council, a representative body responsible for governance and information sharing, consists of members from the other four bodies as well as the chairs of all formally recognized institutional committees. To improve focus and effectiveness, oversight of institutional planning and assessment functions has been re-assigned from the College Council to the Strategic Planning and Assessment group effective in the fall of 2013. This newly formed group includes the Leadership Team, Director of Institutional Research, Division Chairs, as well as representatives from Academic Affairs and Student Services.

The Faculty, Staff, and Student Senates all have constitutions and bylaws that clearly define their authority, roles, and responsibilities and are available to their constituents either via the college website or shared internal network drives. Participation of faculty and staff members in college governance and decision-making structures also is elaborated in the collective bargaining agreements negotiated regularly with the Montana Education Association/Montana Federation of Teachers (MEA/MFT) which represents faculty and the Montana Public Employees Association (MPEA) and the International Union of Operating Engineers, Local #400 (IUO) which represent classified staff.

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

The division of authority and responsibility between the Montana Board of Regents of Higher Education (BOR), the University of Montana, and Helena College is defined by BOR policy and operates by means of its committee structure and procedures which interrelate with the primary administrative divisions of the institution including academic affairs, student affairs, fiscal operations, and human resources. System policies and procedures are clearly defined in the BOR policy manual and committee charges which are administrated by the Office of the Commissioner of Higher Education (OCHE).

http://www.mus.edu/borpol/default.asp
http://www.mus.edu/board/committees.asp

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

Helena College has been continuously accredited by the Commission since 1977. In 1987, the state legislature authorized transfer of institutional governance from the Montana Office of Public Instruction (OPI) to the Montana Board of Regents of Higher Education (BOR). The primary responsibility for ensuring compliance with the NWCCU's Standards lies with the Associate Dean of Academic Affairs who serves as the Accreditation Liaison Officer (ALO). Due to an extended vacancy in the academic dean position, the Director of Institutional Research was designated the College's interim ALO from June 2012 to September 2013.

The College negotiates collective bargaining agreements with faculty represented by the MEA-MFT and classified staff represented by the MPEA and the IUO Local #400. Monthly labor management meetings between the College's Leadership Team and faculty union representatives provide a regular opportunity for discussion on the impact of the collective bargaining agreement on institutional mission, quality, and effectiveness. The Leadership Team and the designated ALO are jointly responsible for monitoring potential impacts of legislative actions and external mandates on compliance with Commission standards.

Governing Board

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

Helena College is governed by the Montana Board of Regents of Higher Education (BOR). The BOR consists of seven members who are appointed by the Governor and confirmed by the Senate for overlapping seven-year terms. The membership, responsibilities, and operating functions of the BOR are defined by its bylaws in BOR Policy 201.7. No present members of the BOR have any contractual, employment, or personal financial relationship or interest in the College.

http://www.mus.edu/borpol/bor200/201-7.pdf

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

Pursuant to Articles VI and XI of BOR Policy 201.7 the board conducts its operations according to Robert's Rules of Order except with regard to introduction of motions and reconsideration of questions, and requires a quorum, defined as a majority of appointed members present, to conduct official business. The standing committees of the BOR are identified in Article VII and include Administrative, Budget and Audit Oversight; Academic, Research, and Student Affairs; Staff and Compensation; and Community College Programs. Other committees may only be appointed by order of the board.

http://www.mus.edu/borpol/bor200/201-7.pdf

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

Montana Board of Regents of Higher Education (BOR) policies and procedures codified in the BOR Policy Manual as well as the identified charges to the four standing committees provide the means by which the BOR establishes and exercises oversight over and regular review of Helena College's mission, policies, and operations.

The BOR approved Helena College's new mission statement on May 2011 and in accordance with BOR Policy 219 reviews institutional mission statements for all campuses within the Montana University System every three years. BOR policies 303.1, 303.4 and 303.3 dictate the process by which the Board approves proposals for new curricula, program termination, and requires regular review of academic programs. Board approval for new curricula is required for all associates degrees and certificates of 30 credits or more. Certificates of less than 30 credits do not require board approval but must be submitted for informational purposes. The BOR requires that all academic programs be reviewed for quality and effectiveness at least once every seven years. Helena College requires all academic programs to undergo a comprehensive internal review every five years and submits an annual report to the Board summarizing the results of the internal programs occurring within the given year.

The College's annual budget reflecting projected revenue as well as operational and personnel expenses is submitted to the BOR for approval through the Administrative, Budget, and Audit Oversight Committee. The Committee establishes formats and timelines for submission, criteria for funding priorities, and reviews and recommends capital and building projects. Subject to BOR Policy 930.1 the board reviews audit reports only when there is a determination of a violation of institutional or system policy or of state or federal law. BOR Policy 320.2 delineates the board's requirements of the College with regard to regional and professional accreditation and procedures for notice and reporting of accreditation activities.

http://www.mus.edu/borpol/default.asp
http://www.mus.edu/board/committees.asp
http://www.mus.edu/borpol/bor200/219.pdf
http://www.mus.edu/borpol/bor300/303-1.pdf
http://www.mus.edu/borpol/bor300/303-4.pdf
http://www.mus.edu/borpol/bor300/303-3.pdf
http://www.mus.edu/borpol/bor300/320-2.pdf
http://www.mus.edu/borpol/bor900/9301.htm

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

As an affiliated campus of the University of Montana, the Dean/CEO of the College reports directly to the President of the University of Montana who in turn is appointed by the Montana Board of Regents of Higher Education (BOR) pursuant to BOR Policy 205.1. Both chief executive officers are appointed at the recommendation of the Commissioner of Higher Education and the advice of a search committee. BOR Policy 705.2 describes the annual evaluation process for evaluation of the President of UM who in turn evaluates the Dean/CEO of Helena College on an annual basis.

http://www.mus.edu/borpol/bor200/205-1.pdf
http://www.mus.edu/borpol/bor700/705-2.pdf

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

The Montana Board of Regents of Higher Education (BOR) conducts a self-study of its performance every three to four years as required by BOR Policy 705.1. The evaluation is comprised of self-assessments required from all board members and the process is periodically reviewed by the Board. The chair of the board and the commissioner of higher education have the responsibility for planning and reviewing the self-study, though the Board may choose to use an external facilitator.

http://www.mus.edu/borpol/bor700/705-1.pdf

Leadership and Management

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

Helena College's Leadership Team under the direction of the Dean/CEO includes the Associate Dean of Academic Affairs, the Assistant Dean of Student Services, and the Assistant Dean of Fiscal/Plant. Each of the senior administrators is responsible for oversight of one of the College's primary organizational divisions which consist of academic affairs, student services, and fiscal and plant, with the Dean/CEO also having responsibility for the oversight of human resources and institutional research. Each of the senior administrators is well qualified to provide effective leadership over his or her areas of responsibility.

Senior administrators are charged with strategic planning, resource allocation, and assessment for the divisions under their oversight. Their oversight is aligned to the College's mission, core themes, and strategic objectives through the annual planning and assessment process and occurs through participation in the Leadership Team, College Council, divisional leadership meetings, and formal institutional committees.

http://www.umhelena.edu/catalog/adminprofile.aspx

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

Helena College employs a Dean/CEO, a full-time position whose primary responsibility is the oversight and administration of the institution. Dr. Daniel Bingham has been employed as the Dean/CEO since 2005. He holds a doctoral degree in Community College Leadership from the University of Texas-Austin, and has nearly twenty-five years of experience in College administration and technical instruction. Dr. Bingham is not a member of the Montana Board of Regents of Higher Education, the College's governing board.

2.A.11 *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work*

collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Helena College employs a sufficient number of administrators who possess the credentials and experience necessary to provide effective leadership over and within the institution's primary organizational units including academic affairs, student services, plant and fiscal, and administration. Participation in the Leadership Team, College Council, divisional leadership meetings, and various formal institutional committees and ad-hoc work groups ensures that the College's administrators work collaboratively across the organizational structure. Mid-level directors and program managers plan and assess their areas of responsibility, including budget development, under the supervision of their senior administrators following the annual planning and assessment process to ensure mission alignment and the identification of relevant and measurable outcomes to evaluate fulfillment of core theme objectives.

http://www.umhelena.edu/hr/docs/HelenaCollegeOrg_2013.12%20Institution.pdf

Policies and Procedures

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

Academic policies are communicated and made accessible to faculty and staff in a number of published sources including the Faculty and Adjunct Handbooks, the Helena College Curriculum Policy and Procedure Manual, the Helena College Policies and Procedures Manual, the Montana of Higher Education Policies and Procedures Manual, and the current collective bargaining agreement between the College and the faculty as represented by the MEA/MFT. Academic policies are communicated to students by means of the Academic Catalog, Student Handbook, and course syllabi.

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/faculty_staff/adjunctinfo/default.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.mus.edu/borpol/default.asp
http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/catalog/default.aspx
http://umhelena.edu/student_services/handbook.aspx

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

Policies governing access to and use of library and information resources are documented and published on the library and information technology pages of the Helena College website as well as the Student Handbook which is updated annually and made available to students both electronically and in print. These policies are enforced by the Directors of Library Services and Information Technology Services and their staffs, as well as by the Assistant Dean of Student Services.

http://www.umhelena.edu/faculty_staff/default.aspx
http://umhelena.edu/it/default.aspx
http://umhelena.edu/student_services/handbook.aspx

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

Helena College adheres to Montana Board of Regents of Higher Education Policies 301.5, 301.5.1 and 301.5.2 which describe the policies and processes by which the transfer of academic credit is to be administered by institutions in the Montana University System. Policy 301.5 articulates the process for transfer of credits including the procedure by which students can appeal decisions with regard to transfer credits. Policy 301.5.1 provides a system of controls to ensure consistent and equitable evaluation of transfer credits at all campuses, while Policy 301.5.2 indicates the timeframes for which completed courses in general education, major/minor/certificate and elective credits will be considered for transfer evaluation.

Policies with regard to transfer-of-credit are published in the College's academic catalog, on the admission page of the College website, and through printed informational materials available in the Enrollment Services area on campus. The MUS defines a transfer student as one who has completed 12 or more college-level credits with a cumulative grade point average of 2.0; however, because Helena College follows an open admission policy, there are no specific admission requirements for transfer students. Therefore, admitted students with transfer credits voluntarily provide official transcripts for evaluation. The Montana University System (MUS) recently completed its adoption of Common Course Numbering (CCN), which is designed to facilitate transfer within the system by establishing equivalency between courses offered at different campuses by means of a uniform system of course identification (prefix, number and title). A CCN Course Guide is made available to students on the MUS website, and Helena College also provides an online course equivalency guide.

http://www.mus.edu/borpol/bor300/301-5.pdf
http://www.mus.edu/borpol/bor300/301-5-1.pdf
http://www.mus.edu/borpol/bor300/301-5-2.pdf
http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/admissions_enrollment/default.aspx
http://www.mus.edu/Transfer/transfer.asp
https://webprocess.umt.edu/hcadmn/uwskxfer.P_SelState

Students

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

Policies regarding students' rights and responsibilities are made available to students in the Helena College Policy and Procedure Manual, as well as the Student Handbook which is reviewed and published annually. New students are made aware of their rights and responsibilities at orientation, at which attendance became mandatory in the fall of 2013. Policies governing students' academic conduct are administered by the Associate Dean of Academic Affairs, while all other policies governing student conduct are administered by the Assistant Dean of Student Services who also reviews and revises the Student Handbook each year prior to publication. Currently there is a standard grievance policy for handling general student complaints, as well as specific processes for academic grade appeals and complaints of discrimination or harassment. The judicial process for code of conduct violations as well as

the various complaint procedures all provide published timeframes for resolution and means for students to appeal decisions.

Helena College provides reasonable accommodations to persons with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973 as detailed in Helena College Policy 300.3. Accommodations for qualified persons are administrated by the Director of Disability and Veterans Resources who collaborates with faculty and staff to provide the necessary and appropriate accommodations within campus and instructional settings. Students with disabilities are encouraged to inquire at the Office of Disabilities and Veterans Resources about potential accommodations through admission, advising, and orientation processes.

http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/300.3%20Policy%20Helena%20College1.pdf

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

Consistent with its mission and core themes, as a comprehensive two-year public institution of higher education, Helena College adheres to an open admission policy subject to Montana Board of Regents of Higher Education (BOR) Policy 301 where the only requirement for admission is graduation from an accredited high school or the completion of a General Education Diploma (GED). Students from non-accredited high schools or home schools can meet this requirement by demonstrating "satisfactory performance" on the college placement tests such as the COMPASS, ACT, SAT or any other testing instrument recognized in the Federal Register as indicative of a student's ability to benefit from a postsecondary education.

Helena College uses students' scores on the COMPASS, ACT or SAT, for determining placement into required mathematics and writing courses based in the intended program of study. Students who have completed equivalent appropriate college-level coursework may submit official transcripts for placement determination. Placement scores for entrance into college-level courses in mathematics and writing are established by BOR Policy 301.1 and 301.17. Cut-off scores for placement into developmental or remedial courses in math, reading, and writing are determined by consultation with the appropriate faculty in the General Education division.

Policies and requirements regarding admission and placement are published on the admission page of the college website as well as in the Academic Catalog and printed materials available in the Enrollment Services area. Policies regarding good academic standing, academic probation, and suspension as well as the processes for appeal and readmission are clearly defined and published in the Academic Catalog made available to students on the college website.

http://www.mus.edu/borpol/bor300/301.pdf
http://umhelena.edu/admissions_enrollment/default.aspx
http://www.mus.edu/borpol/bor300/301-17.pdf

http://www.mus.edu/borpol/bor300/301-1.pdf
http://umhelena.edu/catalog/default.aspx

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

Helena College has several institutional policies that pertain to co-curricular activities and the roles and responsibilities of students and the College related to those activities. Helena College Policy 600.7 addresses student use of facilities, and Policies 800.3 and 800.4 define parameters involving the display of student art work and student activities related to the distribution and posting of materials, political campaigning, charitable solicitations, and public assembly zones.

The Helena College Student Government Association is comprised of elected executive officers and student senators representing all academic programs and recognized student organizations. The HCSGA functions according to a published constitution and bylaws, and all recognized student organizations must establish and maintain their own constitutions approved by the HCSGA upon recognition. The Helena College Student Handbook includes the Student Code of Conduct and additional policies which further describe and define expectations and the relationship between students and the College with regard to student activities.

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/600.7%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/800.3%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/800.4%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/ashc/docs/HCSGA%20Constitution%20revised%205-25-13.pdf
http://www.umhelena.edu/student_services/handbook.aspx

Human Resources

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

In support of its mission to ensure a working environment that is fair, consistent, and legally appropriate, the Helena College Human Resources Department makes its policies, procedures, and related forms accessible to all employees on the College website. Specific policies and procedures related to the faculty and classified staff are included in handbooks and collective bargaining agreements which are also available in print and on the college website. Policies and procedures are regularly reviewed and revised as necessary by the Director of Human Resource subject to approval by the College Leadership Team with input where appropriate from the campus community.

http://www.umhelena.edu/hr/default.aspx#

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

Helena College systematically uses a comprehensive yearlong "on-boarding" process designed to orient new employees to the conditions of their employment, HR policies and procedures, and their rights and

responsibilities. As a part of that process, supervisors or division chairs customarily review work assignments, performance expectations/objectives, and the annual performance evaluation process with new employees. Updates or revisions to Human Resources policies and procedures are typically communicated to all employees by email and may be addressed in further detail by presentations made at convocations and orientation sessions immediately preceding the start of each semester or at other times throughout the academic year as necessary.

http://umhelena.edu/hrdocs/UM-H%20Onboarding%20Guide.pdf

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

All confidential material is kept in secure locations using locked filing cabinets or offices with locked doors. Access to confidential employee information is limited only to those who have a need to view such information; for example, payroll personnel and computer access to such information is granted only through a signed request and review process. It is expected that employees will turn off their computers, lock offices, and secure data when leaving their work area for an extended period of time. If an employee is unsure if his or her actions are in compliance with efforts to control private information, he or she is encouraged to consult with the appropriate supervisor. Any employee failing to comply with the security policies of the College could be subject to disciplinary action up to and including dismissal and legal action for personal liability.

Institutional Integrity

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

Helena College represents itself to students and the public through a variety of electronic media and printed materials including the college website, academic catalog, registration guides, student handbook, program cards and informational brochures, annual reports, advertisements, press releases, and the *Helena College News,* a weekly electronic newsletter published during the academic year containing news and announcements of interest to the campus community. Information regarding academic programs, including intentions, requirements for degree completion, program outcomes, related occupations and wages, as well as student services is communicated clearly, accurately, and consistently throughout all publications. The Director of Admissions and Records coordinates a collaborative review of the academic catalog each year prior to publication. The Director of Marketing and Communications is responsible for the regular review of all other published information.

www.umhelena.edu

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

Helena College exhibits and promotes high ethical standards in its operations and its treatment of employees, students, the public, external organizations, and community partners. Institutional statements and policies with regard to equal opportunity and nondiscrimination demonstrate the College's commitment and adherence to the fair and equitable treatment of students, faculty, administrators, and staff, and the general public. Polices with regard to ethical standards are published in the Montana Board of Regents of Higher Education Policy Manual, the Helena College policy and procedure manual, the academic catalog, and student handbook, faculty and staff handbooks, and the collective bargaining agreements for faculty and classified staff. All employees receive initial and ongoing training on ethical standards and behaviors including civil rights, sexual harassment, confidentiality, and conflict of interest. Helena College administrators are responsible for ensuring compliance with any and all state and federal laws that pertain to the operation of programs or services under their supervision.

Complaint and grievance procedures are outlined in the Helena College policy and procedure manual, the student handbook, and negotiated agreements with the faculty and classified staff. Grievance procedures include mechanisms for informal and formal resolution between parties, provide explicit timeframes for placing, responding to and resolving complaints, and include pathways for appeal.

http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/hr/default.aspx

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

The Montana Board of Regents of Higher Education and Helena College adhere to clearly defined policies that prohibit conflict of interest on the part of members of the Board as well as college administrators, the faculty, and staff. College employees are required to annually review the conflict of interest policy and provide a signed certification indicating they have read and understand the policy, that no conflicts with their duties and responsibilities to the College exist, or disclosure of such conflicts if they do exist. The conflict of interest policy is administrated by the Office of the Dean/CEO and annual signed certification statements are kept in employee's personnel files maintained by the Human Resources Department.

http://www.mus.edu/borpol/bor700/770.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/400.1%20Policy%20Helena%20College.pdf

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

Helena College adheres to Montana Board of Regents of Higher Education Policy 401.3 Copyrights with regard to the creation and production of intellectual property by faculty and staff and any compensation, revenue, or control derived from or associated with ownership of such property.

The Director of Library Services is currently drafting a college specific policy which will link to regularly maintained resources for understanding copyright and intellectual property issues on the College's library website.

http://www.mus.edu/borpol/bor400/401-3.pdf
http://umhelena.libguides.com/content.php?pid=477841&sid=3913752

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

Helena College accurately represents its current accreditation status and does not disclose speculative information about any future accreditation actions or status. Accreditation information is published on the college website and in the academic catalog and student handbook.

http://www.umhelena.edu/abouthc/accreditation/default.aspx
http://www.umhelena.edu/catalog/generalinfo.aspx
http://www.umhelena.edu/student_services/handbook.aspx

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

Agreements, contracts, and memoranda of understanding concerning financial obligations for products or services performed on behalf of the College are reviewed by the Dean/CEO and Assistant Dean of Fiscal and Plant to ensure compliance with federal and state laws, Montana Board of Regent policies, and NWCCU standards as well as alignment with the College's mission, goals, and internal policies. Documentation of all contractual agreements is maintained in Business Services and/or the Office of Dean/CEO.

Academic Freedom

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

Helena College adheres to policies and statements regarding academic freedom established by the Montana Board of Regents of Higher Education (BOR) and articulated in the collective bargaining agreement negotiated with faculty as represented by the MEA/MFT as well as the Helena College Faculty Handbook. BOR Policy 302 is published on the Montana University System website and the current faculty collective bargaining agreement and handbook are made available in print and electronically on the College website.

http://www.mus.edu/borpol/bor300/302.pdf
http://www.umhelena.edu/hr/default.aspx

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

Helena College defines and promotes an environment of free intellectual pursuit and discussion through adherence to published statements on academic freedom and rigor that can be found in the Faculty Handbook and collective bargaining agreements. Expectations regarding academic freedom and responsibility are communicated to students by means of content included in the course syllabus template used by the faculty. Helena College Policy 800.3 Display of Student and Public Work provides procedures to ensure appropriate freedom of expression with regard to artistic work.

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/800.3%20Policy%20Helena%20College.pdf
See Appendix 3: Helena College Course Syllabus Template

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

Helena College maintains an environment of academic rigor and integrity recognized as core values for all instructors outlined in the current Faculty Handbook and the College's collective bargaining agreement with its full-time faculty which states, in section 4.8, that the responsibilities of faculty include, "effective instruction, including evaluation of students," and that "…as a scholar, the person is responsible to the College to engage in appropriate professional development activities." Additionally in section 4.15, Academic Freedom, the document states, "The right of academic freedom shall be the right of every faculty member whether tenured or untenured. This agreement recognizes that each faculty member is also a citizen and a member of a learned profession, as well as an employee…." These phrases, and the Helena College application of them forms an overarching statement demonstrating our commitment to and support for faculty members to conduct all of their work with academic integrity. A variety of Helena College processes support and extend this commitment. Our faculty members are evaluated on an annual basis prior to tenure and then every three years thereafter. Within the performance evaluation is a peer-review of the content and rigor of courses, the content and quality of all scholarly activities including any presentations or publications, and the content and impact of all service activities to the college, the discipline, and the larger community. Faculty hold one another to high standards of professional integrity and expect all members of the faculty to do the same. Their commitment to these basic principles also is shared with every student, as a formal section in every class syllabus. Faculty and students are expected to properly cite the intellectual property of others and to identify personal views, beliefs, and opinions. The Montana University System additionally has two policies that are germane to the concept of academic integrity including policies relating to possible conflicts of interest (770.1), faculty serving as consultants to industry (401.1), academic freedom (302.1), and responsible use of technology resources (1303.1).

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/hr/default.aspx
http://www.mus.edu/borpol/bor700/770.pdf
http://www.mus.edu/borpol/bor400/401.pdf
http://www.mus.edu/borpol/bor300/302.pdf
http://www.mus.edu/borpol/bor1300/1303-1.htm
See Appendix 3: Helena College Course Syllabus Template

Finance

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

Helena College follows Montana Board of Regents of Higher Education (BOR) policies and adheres to state law with regard to the oversight and management of its financial resources. State funding to the institution is appropriated by the state legislature on a biennial basis and allocated through the University of Montana to its affiliated campuses including Helena College. The Budget Committee, chaired by the Assistant Dean of Fiscal and Plant, works with the College's Leadership Team to prepare a comprehensive budget for each fiscal year. All units of the Montana University System present their annual budgets for review and approval by the BOR.

http://www.mus.edu/borpol/bor900/bor900.asp
http://www.mus.edu/board/AnnualReports.pdf
http://www.umt.edu/policies/300-Financial/default.aspx
http://leg.mt.gov/bills/mca_toc/17.htm
http://accounting.mt.gov/forms/chapters/default.mcpx

Standard 2.B: Human Resources

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

Helena College currently serves more than 2,100 students annually in credit-bearing instruction. In the fall of 2012 the institution employed 162 faculty members (41 full-time and 121 part-time) and 59 staff members (52 full-time and 7 part-time) providing a sufficient number of qualified personnel to maintain instruction, support services, and operations. In recent years, a number of administrative positions have been filled on an interim basis due to vacancies arising from recruitment challenges including the limited availability of qualified candidates in the region and the inability to provide competitive compensation. This situation has given rise to some concerns with regard to continuity and consistency in leadership and the application of College policies and processes. As of the fall of 2013, all vacancies in administrative positions have been filled with permanent appointments.

All vacancy announcements for available positions clearly state minimum qualifications, responsibilities, and application procedures. In 2011, the Office of Human Resources implemented an online application transmittal and screening process hosted by NEOGOV. Request forms for recruitment and hiring authorization as well as guidelines for search committees are made available on the human resources

page of the College website. Search committee members confidentially review and score accepted application materials using secure online access provided through the NEOGOV system.

All faculty and staff hires are required to submit official transcripts, credentials and/or licensures upon hire to confirm their educational and/or professional qualifications, which are maintained in their personnel files. Job descriptions including duties, responsibilities, required skills, and authority are reviewed and signed upon hire by new employees and are maintained in the Office of Human Resources. Job descriptions are reviewed and updated as necessary to maintain accuracy.

http://nces.ed.gov/collegenavigator/?s=all&zc=59601&zd=0&of=3&id=180276
http://www.umhelena.edu/hr/forms.aspx

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

All staff members are evaluated with regard to work performance on an annual basis following the fiscal year from July 1st to June 30th. All employees have a Performance Development Plan and Assessment (PDPA) document which is created and reviewed in collaboration with a supervisor. The PDPA, which includes a performance assessment, yearly goals aligned with the College's Core Themes, and a personal development plan, is established at the beginning of the year, reviewed at mid-year and assessed at year's end. Evaluation documents for employees with supervisory responsibilities also include assessment of management behaviors. The performance assessment for new hires also includes evaluation by a cohort of identified positions including subordinates, peers, and other related positions as applicable at the end of the employee's 6-month probationary period. The "360" evaluation process is also used, where appropriate, to address concerns with employee performance.

Senior administrators including the Associate Dean of Academic Affairs, Assistant Dean Fiscal and Plant and Assistant Dean of Student Services are evaluated by the Dean/CEO using a cohort of evaluators jointly selected by the administrator and the Dean/CEO who provide anonymous evaluations based on scoring performance categories and responses to open-ended questions. The Dean/CEO is evaluated by the President of the University of Montana following a similar format. The annual performance evaluation for staff members and administrators is coordinated by the Director of Human Resources who maintains the evaluation documentation in personnel files and provides training and access to evaluation forms on the College website. The Office of Human Resources is currently updating the evaluation forms available on the website and transitioning the staff evaluation process to a secure web-based platform.

http://www.umhelena.edu/hr/forms.aspx

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

Helena College provides opportunities and support for professional development through a variety of means, including an institutional professional development fund, departmental resources, annual faculty excellence awards provided through the League for Innovation in the Community College and previously the National Institution for Staff and Organizational Development (NISOD), training in online course design and delivery, and access to online training modules provided through Human Resources.

In 2008, the College moved from primarily departmentally based resources for professional development to an annual institutional fund of $35,000 made available to the faculty, staff, and administrators by application. The fund was increased to $40,000 in 2011 and again to $45,000 in 2013 with supplemental funding provided by the Montana University System's Carl D. Perkins grant allocated for professional development in career and technical instruction. A standing committee comprised of members representing the faculty, professional, and classified staff in addition to the chair and the Director of Human Resources oversees the application process, notifies applicants of their funding status, monitors expenditures, and disseminates reports to the College. Initially this funding opportunity for professional development was predominately used by staff and administrators; however, given recent changes in the promotion and tenure process, faculty members have taken more advantage of this funding source. These funds are also available to the adjunct faculty based on eligibility criteria for service and the relevance of the proposed activity. In 2013, the guidelines and application process were revised to provide more clarity with regard to how professional development is defined, to facilitate more equitable access to funding, and to objectify the criteria for awarding requests. Support for professional development also has been provided through departmental budgets. Those departments that have mandatory licensing, certification, or continuing education requirements to deliver instruction or services for students have traditionally included professional development funds in their individual budget requests.

Since 2008, two or more faculty members have been selected annually by their peers to receive the NISOD Excellence Award and attend the annual conference in Austin, Texas. In addition to being recognized for their award, the selected faculty members attend workshops and sessions related to student success, workforce preparation, leadership, and organization workshops. The College funds the cost of travel and attendance at the conference. Beginning in 2014, faculty members will be nominated for recognition by the League for Innovation in the Community College's John & Suanne Rouche Excellence Awards and participation in the League's Innovations Conference. Concurrent with the establishment of the faculty excellence awards, the College funded and hired a position for Director of Online Learning. With the growth in online course offerings and the increasing use of technology to supplement instruction, it became necessary to dedicate a position to monitor the development and operations of online education. This position also has been tasked with creating training modules for faculty and oversees the technical aspects of Moodle, the College's online learning management system (LMS). The director also attends regular professional development opportunities to stay abreast with the LMS and best practices in online learning

In 2012, the Human Resources department secured funding to implement an online training program called Training Today. Faculty and staff members may choose modules for review that cover a range of topics from customer service to managing employees effectively as well as compliance training such as ADA, workplace harassment, and diversity. These modules are designed for convenient access and are self-paced. Certificates of completion are granted once the employee demonstrates successful mastery of the module materials.

http://www.umhelena.edu/hr/prodev.aspx
http://www.nisod.org/exc_awards/awards_archives.html
https://helenaCollege.mrooms.net/
http://lms.trainingtoday.com/lms_account/login
(Login/password available from Human Resources)
See Appendix 4: Helena College Professional Development Report FY 2009-13

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

As a comprehensive two-year institution of higher education, Helena College offers lifelong learning opportunities including developmental education courses, general education courses and transfer degrees, workforce education through applied degrees and certificates, and a diverse array of continuing education courses and programs. A sufficient number of qualified faculty members are employed to provide instruction in these areas. In the fall of 2012, a total of 1,627 students attended with 623 enrolled in education/transfer education and 621 enrolled in workforce education. The College employed 41 full-time faculty members with 12 in general education and 29 in workforce education and an additional 121 adjunct faculty members who predominately provide instruction in general education courses resulting in an overall student to faculty ratio of 13:1. A recent analysis by the Montana University System did indicate that Helena College has the highest number of student FTE to full-time faculty FTE with the ratio increasing by 30% during the past 5 years from 22:1 to 28:1.

Qualifications for faculty members are dependent upon their instructional assignment. Faculty teaching general education transfer courses must possess a master's level degree with at least 9 credit hours in the appropriate discipline or subject area taught. This includes instructors at the secondary level who are contracted by the College to teach dual-credit courses at service area high schools. Faculty members teaching in workforce education must meet the applicable standards for their profession which may include certifications and work experience, and usually includes completion of associate's and/or bachelor's degrees.

The Helena College faculty establishes and oversees academic policies and assures the integrity and continuity of academic programs through the Academic Standards and Review Committee (ASCR) whose function and membership is determined by the Faculty Senate pursuant to the governance authority granted through the negotiated collective bargaining agreement under Article 4.16.

http://www.umhelena.edu/hr/default.aspx

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

The responsibilities and workloads of faculty members are commensurate with the College's expectations and are made explicit in Articles 4.8, 4.9 and 10.13 of the negotiated agreement between the College administration and the faculty as represented by the Montana Education Association/Montana Federation of Teachers (MEA/MFT). The responsibilities of full-time faculty members may include but are not limited to effective instruction and evaluation of students, laboratory supervision, instructional equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising. Professional development expectations include research and scholarly publications as well as creative or technical work within the assigned field. Expectations of adjunct or part-time faculty are specific to their assignments and are communicated at the time of employment.

Instructional workload for full-time faculty normally falls with the range of 30-34 credits per academic year with a maximum of 750 hours per year for probationary or tenured faculty. Stipulations exist with regard to released time for non-instructional assignments and for overload compensation when teaching loads exceed 34 credits or 750 hours within a given academic year.

http://www.umhelena.edu/hr/default.aspx

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

All Helena College faculty members are evaluated and provided a supporting program of development in accordance with the process outlined in Article 7 of the current negotiated agreement between the College administration and the faculty as represented by the MEA/MFT. Tenured faculty members are evaluated every three years, and non-tenured faculty members are evaluated each year. Adjunct faculty members are evaluated each year regardless of the duration of their service with the College. Adjunct faculty member evaluations include a self-evaluation, classroom observation, and student evaluations. Faculty members or administrators may request additional evaluations for the purpose of considering merit, tenure, or promotion.

The criteria, conditions, and timelines by which faculty members are evaluated are made explicit in Article 7 of the current negotiated agreement. Evaluations may include a variety of components such as self, supervisor, and student evaluations with the intent to measure and demonstrate the quality and effectiveness of classroom instruction defined as mastery of appropriate bodies of knowledge and communication of that knowledge to students. Contribution to the growth and development of the College and its mission of public service is also included as a criterion for evaluation. Evaluation by peers is permitted and encouraged but is not required.

The evaluation process results in a written document placed in the faculty member's personnel file which is accessible to both the faculty member and the appropriate administrators. In the event of concerns arising from an evaluation, administrators shall assist faculty members with development and provide suggestions for improvement. In the case of an unsatisfactory evaluation, a conference is initiated between the faculty, evaluator and Dean/CEO to review the results.

http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/faculty_staff/default.aspx

Standard 2.C Education Resources

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

Program Content and Rigor Consistent with Mission

Helena College's programs, whether offered on one of our two physical campus locations, online, or via our dual credit arrangements with participating high schools in the region, provide content and rigor consistent with our mission to "provide[s] access to and support of lifelong educational opportunities to our diverse community." Both full- and part-time faculty in all credit-bearing programs include in their course syllabi a unified statement explaining to our students an understanding of academic integrity and academic rigor, including specific expectations of both faculty and students to achieve and maintain that rigor. Annual review of all course syllabi and outcomes via the assessment and faculty evaluation cycles ensures ongoing adherence to these statements and the principles they reflect.

http://umhelena.edu/catalog/generalinfo.aspx#
See Appendix 3: Helena College Course Syllabus Template

Programs Culminate in Achievement of Clearly Identified SLOs

Helena College offers Associate of Arts, Associate of Science, Associate of Applied Science, and Certificate of Applied Science programs to meet the diverse needs of our community. In each of these programs, the faculty has identified sets of expected student learning outcomes (SLOs) that are germane to the specific nature and goals of the program.

In the Associate of Arts and Associate of Science programs, for instance, the goals are broad and consist of general and transferable skills development. The SLOs are designed to prepare students for "independent, abstract, and critical thinking; responding creatively to problems; applying quantitative and mathematical knowledge; finding information; and communicating both orally and in written forms. This is done to engender life-long learning skills, a foundation of knowledge in a variety of disciplines, and a broadened perspective on our interdependent, changing global community." Additionally, each A.A. or A.S. degree includes a 22-hour program of study option such as humanities, social science, or natural science. A small number of A.A. and A.S. degrees offer an even more focused area within the 22-hour component; examples include the Environmental Science and Business Technology programs. *While the expectation is that students will ultimately transfer from these degrees into a 4-year program,* given the focused nature of these options, we have identified additional SLOs that are specific to these options and assess those on a regular basis. It is important to note that these options are not "majors" in the traditional sense, but are rather a focus of study that nonetheless does allow us to determine and assess a small number of option-specific SLOs.

Within the Associate of Applied Science and the Certificate of Applied Science programs, the faculty has identified, in addition to the required General Education learning outcomes, program-specific SLOs that are reviewed and assessed (normally on an annual basis) through a variety of measures both direct and indirect. Some program faculty members have done this for many years, and others are just beginning to refine their stated SLOs and the means used to assess them. In general, Helena College regularly and consistently assesses outcomes in some programs better than in others, but in all cases, faculty members remain engaged in the process and continue to work toward improving both their SLOs and the assessment of them. For some programs, these learning outcomes are referenced to in both the program descriptions within our Academic Catalog and on the course syllabi provided to students in each course. For other programs, the goals are not explicitly stated in the Catalog but are paraphrased in program descriptions found there. We are working to update our websites and our 2014-2015 Academic Catalog such that we will include in both locations program-specific SLOs for each program of study offered at the College.

http://umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf

Programs Lead to Degrees or Certificates Consistent with Program Content in Recognized Fields of Study

All degrees and certificates offered by Helena College are approved through our internal, faculty-driven process involving the Academic Standards and Curriculum Review Committee (ASCR), a subcommittee of Faculty Senate, and then ultimately through an approval process by the Office of the Commissioner Higher Education and the Montana Board of Regents of Higher Education. The Montana University System maintains systems for course numbering and ensuring transferability from 2-year to 4-year educational institutions within the state, thus ensuring that program content is consistent across institutions within the same field of study. Specifically, Helena College faculty members meet and/or communicate regularly with counterparts at other 2-year and 4-year institutions within the MUS on matters of course content and learning goals, appropriate level of specific courses within various programs of study, currency of transfer and articulation agreements, and related matters.

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.mus.edu/che/arsa/StateAuthorization-AcademicPrograms.pdf
http://www.mus.edu/che/arsa/Forms/DeterminingLevel.pdf
http://www.mus.edu/Qtools/CCN/CCN.asp

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

Identifies and Publishes Expected Degree, Program, and Course SLOs

The Helena College faculty has identified and published in the Academic Catalog and elsewhere, expected Student Learning Outcomes (SLOs) at the course, program, and degree level.

For all Associate of Arts (A.A.) and Associate of Science (A.S.) degrees, for example, students are expected to meet the General Education requirements as described in the Academic Catalog. These outcomes were determined by and are regularly reviewed by the Academic Standards and Curriculum Review Committee (ASCR), a subcommittee of the Faculty Senate, and have been thoroughly vetted through the faculty and approved and adopted by college leadership. Additional program-level SLOs, particularly in the A.A.S. and C.A.S. programs and selected focus options within the A.A. and A.S., have been developed by the specific full-time faculty members teaching in some of those programs and approved by ASCR and the college leadership. Other programs are continuing to develop and refine their program-level SLOs. Course level SLOs are generally determined by the individual faculty members teaching the course(s), except in the case where the course is part of the MUS Transferable Core, where such outcomes must conform at least 80% to a set of outcomes that have been determined collectively by faculty across institutions in the system as described on the MUS website (linked below). Additionally in some programs, full- and part-time faculty have agreed to specific SLOs within all courses or within certain courses that comprise a sequence or common requirement (examples include all basic mathematics courses, whether or not they transfer, and most courses within our trades and technical areas, as these tend to "build upon one another" sequentially).

http://umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf
http://www.umhelena.edu/faculty_staff/default.aspx

http://www.mus.edu/Transfer/MUScore.asp

SLOs Provided in Written Form to Enrolled Students

All credit-bearing courses offered through Helena College, whether by full- or part-time faculty members, in person or online, follow a unified syllabus template (see below) that includes specific expected student learning outcomes (SLOs) and typically—although not in every case—statements regarding whether and to what extent those outcomes are used to satisfy degree, program, and/or course-specific learning goals. All courses are provided an online course shell through our Moodle LMS, and all faculty members are asked and strongly supported in placing copies of their syllabi on Moodle to allow students access at all times. Most faculty members also print out and provide paper copies of their syllabi at the start of each term.

See Appendix 3: Helena College Course Syllabus Template

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

Credits and Degrees Based on Documented Student Achievement

All courses offered for credit, and all degrees and certificates awarded, are based on documented student achievement defined as specific combinations of grades earned, assignments or milestones completed, and, in some cases, performance on capstone assignments or examinations. With slight variations from program to program, generally students must complete a minimum of 33 hours of credit for a Certificate of Applied Science (C.A.S.), at least 60 hours of credit for an Associate of Arts or an Associate of Science (A.A. or A.S.), and at least 66 hours of credit for an Associate of Applied Science. Students must earn at least a C- or higher in all courses, according to Montana of Higher Education policy 301.5.3. In order to graduate, students must meet with their primary advisor at least one semester prior to completion of their program to verify that all requirements have been met. A minimum of 50% of all coursework towards any program must be taken at Helena College.

http://umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf
http://mus.edu/borpol/bor300/301-5-3.pdf

Credits and Degrees Awarded in Manner Consistent with Norms in Higher Education

Helena College currently follows the Montana Board of Regents of Higher Education policies relating to both content and duration of programs leading to the Associate's degrees and Certificates of Applied Science. These requirements are highly consistent with those in other states and comport with numerous statements from nearby states' regulatory boards as well. Courses within the general education program, as well as most courses in technical and trades program areas, share common learning outcomes determined through a statewide alignment process coordinated by the Montana Board of Regents of Higher Education.

As can be seen in the Academic Calendar and Schedule of Classes documents, the amount of credit awarded in specific classes is determined based upon the expected student learning outcomes to be achieved and the "seat" time, lab time, or shop time scheduled for the course. Generally, each credit

hour equates to 1 hour of direct instruction and assumes 2 hours of student preparation and study during a typical 15-week semester. For labs, studios, and trades "shop" instruction, the schedule provides for 2-3 hours of direct instruction and assumes 1 hour or less of student preparation and study for each hour of credit awarded during a typical semester (because the nature of the learning is inherently hands-on and all or substantial portions must occur within the lab or shop where the relevant equipment and materials are located).

http://mus.edu/borpol/bor300/301-12.pdf
http://mus.edu/Qtools/CCN/CCN_FAQ.asp
http://umhelena.edu/academics/academiccalendar.aspx
http://umhelena.edu/registration_transcripts/classschedule.aspx#

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

Degree Programs Demonstrate Coherent Design

Helena College offers degree and certificate programs at only two locations: the Donaldson campus at 1115 North Roberts Street in Helena, and at the Airport campus at 2300 Airport Road in Helena. Individual courses, but no complete programs of study, are currently offered online via the Moodle Learning Management System (LMS) and at a variety of local high school campuses through dual enrollment programs. All programs have been designed to provide coherence, breadth and depth of knowledge, and opportunities for synthesis of learning across the course sequence.

The Certificate of Applied Science programs, for example, in such fields as bookkeeping, carpentry, legal support specialist, and welding technology, include a foundation of appropriate math, writing, and interpersonal relations such as human resources or management-type courses that develop general and transferable skills needed for successful employment in a variety of possible settings. Layered over those foundational courses are specific skills-based courses that are arrayed and sequenced to progressively develop student skill in the specific trade or technology. Industry certifications, internships, or capstone examinations are typically included that demonstrate increasing skill levels. Associate of Applied Science degrees similarly include the same three foundational areas (math, writing, and interpersonal relations) with a higher level of skill development through more intensive and specialized courses as the student progresses through the sequence.

Associate of Arts and Associate of Science degrees, which unlike the C.A.S. and A.A.S. are designed specifically for students desiring to transfer to four-year degree programs, are less structured and sequenced by design. These degrees consist largely of classes offered to fulfill the general education requirements of bachelor's degree programs in keeping with the Montana University System core. In addition to that core, students select another 22 hours based on their intended transfer program in areas such as Natural Science, Humanities and Fine Arts, Social and Psychological sciences, or in one of our more focused study areas such as Business Technology, Computer Programming, or Environmental Science. These 22 hours of coursework do not constitute a "major" or "minor" in the traditional sense, but instead allow students to begin taking courses at the lower levels in an area of interest that are specifically designed for transferability to nearby four-year programs.

http://umhelena.edu/campus_facilities/docs/Helena%20College%20Map.pdf
http://umhelena.edu/campus_facilities/docs/AP%20MAP%20Final.pdf

http://www.mus.edu/transfer/muscore.asp

Degree Program Admission and Graduation Requirements Clearly Defined and Widely Published

Helena College's admission requirements and procedures are clearly outlined and published in the Academic Catalog and on the College website. Most programs admit students according to the general admission requirements of the College. The nursing and fire and rescue programs have additional admissions requirements for program entry that are clearly defined and published in the catalog and on their specific areas of the college website. All other programs admit qualified students on a first-come, first-served basis until program capacity, if any, is reached (capacity having been determined for some programs based on facility limitations).

Each certificate or Associate's degree program includes specific graduation requirements that are clearly defined and widely published. All requirements are contained within both narrative descriptions and "program of study" lists within the Academic Catalog. Additionally, "Academic Degree Planning Sheets" are produced annually and distributed through the ALCC to new students and by faculty advisors to interested students. The College's general graduation requirements, including timely completion of a graduation application and payment of the graduation fee, are detailed in the Catalog and on the website.

http://umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf
http://umhelena.edu/admissions_enrollment/default.aspx
http://umhelena.edu/academics/programs/nursing/default.aspx
http://umhelena.edu/catalog/fireandrescue.aspx
http://umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/registration_transcripts/graduationinfo.aspx

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

Faculty Exercise Major Role in Design, Approval, Implementation, and Revision of Curriculum

Curricular creation, design, approval, implementation, and revision are faculty-driven processes at Helena College that reflect both the divisional structure of the academic organization and the governance structure as well. Specifically, the *Helena College Curriculum Manual* outlines a process that begins with an individual faculty member who serves as the genesis of ideas relating to curricular additions, deletions, or modifications within his or her area of expertise. The *Manual* clearly outlines the role this faculty member plays in not only creating the curriculum but also in informally "shepherding" the change through first his or her specific division, and then the governance structure consisting of the Academic Standards and Curriculum Review Committee (a subcommittee of Faculty Senate). Once recommended by ASCR, the proposal then moves to the Associate Dean/VP for Academics, who considers it in light of the institution's mission and goals, available resources, potential impacts to various cross-institutional agreements (such as Articulations), statewide curricular agreements or plans, and related regional or national curricular trends, if any. It then moves to the Registrar who considers it in light of similar registration-focused concerns. Thus the only "non-faculty" roles come at the end of the process and are primarily procedural and technical in nature. If either the

Registrar or the Associate Dean/VP has any concern with the recommendation, it is normally referred back to ASCR for further clarification or revision in order to gain ultimate approval. In this way, the faculty exercises the primary and ongoing responsibility for the curriculum.

http://www.umhelena.edu/faculty_staff/default.aspx

Faculty Play an Active Role in the Selection of New Faculty

According to the Helena College-UM Faculty Handbook and longstanding practice of the College, when vacancies arise or available funding for new faculty positions is approved, division chairs consult with their faculty in order to determine a priority list of faculty needs, which is forwarded to the Associate Dean/VP for Academics, who consults with college leadership to determine the number of specific positions to offer. "After the position approval process has been completed, the hiring supervisor works with Human Resources to write a Vacancy Announcement and the position is advertised on the UMH website, the Montana Job Service, the major 5 newspapers in Montana and, depending on the position, other [educational journals]…[or appropriate] trade magazines …A list of Search Committee members is submitted to HR and should include a variety of [both male and female faculty members, perhaps some appropriate non-faculty representatives], and/or students. An initial screening sheet is used by each committee member to determine if the applicants meet the minimum qualifications required of the position. A list of the top applicants is then submitted to HR, and the ranking of the top applicants is verified. At this point, HR may request the committee consider other candidates from the list. Applicants who are requesting preference would be checked at this time and may be moved into the top candidate list. The top candidates are invited to campus for an interview or, if out of town, a phone or SKYPE interview may be scheduled. Depending on the situation, several interviews may take place. The Search Committee chooses the top candidates and recommends the top person's name to the Dean. An appointment is scheduled for the Dean to meet with the top candidate, and if the Dean concurs with the decision of the Search Committee an offer of employment is made to the person by the Supervisor."

In this process faculty are heavily involved from initial recommendations regarding the number and type of faculty positions needed, through the screening of candidates and the selection of finalists.

The Faculty Takes Collective Responsibility for Fostering and Assessing Student Achievement of SLOs
Throughout the processes described above, Helena College faculty members work collaboratively to ensure that all courses and programs focus on student achievement of identified learning outcomes. Through the divisional structure, the committees of Faculty Senate (particularly ASCR), and the institutional Strategic Planning & Assessment committee, the faculty is actively engaged in all levels of design, assessment, review and revision of SLOs.

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

The Faculty Partners with Library to Ensure LIS is Fully Integrated Into Learning Process

The Helena College Library has three faculty member seats on its Library Advisory Council. The Council meets April and November of each year to share ideas, plan, and review statistics from the previous semester. The library also seeks input in the development of the collections and resource guides that are maintained for the programs offered at the College. This is done during convocation, faculty and adjunct

faculty orientation, through emails, and through an online form titled "Suggest a Purchase." The library asks at least two faculty members to review library materials for their program areas each year and give feedback for weeding, replacing, and suggesting purchases. The library sends faculty EBSCO periodical subscription renewals to Divisions each spring asking for input regarding additions and deletions. The Director of Library Services is a member of Faculty Senate and serves as a voting member of the ASCR Committee, which provides forms and reviews completed forms for course additions and revisions, in order to inform materials purchases for all classes. In addition, the librarians offer one-on-one research help on the Reference Desk and through hour-long "Book a Librarian" sessions, as well as through classroom instruction in the use of the library and its materials, most notably the online patron access catalog, the databases, the Resource Guides, and citation styles.

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

Helena College awards credit for prior learning experiences through three specific avenues, depending on the type of prior learning, the needs of the student, and the type of credit being sought. Credit may be earned through the following avenues: (1) By earning an appropriate score and providing Helena College an official copy of the score on a national exam such as AP or CLEP; (2) through obtaining and sending to Helena College an American Council of Education (ACE) Joint Services Transcript that details completion of military training for which college credit is appropriate [this effort is in cooperation with and under the guidance of the Montana University System effort to expand services and outreach to military personnel and veterans]; (3) by completion of a "Challenge Exam" at Helena College.

Credit for traditional, transferable courses such as those commonly offered within the General Education program can be earned through any of these three avenues. Credit for technical coursework is primarily earned through ACE transcripts or course challenge examinations. Credit for program-specific coursework within individual disciplines is generally available only through course challenge exams. In all cases the student's transcript will reflect an "EC" (earned credit) notation in lieu of a grade. No more than 25% of any student's program of study can be earned through any combination of these prior learning experience credit methods. More details about each method are available through the Academic Catalog and through the Montana University System website regarding statewide assistance with military credits.

http://www.umhelena.edu/catalog/admissions.aspx
http://mus.edu/veterans/military-credit-transfer.html
http://www.umhelena.edu/catalog/academicinfo.aspx

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is

appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Helena College accepts transfer credit according to procedures that are consistent with best practices, statewide policies, and the College's mission.

<u>Safeguards in Acceptance of Transfer Credit to Ensure High Quality, Relevance and Integrity of Degrees</u>

Upon receipt of official transcripts from any accredited college or university, Helena College applies the Montana Board of Regents of Higher Education Policy 301.5.2, which requires acceptance of any valid college-level credits earned within the previous five years, and offers a process for acceptance of older credits as well. Most credits for courses within the MUS general education core ("transferable core") are automatically accepted in lieu of the same course offered by Helena College. The College maintains and publishes on the web a Transfer Equivalences site to assist students in understanding how credits are evaluated. Once evaluated by the admissions staff, transfer credits are sent to the appropriate academic division chair for verification and approval; occasionally, the division chair will also seek input from the Associate Dean/VP for Academics. In any case where questions of quality, appropriateness, or relevance of courses arises, the division chair/Associate Dean/VP will seek additional information including course descriptions, copies of syllabi, or other materials from appropriate officials at the transfer institution.

http://umhelena.edu/catalog/default.aspx
http://www.mus.edu/borpol/bor300/301-5.pdf
https://webprocess.umt.edu/hcadmn/uwskxfer.P_SelState

<u>Articulation Agreements Developed Where Patterns of Enrollment are Identified</u>
At present Helena College has articulation agreements with the following institutions:
- The University of Montana
- UM-Western
- Montana Tech
- Montana State University-Northern
- Carroll College
- Western Governors University

The division chairs and the Associate Dean/VP for Academics remain actively involved in expanding the number and scope of articulation agreements both within Montana and with other nearby states and accredited, reputable online universities.

http://www.umhelena.edu/academics/default.aspx

Undergraduate Programs

2.C.9 *The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences.*

Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Transfer Programs Include a Recognizable Core of General Education

All Associate of Arts (A.A.) and Associate of Science (A.S.) programs conform to the Montana State University System core adopted as Montana Board of Regents of Higher Education policy 301.10, which includes a total of 30 credits, consisting of the following:
- 6 credits of written and oral communications requirements
- 6 credits of social sciences/history
- 6 credits of natural sciences
- 3 credits of mathematics
- 6 credits of humanities/fine arts
- 3 credits of cultural diversity requirements

Students are afforded a variety of options, depending on their specific program of study, and faculty members teaching these courses work to ensure integration of knowledge across disciplines through focusing on broadly transferable student learning outcomes, rather than discipline-specific content. A statewide council regularly reviews and updates the MUS core, and Helena College's ASCR (curriculum committee), a subcommittee of the Faculty Senate, regularly considers and makes recommendations to the Associate Dean for Academics regarding possible additions to or deletions from our core offerings.

http://www.mus.edu/borpol/bor300/301-10.pdf
http://www.mus.edu/transfer/muscore.asp

Applied Associates and Certificate Programs Include a Related Instruction Core Component

All Associate of Applied Science (A.A.S.) and Certificate of Applied Science (C.A.S.) at Helena College include a required general education core consisting of three or more classes that align with and support program goals. At minimum, students must complete one course each in an appropriate level of mathematics (such as M108T Business Math or M111T Technical Mathematics, but M115 Probability and Linear Mathematics for applied programs in computing technology and M121 College Algebra for Office Technology: Medical, Computer Skills, or Legal Support Specialist). Students in these programs must take at least one writing course (typically WRIT121T Technical Writing but some also are required to complete WRIT101 College Writing I and/or other writing courses). Finally, all students in these programs must complete a course identified by program faculty as fulfilling the human relations requirement; examples include ANTY101 Anthropology in the Interior Space Planning & Design, HR110T Career Development and Human Relations in Fire and Rescue, Welding Technology and others, and SOCI101 Introduction to Sociology or PSYX100 Introduction to Psychology, in Computer Technology programs. As with the transferable General Education courses, faculty members teaching these courses work to ensure integration of knowledge across disciplines through focusing on broadly transferable student learning outcomes, rather than discipline-specific content.

http://mus.edu/borpol/bor300/303-1.pdf
http://umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf

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

The Helena College faculty has identified a set of specific and assessable student learning outcomes (SLOs) to be achieved through completion of the transferable General Education program. These SLOs have been aligned to the College's mission and its strategic plan through a process of curricular mapping. Where program-specific learning outcomes exist, those, too, have been aligned – or are in the process of being aligned for certain programs – with the SLOs for General Education. The entire process is cyclical; in 2013-2014 faculty in the General Education and Business division, for example, are in the process of reconsidering and completing their curricular maps. Next year (2014-2015) this process will occur within the Trades division. Through this ongoing cycle each set of SLOs will be re-evaluated by the divisions every three years.

See Appendix 6: Helena College Sample Curriculum Maps

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

Graduate Programs

2.C.12-15 *Helena College does not offer graduate level classes or programs.*

Continuing Education and Non-Credit Programs

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

Continuing Education Compatible with Institutional Mission and Goals

Continuing Education programs, including those offered for credit and non-credit, are compatible with the mission and goals of Helena College. The program's mission, "….to provide high-quality, affordable life-long learning opportunities to people of all ages in the areas of personal enrichment, professional and career development, academic growth, recreation and leisure, and workforce development" clearly comports well with the College's overall mission.

http://umhelena.edu/continuinged/about.aspx
http://umhelena.edu/catalog/generalinfo.aspx
http://www.campusce.net/umhelena/category/category.aspx

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

responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Helena College maintains direct and sole responsibility for the academic quality of all aspects of its continuing educational programs and courses.

Approval and Monitoring By Appropriate Institutional Body with Clear Roles and Responsibilities

The Director of Continuing Education reports to the Associate Dean/VP for Academics, and is a member of the Academic Leadership Team, which meets twice monthly to monitor the delivery and quality of all academic programming at the College. All CE courses, learning activities, and curricula are submitted and approved through a consistent process involving CE employees and, where appropriate, relevant full-time faculty and academic division chairs. The CE Director also regularly participates on the College's Budget committee as with other academic leadership. The Director and some CE staff members regularly attend training and conferences to ensure that programs comport with best practices in the industry.

http://umhelena.edu/campus_facilities/committees/default.aspx
http://www.campusce.net/umhelena/category/category.aspx

Assessment of Learning within Continuing Education

All courses and programs offered through Continuing Education at Helena College are assessed using one or more methods: student evaluations, written instructor feedback, and professional certification/examinations (in programs such as CMA, Phlebotomy, and Pharmacy Technician). The results of these assessments are reviewed by the Director and shared with the Associate Dean/VP for Academics, as well as by the instructor of the course or program. In this way, feedback is provided to those who lead and teach in the Continuing Education programs to allow for continuous improvement.

http://www.campusce.net/umhelena/category/category.aspx

Faculty Appropriately Involved

While some programming offered via Continuing Education (and particularly that offered solely for personal enrichment) does not align with the expertise of our current full- and part-time faculty members or other academic programs, a significant portion of these courses and programs do align. Where such alignment exists, the division of Continuing Education works with the faculty of Helena College to both plan and evaluate the offerings. In some instances, full- and part-time college faculty members serve as the course or program instructors. In other instances, these faculty members serve as informal consultants to the staff within Continuing Education. In all cases, Continuing Education works with and consults regularly with the Academic Leadership Team to ensure offerings are relevant, timely, and of high quality.

http://umhelena.edu/continuinged/instructors.aspx

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and*

policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

<u>CEUs Offered Are Guided By Norms, Institutional Mission, and Consistently Applied Policy</u>

The Continuing Education division offers Continuing Education Units (CEUs) as needed to meet the workforce needs of the area or for individuals to maintain licensure or credentials. Generally these credits are earned through workshops, short courses, or seminars. In accordance with national standards, one (1) CEU represents ten (10) contact hours of instruction. In each case the offerings are aligned with the College's mission to serve the workforce needs of the community and are fully compliant with all institutional policies including those regarding Continuing Education found on the College website and in CE publications. Renewal units for public school teachers are created and recognized through a process created by the statewide Office of Public Instruction (OPI). Office staff members regularly attend training and conferences to ensure their policies and processes align with best practices nationally and regionally.

<u>CEUs Are Appropriate To the Objectives of the Course and Determined Through Student Achievement</u>

Most of the CEU offerings, particularly those for public educators, are online in coordination with national content providers. Course content is generally project-based and is designed to facilitate both enhancement of content knowledge and skill with the topic (recent examples include "Gender in the Classroom", "Social Media in the Classroom", and "Workers with students who have Asperger's." In order to complete their CEUs, participating students must achieve appropriate scores on quizzes, assignments, or projects that demonstrate their mastery of defined learning outcomes.

http://umhelena.edu/continuinged/FAQ_contact.aspx

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

Helena College uses an online registration system for most classes, workshops, and programs offered. This practice maintains accurate records on course enrollment and any CEUs or other credentials offered. Students may register by telephone, in person, online or via fax. Additionally, the College maintains electronic records regarding instructors and instructor qualifications, fees collected, instructor pay, cost of instructional materials, and net revenue.

Standard 2.D Student Support Resources

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

Helena College provides a broad range of programs and services to support student learning needs and help create learning environments that are consistent with its mission, educational offerings, and methods of delivering instruction. Student support resources are guided by the College's core themes and strategic goals that emphasize providing students with opportunities for access to and success in high quality educational experiences.

The Marketing and Recruitment Department develops and disseminates information about Helena College and the admission process to prospective and current students using a variety of communication media and outreach activities. The Office of Admissions and Records manages admission, registration, and graduation processes, and maintains student records. The Office of Financial Aid assists students with the application process for financial aid and awards federal, state, and institutional funds in the form of grants, scholarships, and loans. Financial Aid staff members also provide loan counseling as mandated by the US Department of Education and financial literacy programs and resources in order to encourage sound budget planning, help students maintain satisfactory academic progress (SAP), and prevent loan default.

The Advising, Learning, and Career Center (ALCC) provides a wide range of centrally located support services for all students including academic advising, peer and faculty tutoring, academic and life skills development resources and workshops, math and writing placement testing, and career counseling and services. The capacity and function of the ALCC was significantly enhanced in 2010 with the addition of a full-time academic advisor. In that same year, the College was also successful in securing a $1.2 million TRiO-Student Support Services grant to provide additional staffing and resources for low-income, first generation, and disabled students to promote higher rates of academic achievement, persistence, completion, and transfer on to four-year degree programs.

To accommodate expansion in staffing and services, existing space was remodeled in 2011 to provide a dedicated location for TRiO-SSS and Disability, Veterans and Counseling Resources. Disability Resources, in accordance with the American Disabilities Act and Section 504 of the Rehabilitation Act of 1973, provides access to the College's academic programs, support services, and physical facilities to all qualified students. Veterans Services assists with coordination and certification of veteran's benefits and provides support resources on and off campus to address the unique needs of these students. Proportionate to its total enrollment and staffing resources, Helena College serves significant numbers of veterans and disabled students. In the fall 2012 semester, the 102 disabled students served and 120 veterans receiving educational benefits each accounted for approximately 10% of the College's total enrollment (excluding high school dual-enrollment students). The College contracts mental health counselors from the local community to provide on-campus counseling services for students free of charge for a limited number of scheduled hours each week during the fall and spring semesters. In addition to individual counseling sessions, the counselors refer students to community resources as needed and provide informational programming to educate the campus community on current mental health topics.

Helena College's auxiliary Retail Services include the bookstore, café and coffee counter located on the main Donaldson Campus. The bookstore operates year round providing students the ability to purchase textbooks, instructional materials, supplies, computer hardware and software, beverages and snack items. The café and coffee counter operate during the fall and spring semesters providing food and beverage service Monday through Thursday from 8 am to 6 pm and Fridays from 8 am to 3 pm.

Approximately 10% of Helena College's headcount enrollment, currently about 180 students, attends the majority of their classes at the Airport Campus where the College's trades or vocational education programs are located. Student support resources are provided on-site primarily through the combination of a dedicated administrative staff member who provides academic and student services during the academic year and visiting office hours provided by financial aid staff and the Career Services Coordinator. In the fall of 2013, a Library Services Kiosk was installed allowing students the opportunity to access library sources and check-out available materials for delivery to the campus. Plans to operate a

small bookstore and food service counter at the Airport Campus have been postponed due to current fiscal constraints.

In recent years the College has experienced tremendous enrollment growth as a result of both intentional efforts to expand its mission, programs and course delivery options, and the impact of the economic downturn beginning in 2009. During the five-year period from 2008 to 2012 headcount enrollment increased by 38%, peaking during the 2011-12 academic year at 1,679 students. While additional tuition revenue from enrollment growth and reallocations to the College's base-funding from Montana University System have increased the operating budget, the College's expenditure per FTE student remains the lowest in the state having grown by less than 1% in the same five-year period. Consequently sustained enrollment growth without an appreciable increase in fiscal resources has presented challenges for the College in maintaining sufficient capacity across all areas including student support services. Examples of areas where limits in resources and capacity have had negative impacts include constraints on delivery of academic advising, inadequate physical space for accommodated testing services, minimal funding for institutional need-based aid, and the inability to expand auxiliary services to the Airport Campus.

During the 2012-13 academic year, Helena College Student Services received a renewable College Access Challenge Grant (CACG) from the Montana University System. This resource supports individualized loan counseling, the expansion of the college success course (HR 101) from a 2 to 3 credit course with the inclusion of a financial literacy component and the Campbell Interest and Skill Survey (CISS) to assist students with program selection, development of an online college success course and new student orientation, and implementation of financial literacy workshops open to all students throughout the academic year. These funds also partially supported the purchase and implementation of STARFISH, a student retention software package that facilitates the timely sharing of information between students, faculty, and staff to support academic success and intervention efforts where needed. This electronic communication tool has updated and expanded upon the College's former EARS (Early Alert Referral System) process used by the faculty and student services personnel to focus support and resources on students demonstrating academic behaviors that contribute to attrition.

http://www.umhelena.edu/student_services/default.aspx
http://www.mus.edu/data/operating_budgets/FY13/MUSsummary_rollup.pdf

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

Helena College provides a safe and secure environment for its students and their property at its two campus locations. Policies and procedures with regard to security are made available to students electronically and in print through the student handbook and to the staff and faculty through the College website, the Emergency Action Plan Crisis Protocol Policy and emergency protocol cards posted in all classrooms at both campuses. Emergency alerts can be communicated via the college website, email and reader boards located at both campus facilities. The College has also recently implemented an emergency text messaging system. In compliance with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, the College reports the required crime statistics to the Department of Education annually, publishes the report on the college website, and makes hardcopies

available at a number of locations on campus. Likewise, students are also provided with information on how to access the Montana Department of Justice's Sexual or Violent Offender Registry.

Due to the small size of the campus facilities, the College does not employ or contract law enforcement or security personnel, and depends instead upon the Helena Police Department. In the evenings and on weekends students are directed to contact on-duty maintenance personnel with regard to safety or security issues. A Facilities and Safety Committee comprised of staff and faculty members, meets on a monthly basis during the academic year to evaluate safety and security policies and procedures and to discuss specific issues or concerns that may arise between meetings. The committee assists the Director of Facilities in conducting annual fire drills at both campuses and coordinating with city-wide emergency planning efforts. In 2013, the Safety Committee formed the Behavioral Assessment Team (BAT) chaired by the Assistant Dean of Student Services and comprised of faculty members, administrators and staff. The intent of the team is to regularly evaluate reports of at-risk student behaviors and respond in a timely manner with appropriate support and resources.

http://www.umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/100.2_Policy_Helena_College.pdf
http://www.umhelena.edu/abouthc/security.aspx
http://www.umhelena.edu/campus_facilities/committees/facilitiessafety/default.aspx

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

Consistent with its mission as a comprehensive two-year institution, Helena College follows the admissions policy outlined in Montana Board of Regents of Higher Education Policy 301, which was revised in 2010 to include explicit guidelines on open admission for two-year institutions within the system. Students that have graduated from a high school accredited by the state of Montana or who possess a General Education Diploma (GED) are admitted. Students that have completed an equivalent secondary education through home schooling or an unaccredited school are required to submit official test results from the ACT or SAT or may take the College's COMPASS placement test to demonstrate ability to benefit. A full-time admissions counselor/recruiter reporting to the Director of Marketing is responsible for outreach to and communication with prospective students. The admissions process is under the Office of Admissions and Records. The recent addition of a staff position to this office has allowed timelier processing of applications and transfer credit evaluations. In spring of 2012, a new online admission application was implemented allowing the direct upload of admission data into Banner, the College's student information system. While the online application has provided greater convenience for students, the benefit of the application for the staff in terms of efficiency and time-savings is still under evaluation.

New student orientation programs held a multiple times to accommodate students' schedules are offered prior to each fall and spring semester. Beginning in fall of 2013, attendance at orientation is mandatory for all new students and for readmitting students who have not maintained consistent enrollment. The programs include information and guidance on financial aid, academic resources, college success skills, and educational technology. All new and re-admitting students participate in one-on-one group initial advising sessions offered by the professional staff in the Advising, Learning and

Career Center (ALCC). In those sessions students are provided with information about their math and writing placement, intended programs of study, their academic requirements, graduation and transfer policies, and they are guided through the online course registration process. A supplemental registration guide is published each year that provides registration and payment deadlines as well as step by step instructions for class registration and finalizing financial aid and payment of tuition and fees. Veterans and disabled students receive one-on-one assistance from the Director of Disability Resources and the Veterans Benefit Coordinator on arranging accommodations and certification to receive benefits based on adherence to Veterans Administration requirements.

http://www.mus.edu/borpol/bor300/301.pdf
http://www.umhelena.edu/admissions_enrollment/default.aspx
http://www.umhelena.edu/advising/firstsemadvising.aspx
See Appendix 6: Sample Orientation Schedules

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

Helena College does not have a formal policy or procedure for facilitating completion of programs in the event of elimination or significant changes. Rather, communication and coordination between Academic Affairs and Student Services ensures that the Director of Admissions and Records (Registrar), Director of Student Success and the Academic Advisor are aware of pending elimination of programs or significant changes in program requirements. When programs have been eliminated or significant changes to curriculum or requirements have occurred, student services staff and faculty members work together to develop plans to communicate the changes and allow students to complete their programs of study as expediently as possible. Such plans have included continuing necessary courses for a small cohort and/or identifying appropriate alternatives following the College's course substitution procedure. Students also have the option of requesting a change to the catalog year governing their program requirements.

http://www.umhelena.edu/catalog/academicinfo.aspx

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.*

Helena College publishes an annual academic catalog on its website that provides current and information on the following items:

- Institutional mission statement and core themes (page 2)
- Entrance requirements and procedures (pages 11-16)
- Grading policy (page 32)

- Information on academic programs and courses, including degree and program completion requirements, required course sequences, and projected timelines to completion. Expected learning outcomes are described but will be reformatted during the next year as all academic programs engage in the process of mapping their curriculum to program outcomes and institutional competencies. (pages 49-107)
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (pages 174-176)
- Rules, regulations for conduct, rights, and responsibilities with regard to academics are included in the catalog. The Student Code of Conduct along with comprehensive information on student rights and responsibilities is published in the annual student handbook made available in print and online. (pages 22-27, 30-35)
- Tuition, fees, and other program costs (pages 17-20, 167-170)
- Refund policies for students who withdraw from enrollment (page 20)
- Opportunities and requirements for financial aid (pages 37-46)
- Academic calendar (page i)

http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx

2.D.6 *Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.*

Where applicable, legal eligibility requirements for national or state licensures required for entry into an occupation or profession related to Helena College educational programs are disclosed in the academic catalog in the relevant program section, on the academic program pages found on the College website, as well as in program information cards available to prospective students. Any unique requirements for employment and advancement specific to occupations or professions are also addressed in these same publications.

http://www.umhelena.edu/catalog/default.aspx#
http://www.umhelena.edu/academics/default.aspx

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

Student records are kept in a secure safe with limited access. The College's record retention schedule was implemented in 2006 and subsequently approved by the Montana Secretary of State in 2007. Student records maintained on Banner, the student information system, are backed up daily by the Information Technology department at the University of Montana campus in Missoula. Helena College has a continuous protection server which provides hourly back up and weekly storage tapes. The Disaster Recovery Plan provides for next-day delivery of storage tapes held off-site. Student financial aid records are stored in fire-proof cabinets in a secure area and student admissions records are stored in locking cabinets in the office of the assistant registrar.

Staff and faculty follow guidelines specified in the Family Education Rights to Privacy Act (FERPA) and the Registrar monitors the release of student records. FERPA guidelines are published in the catalog, student handbook and on the website. They are also available in the faculty and staff handbooks. Access to the student information system is controlled by a security plan administered by the Registrar and Information Technology managers.

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/300.2%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/hr/forms.aspx

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

Helena College offers federal, state, and institutional financial aid to students through the Office of Financial Aid. Student eligibility for need is determined through the Free Application for Federal Student Aid (FAFSA) and aid is disbursed in accordance with Department of Education regulations and college policy. A limited number of merit and need-based institutional scholarships are available to students and are awarded according to specific eligibility requirements provided by donors. In accordance with Montana Board of Regents of Higher Education and institutional guidelines, full and partial tuition waivers are granted based upon specific eligibility criteria.

A substantial portion of the College's student population receives financial aid. In the fall of 2012, 78% of degree seeking students received some type of financial aid. Financial aid personnel are regularly available to provide students with assistance in completing the FAFSA, and the College has been a host site for College Goal Sunday, a yearly collaborative statewide effort where financial aid professionals provide students and their families with free guidance and assistance with the application process for financial aid. The College use Banner, its student information system, to award, track, and report financial aid which includes a web-based portal that allows students access to their award packages, receive communications from the financial aid office, and finalize their semester tuition bills.

In compliance with federal regulations, the Financial Aid Office reconciles all student aid funds with the College's Business Office. Direct loans are reconciled on a monthly basis. This process is also followed for work study and Pell grant funding. Pell grants and direct loans are originated and disbursed through the Common Origination Disbursement (COD) System of The Department of Education (DOE). The Financial Aid Office is notified by The Department of Education if there are any discrepancies in the funds requested in COD. The Financial Aid Office runs several reports throughout the year to identify any discrepancies between the DOE and Business Office accounting. The DOE's G5 system is the vehicle for payment to the College for the Federal work study, Federal Supplemental Opportunity Grants (FSEOG), Pell grants and Direct loans. The G5 System is accessed through the Business Office only; therefore, no actual monies are drawn down or returned by the Financial Aid Office. FSEOG and Federal Work Study funds are reported to the DOE annually via the Fiscal Operations Report and Application to Participate (FISAP). This report is completed in coordination between the Financial Aid and Business Offices. The Student Financial Services (SFS) Division of the Office of Commissioner of Higher Education (OCHE) accesses all state based funds via the state's data warehouse to ensure all state funds are awarded appropriately. These state funds are paid directly to the Business Office. Annual audits of the

financial aid awards are conducted by state auditors via the Business Office and then reported to The University of Montana.

Information about all types of financial aid is available to prospective and enrolled students and can be found on the financial aid page of the college website, the catalog, and printed materials available from the Office of Financial Aid. Scholarships are advertised throughout the academic year using various media including the website, weekly campus bulletins, reader boards, flat screen monitors, and flyers. The Financial Aid staff participates in recruitment programs including on-campus information programs and presentations at local high schools. New student orientations include sessions on financial aid.

http://www.umhelena.edu/financialaid/default.aspx
http://www.umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf (pages 37-46)
http://www.mus.edu/borpol/bor900/940-13.pdf

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

The Financial Aid Office regularly monitors student loan programs and the institutional loan default rate. Loan entrance counseling, which is required by the Department of Education prior to requesting a student's loan, is provided for all first-time loan borrowers. Loan exit counseling sessions are offered each semester for students who are graduating, transferring or leaving the institution, or who have dropped below six credits of enrollment. Financial aid provides individual face-to-face entrance and exit counseling for students whenever possible. All student who wish to increase his or her loan amounts must meet with a financial aid administrator. Students are also required to meet with Financial Aid prior to completely withdrawing from all courses. At the time of withdrawal, students are provided a copy of the Federal Return of Title IV Funds calculation indicating how much aid will be returned to the Department of Education, and notifying them they will receive a final billing statement from the Business Office within the 10 business days for any balance owed the institution.

In recent years due to economic conditions as well as growth in both enrollment and borrowing amounts, the College's loan default rate has been increasing significantly. Consequently a number of initiatives have been implemented to address this concern. Starting in the fall of 2013, disbursement of financial aid is being held until after the 15th or enrollment census day of each semester at which time students receive their grant aid and half of their loan amount with the balance disbursed at midterm. To provide for initial expenses on books and supplies, students are able to secure a bookstore voucher paid against their pending financial aid disbursement. Additionally, financial literacy programming, a requirement for TRiO Student Support Services program participants, is being offered in a number of venues for students including orientation, advising sessions, college success courses, workshops, etc.

http://nces.ed.gov/collegenavigator/?s=all&zc=59601&zd=0&of=3&id=180276#fedloans
http://www.umhelena.edu/financialaid/forms.aspx
http://www.umhelena.edu/financialaid/moneymanagement.aspx
http://www.umhelena.edu/catalog/docs/HCCatalog2013-2014.pdf (pages 43-45)

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

Helena College provides both initial academic advising for new students and ongoing academic advising for continuing students based upon their intended program of study. Advising of students is a shared responsibility between the faculty and student services staff. Staff members in the Advising, Learning, and Career Center (ALCC) are responsible for advising new and returning students, developmental education cohort students, and students on academic plans due to academic or financial aid suspensions. During the academic year, the faculty is responsible for advising continuing students. During the breaks, the ALCC staff provides advising for current students as needed. All new and returning students who have had a break in their enrollment of two or more semesters are required to attend one-on-one advising sessions prior to registering for courses. Advisors review the requirements for the student's declared program of interest, placement test results, short and long term goals, as well as work and life commitments and demands. Entering students then work with student tutors to learn how to navigate *MyHC*, the College's web-based portal for student registration and financial aid and tuition payment. Due to concerns over the ability of the advising staff to provide quality individual advising to large numbers of students, an initiative to add peer coaches who are trained to assist students with scheduling and registration has been developed, but lacks funding for implementation at this time. Consequently this supporting role is being taken on by peer tutors employed in the ALCC. Veterans and students receiving accommodations for qualified disabilities also receive supplemental advising from the Director of Disability Resources and the Veterans Benefits Coordinator. TRiO-Student Support Services staff also provide supplemental advising for up to 140 students who receive additional academic and life skills support based on their eligibility for services as disabled, first-generation, and/or low-income status students.

All staff and faculty advisors are knowledgeable about program and graduation requirements, and receive in-house training as well as professional development in best advising practices. New students receive printed copies of their advising responsibilities. The ALCC staff is creating an advising syllabus to share with faculty and students. New students are surveyed to find out their perceptions of the advising process and regularly administrated survey instruments; the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE) are also used to evaluate the effectiveness of the advising process.

http://www.umhelena.edu/advising/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx

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

The Helena College Student Government Association (HCSGA) provides students with an active voice in their education by promoting empowerment and communication, creating an environment conducive to learning, and encouraging citizenship on campus and in the community. The Student Senate serves as the governing body for the student association and is comprised of student representatives from each academic program, recognized clubs and organizations, and additional "senators at large." The senate is administrated by an executive cabinet of officers elected for one-year terms and supported by a faculty or staff advisor in accordance with the HCSGA constitution and bylaws. Current and past recognized organizations include the Aviation Club, Circle K, Future Machinists of America, Geoscience Club, Helena Building Industry Association (HBIA) Student Chapter, the Creative Writing Club, Phi Theta Kappa (international honor society for two-year college students), Psychology Club and the Veterans Club. A student government fee supports association sponsored activities and stipends for the executive officers

and advisor. Funds are used to support formation of student clubs and organizations, create HCSGA scholarships awarded each year, and to provide assistance to students in severe financial need who have exhausted other avenues of financial aid available through the College. The HCSGA also sponsors social and community service activities through the year including BBQs, holiday parties, and annual highway clean-up day, in addition to making contributions to local charitable organizations.

Helena College's Career Services Coordinator, located in the ALCC, offers co-curricular activities including workshops, presentations, and participation in job fairs that provide students with the skills and knowledge needed to obtain employment. This emphasis supports the mission of life-long learning and supporting our diverse community. TRiO-Student Support Services is a federal grant funded program that offers multiple avenues of support to help eligible students persist, graduate, and continue higher education. The TRiO Director and Academic Advisor provide services including academic tutoring, advising, assistance with financial aid, education, and counseling to improve financial literacy, as well as assistance with applying for admission and financial assistance for four-year institutions and other ancillary services as required by the grant regulations. Services are consistent with the institution's mission, core themes, programs, and services, and are governed appropriately. The Veterans Club was established in 2011. Students meet weekly to discuss pertinent issues to veterans and to offer camaraderie and mutual support. Activities are planned to also provide support for veteran's family members. A Veterans Advisory Council made up of students and community members who work professionally with veterans in various capacities meets monthly to share information and best practices. Veterans Services also offers a mentoring program that matches new veteran students with experienced veteran students who are in good academic standing and possess the traits and ability to serve as a positive role model.

Other co-curricular activities and opportunities are frequently provided by institutional committees, academic programs, and student support services. The Diversity Committee sponsors events highlighting diverse aspects of Montana and Helena culture as well as educational exhibits and presentations related to student wellbeing such as domestic violence, dating, and healthy relationships. Psychology and sociology instructors facilitate research days, where students display poster presentations of their research projects in the social sciences each semester. Since fall of 2012, faculty and students have hosted two Science Expos, a yearly community outreach event that offers hands-on educational exhibits and activities for participants of all ages. Portfolio and project presentations made each year by Interior Space Planning and Design and Computer Technology students are open to the campus community to attend. The Helena College Library partners with the Carroll College and Lewis & Clark County Public Libraries in hosting the Big Read, a program of the National Endowment for the Arts, designed to promote the role of literature in American culture and encourage reading for pleasure and enlightenment. The Financial Aid Office sponsors Constitution Day activities each year during the fall semester.

http://www.umhelena.edu/ashc/default.aspx
http://www.umhelena.edu/ashc/docs/HCSGA%20Constitution%20revised%205-25-13.pdf
http://www.umhelena.edu/career/default.aspx
http://www.umhelena.edu/trio/default.aspx
http://www.umhelena.edu/veteran/default.aspx

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

In 2009, Helena College's auxiliary services including the bookstore and café located at the Donaldson Campus were administratively transferred from Fiscal and Plant to Student Services with the intent of providing more focus on customer service and student-friendly integration of operations and policies. Consequently, the bookstore staffing was re-organized to include a store manager and assistant. In 2010, the responsibilities and compensation of the bookstore manager position were expanded to include supervision of the café which is staffed by one permanent and one temporary employee leading to the establishment of the Retail Services department under the administration of the Assistant Dean of Student Services. After a trial period to evaluate fiscal feasibility, a permanent coffee counter was installed at the Donaldson Campus in 2011 leading to the addition of a full-time staff position responsible for operation of the counter. Beyond vending machines in the student lounge area and a parts counter that serves faculty and students in the trades programs, presently no bookstore or food services are available to the approximately 200 students and faculty members at Helena College's Airport Campus. Given the smaller number of students that could potentially be served, it is challenging to provide services and staffing in a manner that is cost efficient; however, the Assistant Dean of Student Services and the Retail Services Manager have drawn up a plan to provide a limited bookstore and food services counter at the Airport Campus. Because of budget constraints, this plan has been postponed in the short-term, pending the availability of sufficient resources to install and staff the necessary facilities.

Administrators, the staff and faculty, and students have opportunities, formally through the organizational structure and informally by the attendance of the Retail Services Manager at meetings of the various constituencies, to provide input and feedback on the quality and availability of retail service offerings.

http://www.umhelena.edu/bookstore/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx (pages 7, 13)

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

Helena College does not offer intercollegiate athletic programs.

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

Helena College uses a Central Authentication System (CAS) and Password Management System (PWM) to provide students with access to electronic resources including course registration, financial aid award and tuition payment portals, email, network storage, and Moodle, the College's Learning Management System (LMS) for distance education courses. Students enrolling in classes at the College must complete a verification process that requires them to enter personal information to secure their username (NetID)

and password for single sign-on access to all electronic resources. Students must also enter a secret question for password reset giving them the ability to reset their own password if forgotten. The Office of Information Technology which manages the CAS and PWN will not reset any student's password without requiring some form of identification (student ID, driver's license) if on campus, or without being provided personally identifiable information over the phone. Password resets via email are not allowed due to lack of security and for adherence to the College's FERPA policy which prohibits including personally identifiable student information in email communications. Helena College's Acceptable Use Policy prohibits the sharing of network usernames and passwords; however, in practice this provision can sometimes be difficult to monitor and enforce. There are no student charges currently associated with the identify verification process. All students are charged a technology fee, the amount of which is subject to Montana Board of Regents of Higher Education approval, each semester. All tuition and fees charged are published and updated each year on the College website and in the academic catalog.

Instructors of online courses at Helena College have the ability to use on-campus facilities for facilitating proctored exams that require students to present a photo ID to verify their identity; however, due to the lack of a dedicated Testing Center on-campus access is limited to available staffing and facility resources.

http://www.umhelena.edu/it/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx (pages 14, 19)
http://www.umhelena.edu/it/computerlab.aspx

Standard 2.E Library and Information Resources

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

Helena College's library collection provides access to the appropriate materials and resources necessary for undergraduate and technical education in the programs, degrees, and areas of study offered. The library's materials, holdings, and operating procedures strive to provide students with access to information necessary to achieve academic success, to provide the faculty with resources to attain excellence in instruction, and to provide the campus community with opportunities to strengthen knowledge and information literacy skills for academic achievement and lifelong learning.

Helena College Library Mission Statement:

> The mission of the Helena College Library is to enable student success in the programs and degrees offered at the college.

> Professional librarians will achieve this mission by collaborating with faculty, and the library community, in the selection, purchase, and creation of information resources and services; and by providing information literacy instruction targeted to the curriculum. In addition, the library exists as a quiet place of study and inquiry, fostering the concepts of lifelong learning, intellectual freedom, and cultural enrichment.

As of spring 2013, the library collection includes 10,322 books and audio-visual materials, 3 print newspapers, 98 print journals, 48,941 electronic journal titles, 175 electronic databases, 369,663

electronic-book holdings, and 40 resource guides developed in support of curriculum, courses, and classes. Library users have access to print materials Monday through Thursday from 8 a.m. to 6 p.m. and Friday 8 a.m. to 5 p.m. as well as access to online resources. All collection areas have increased significantly since 2009, particularly with regard to digital resources. Internet presence and digital resources provide the benefits of 24/7 availability, enhanced collaborative opportunities, equal access to information, and expanded possibilities in the depth and breadth of information available to students, faculty members and the College community. In 2011, the library acquired the Credo Reference database and Libguides by Springshare, a web-based software tool for developing resource guides by topic, curriculum, or course.

The Helena College Library maintains a supplemental reserve collection of faculty selected materials in support of curriculum which is collected and circulated by library staff. Acquiring the ability to place on-shelf holds two years ago through the College's affiliate consortium greatly increased the depth and breadth of available print and audiovisual collections. This provides access to all of the physical holdings of our affiliate libraries including the University of Montana-Missoula, University of Montana-Western, and Montana Tech of the University of Montana. On-shelf holds usually arrive in one to three days. The library also provides OCLC ILL sharing with libraries nationally and internationally. An online form for interlibrary loan requests was developed in the fall of 2012. These opportunities combined with cooperative agreements established in 2010 with local area libraries (the Carroll College Corrette Library, Lewis and Clark Public Library, Montana State Library, Office of Public Instruction Resource Center, and Helena High School Library) further increase the materials available to our users within the Helena College community, providing access to an expansive variety of materials for our faculty, students, and community borrowers. Annual participation in the National Endowment for the Arts (NEA) Big Read program allows the College to build and maintain positive relationships in the community. The library actively collaborates in the development and presentation of quality programming that promotes reading in the Helena community.

The current library facility, opened in 2007, provides five computer stations, a copier, black & white and color printers, as well as wireless access to the internet for personal computing devices. This equipment is available to enable the access, evaluation, and creation of information. The library also has a group study room that can be reserved for student groups of two or more, carrels and tables for quiet study, and comfortable seating for on-site perusal of our collections. Current facility concerns are noise levels and lack of adequate seating. A space study is scheduled for the coming year.

The library's Collection Management Plan was updated December 2012 and is reviewed and updated every three years. It covers all aspects of the depth and breadth of the collection including collection priorities and policies, subject areas collected, and our library weeding policy. Using the Collection Development Plan as a guide, library staff members move forward annually with the goal of providing a quality and current core collection of on-site physical materials with the appropriate depth and breadth to meet the needs of students and faculty members in all programs. The Library Operations Manual provides comprehensive information on the policies and procedures that govern the acquisition, cataloging, and circulation of library collections.

http://www.umhelena.edu/library/default.aspx
http://www.umhelena.edu/library/staffmission.aspx

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

Feedback from users and college partners on and off campus, in the form of suggestions, survey data, usage data, meeting dialog, and advisory committee suggestions, enables the Helena College Library to analyze resources and services and provide the right information in the right formats to allow for the access and instruction necessary for student success and academic excellence. Service by library staff members on various college committees strengthens the College community and creates an atmosphere of collaboration.

The library staff solicits suggestions from the faculty, staff, and administrators for purchases. As the experts in their subject fields, the faculty members are consulted on the acquisition of supplemental classroom materials. All library users are welcome to make recommendations for general interest and life-long learning resources. The library would like to see more faculty recommendations for purchase selections and actively seeks to encourage this partnership through email communications, in person, and over the telephone, and by providing bibliographies of available materials to solicit suggestions.

The library collects usage statistics from the College website, resource guides, e-books and physical materials in Voyager, the Integrated Library System (ILS), the databases, as well as hourly on-site library usage statistics. The Director of Library Services and the librarian collect, compile, evaluate, and analyze these statistics to inform purchase decisions, material format decisions, library hours, and staffing decisions. Library staff members are constantly evaluating new metrics and new methods of data collection to better inform decision-making as well as eliminating metrics that are no longer useful. The library budgeted for a needed patron door counter in FY2014 to improve accuracy of library usage statistics. Analysis of both faculty (52 responses) and student (72 responses) surveys administrated in the spring of 2012 indicates that collection development and website usability were the top priorities. For this reason, the library is weeding, encouraging purchase suggestions, increasing the size of the core collection, and conducting a website usability study in preparation for a website update. Combined results from the website usability survey, focus interviews, and website statistics were the most important components in the website update. Eighty-seven responses to the website survey assisted in making decisions in the process. With the help of campus IT, the reference librarian was able to code all links on the website which will enable the library to collect "hit" or visit statistics for evaluation.

The Director of Library Services serves on the Academic Standards and Curriculum Review Committee (ASCR) of the Faculty Senate, the Academic Roundtable, College Council, and the Faculty Senate. The librarian serves on the Information Technology Committee and attends Student Senate meetings. The library technician serves as President of the Staff Senate and is a member of College Council, the Quality of Work Life Committee, and the Professional Development Committee. The relationships developed by serving on committees and attending meetings are essential in maximizing the Library's potential to support programs and services on campus. The Library Advisory Council, which consists of three professional librarians, five program directors, a senior administrator, and two faculty members, provides an invaluable source of knowledge and advice. The Council meets each semester.

http://www.umhelena.edu/library/staffmission.aspx

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

Library support and instruction provided on-site and online uses static and interactive techniques to accommodate varying student learning styles and faculty needs. This variety allows the library to support a quality education wherever offered and however delivered. It allows access and support at the point of need, enables academic excellence, and creates community both on-site and online. The information literacy skills gained from library instruction also support workplace success and lifelong learning.

Library orientations for new faculty members, adjunct faculty members, and students, one-shot classroom instructions with on demand follow-up sessions and "Book a Librarian" sessions scheduled for one hour of research help, are tried and true tools used to provide library literacy instruction, but with the growth of online classes and off-campus usage of information resources, more capacity is needed. Hybrid literacy instruction has been proven effective as a best practice in library instruction literature. An example is one-shot classroom instruction with static or interactive point of need follow-up through Moodle the College's online learning management system. The library currently has icon in all Moodle courses which links to the library homepage and provides direct access to the top five library resources, as well as a Library Research Tutorial offered in Moodle. The library staff recently completed a literature review of embedded ebrarianship and a study of tools needed to teach information literacy effectively using Moodle. In response to this study, the library is proposing instruction in Moodle in coordination with faculty members using static tools such as video tutorials and interactive tools such as forums and "voicethread." In order to do this, more audio-visual instruction videos on a variety of different topics such as searching the catalog and databases, using the different citation styles, and the evaluation of websites, needs to be identified or created and embedded for online instruction.

On-site, the goal is to have a professional librarian or library technician available during all open hours and this goal has been achieved for the past two years. The library currently supplements open hours by offering email reference with the promise of 24 hour weekday turnaround, chat, and telephone reference during open hours, and classroom instruction evenings and Saturdays. This enables the library to offer services and instruction on demand to students outside the physical library facility; however, this professional coverage cannot be achieved if there is a documented need for an extension of the facility hours. To extend facility hours, the library will need to document the need for more library technician hours, which will be evaluated using future faculty and student surveys and door count statistics.

The library's usability tested and updated website (2013) allows access to the catalog and all electronic resources as well as instructional tutorials, instructional videos, and online forms. The online forms for "request instruction" and "book a librarian" were created in the fall 2012 semester and usage of these will show up in data collected for FY2013. Within the year, the library plans to enter into to a consortium agreement with affiliate libraries to purchase a "discovery tool" to enable searching all of Helena College holdings and affiliate holdings, print and electronic, from one search box. This will simplify access and increase the ability to search through library information.

http://www.umhelena.edu/library/staffmission.aspx

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

Evaluation and analysis of the library and information resources supports the College's core theme of academic excellence which is defined as a high degree of integrity, quality, and reliability in all academic and non-academic programming. The library's cooperative efforts on campus and with other libraries in combination with an emphasis on professional development strengthen the Helena College community, the library community, and our community of users.

The library's professional full-time equivalent staffing number grew last year due to increases in the director's hours from .83 to full-time and in the reference librarian's hours from half-time to full-time resulting in a professional librarian now available in the library during all open hours. This ensures application of current best practices and quality in the selection of materials and resources, access to information, library literacy instruction, and development of services. The College's librarians and library technician attend yearly state and regional library conferences and symposiums to access professional development opportunities and to network with others in the field, and they also participate in online training throughout the year to maintain excellence in the field.

The University of Montana Consortium Collection Development Group was formed in 2013 and is scheduled to meet each semester to evaluate ways to share expertise and resources to maximize access for all students and faculty. The shared Interlibrary Loan System (ILS) enables access to materials and maintains the security of materials and user information. It is maintained by the University of Montana for all affiliate campuses and is evaluated every three years with input from all affiliate libraries. The Helena College IT department develops and maintains the security of the library collection and user data with up-to-date firewalls and anti-virus software and works together with IT departments on affiliate campuses to ensure security of information, user privacy, and equal access to information.

The Collection Management Plan, reviewed and updated as needed every three years, ensures the quality of Helena College Library collections and resources. Library usage data is collected each semester and fiscal year to evaluate use of materials, resources, and services. By evaluating the prior year budget and other maintained statistics and documented needs, the Director of Library Services develops an annual operating budget that is presented to the Budget Committee and College Leadership for review and approval. The Library Operations Manual is reviewed and updated annually or more regularly as necessary.

http://www.umhelena.edu/library/staffmission.aspx

Standard 2.F Financial Resources

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

Helena College is a unit of the Montana University System (MUS) which is a component unit of the government of the State of Montana. As such, all budget and financial activity is subject to the policies and procedures established by the Montana Board of Regents of Higher Education (BOR) and the State Accounting Division. Amongst those rules are requirements that each unit of the university system maintain balanced budgets and submit budget modification requests in the event of operating changes that affect budget outcomes. The BOR reviews the unit operating budget outcomes at least once

annually including reviews of negative fund balances and negative cash balances. Units with negative balances must submit explanations of the negative balances and plans for their elimination.

The College is supported by two primary flows of general operating funds: tuition and appropriated State support. State support is provided through a biennial appropriation process from the State Legislature. The MUS submits budget request data through the state's electronic budget development system. The budget requests are developed on a base-plus-cost-of-living increase approach. The cost-of-living increases are determined by negotiations between the BOR and the Office of the Governor of Montana. The Legislature provides a lump-sum allocation to the BOR. The BOR then allocates the lump-sum amount to the various units of the MUS based on Full-Time-Equivalent (FTE) enrollment figures. State appropriated funds are distributed to the College in twelve equal monthly installments.

Long-term debt for the University of Montana (UM) affiliated campuses, including Helena College, is managed by the Debt Management Committee comprised of fiscal officers from the four affiliate campuses. The committee meets annually to review the status of all long-term debt. For many years the committee has required supplemental payments from the four campuses of the UM Affiliation to develop a pool of money to cover a potential shortfall in debt service funds. As a result of the actions of the committee, the debt service fund is currently on track to cover all required payments and potential return funds to the individual units. The committee also ensures that the overall debt load of the institution does not exceed its total authority as granted by the Montana Board of Regents of Higher Education and Montana state law.

FY2014: http://www.mus.edu/data/operating_budgets/FY14/FY14-OperatingBudgets.asp
FY2013: http://www.mus.edu/data/operating_budgets/FY13/operatingbudgetsFY13.asp
FY2012: http://www.mus.edu/data/operating_budgets/FY12/operatingbudgetsFY12.asp
FY2011: http://www.mus.edu/data/operating_budgets/FY11/operatingbudgetsFY11.asp
FY2010: http://www.mus.edu/data/operating_budgets/FY10/OpBudgetsFY10.asp

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

The institution receives varying tuition and fee amounts from students depending on the number of credits taken, residency status, and the specifically enrolled courses. Tuition revenue is estimated based on a trend analysis of historic enrollment data, a review of student responses to surveys, a review of new applications, a review of high school graduation rates, and communications with the other MUS institutions. Adjustments are made to the estimate as the actual fall semester enrollment and tuition figures become available. If the fall figures indicate a need to adjust the revenue estimate, adjustments are made as early in the semester as possible. Tuition dollars are collected primarily during July and August, and during December and January of each fiscal year running July 1st to June 30th. Idle cash is invested in the State's short-term investment pool on a daily basis and drawn down to cover cash disbursements as needed. The total expenditure budget must be less than or equal to the revenue estimate. There is 2% set-aside for enrollment contingencies built into each year's budget. During the academic year, the actual enrollment and revenue numbers are evaluated to determine whether or not the projections have been met. If the projections are being met, then the contingency funds are released to fund special need items or projects.

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

Helena College budgets on a biennial basis with separate budgets for each fiscal year of the biennium to match the legislative biennial funding process. The campus budget is developed by the Budget Committee from budget requests and justifications submitted by all departments and then forwarded to the Leadership Team for final review and approval. A zero-based budget model is used to create the individual department operating budgets. Personnel costs are carried forward from one year to the next unless changes are warranted and justified by the department. Individual program requests and justifications require demonstration of alignment to core themes, strategic goals, and program outcomes. Through its membership, the Budget Committee represents all campus constituencies including administration, faculty, staff, and students, as well as the primary division units of Academic Affairs, Student Services, Fiscal and Plant, and the Dean's Office. Training for budget development is provided on a regular basis and documentation on the guidelines and processes for financial planning and budget development are made available to all budget managers each year well in advance of the request submission deadline.

http://www.umt.edu/policies/300-Financial/default.aspx
http://accounting.mt.gov/forms/chapters/default.mcpx
http://www.umhelena.edu/campus_facilities/committees/budget/default.aspx
See Appendix 7: Helena College Budget Planning Documents

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

As a higher education unit governed by the Montana Board of Regents of Higher Education and the State of Montana, all Helena College's financial activities are subject to the policies and procedures established by the State Accounting Division. Helena College follows the fiscal policies and procedures established by the State of Montana as augmented by the Montana University System (MUS). These policies and procedures require the application of generally accepted accounting principles including a system of internal controls.   The MUS uses Ellucian/Banner as the record management system for financial data. The State of Montana uses a People Soft data management system for its financial data. By State Law, the MUS is required to transfer accounting data from Banner to People Soft and ensure that the two systems are in balance. This requirement is in place in part to facilitate the completion of the consolidated financial statements for the State of Montana and in part to facilitate the gathering of data for budget creation and evaluation.

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

Helena College has a master plan in place for the long range development of the campus. The plan is reviewed over time to reflect changes in the College's mission and core themes. The funding for the majority of Helena College's physical facility expansion and remodeling comes from legislatively

appropriated funds. The College's master plan, mission statement, and core themes are used in presenting and supporting our requests before the Legislature. All legislative requests for funding of building projects are required by the BOR and the Legislature to have projected costs of operation and the anticipated source of funding for those costs.

Long-term debt for the University of Montana affiliated campuses is managed by the Debt Management Committee. The committee meets annually to review the status of all long-term debt. For many years the committee has required supplemental payments from the four campuses of the UM Affiliation to develop a pool of money to cover a potential shortfall in debt service funds. As a result of the actions of the committee, the debt service fund is currently on track to cover all required payments and potential return funds to the individual units. The committee also ensures that the overall debt load of the affiliated campuses does not exceed its total authority.
Helena College's Master Plan is available for review by request from the Assistant Dean Fiscal/Plant.

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

Helena College has two auxiliary enterprises: a bookstore and a food service. The proceeds from the operation of both of these functions are pledged to the repayment of the College's bond indebtedness. As such, none of the proceeds from these operations are used for general operations. The Bookstore has a history of providing a return on investment over many years of operation. The Food Service has a consistent history of loss with operations exceeding revenue. At one time the Bookstore's earnings were used to cover the shortfalls in the Food Service. This placed a significant strain on the finances of the Bookstore, so the determination was made to cover a portion of the Food Service Manager's compensation from the general funds.   This determination is reviewed on an annual basis to determine the amount and necessity for continuing the charges to the general operations.

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

The State of Montana has an audit division that is part of the Legislative branch of government. The Legislative Audit Division audits Helena College as part of the biennial audit of all the University of Montana affiliated campuses. The audits are prepared in accordance with the generally accepted audit standards and the governmental audit standards. The audit report, management letters, and findings are submitted to the College, the BOR, and the Legislative Audit Committee. The report is reviewed by the Legislative Audit Committee at a public meeting. The affiliated units of the University of Montana provide their responses to the findings to the Audit Committee and answer questions they may have.
http://www.leg.mt.gov/css/publications/audit/audit_reports_AgencyAlpha.asp (under "University System')

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

Helena College currently does not have an operating foundation associated with the institution. The College is in the process of putting together such a foundation. The foundation will have articles of incorporation and bylaws outlining the relationships that exist between the College and the foundation. Currently, the fundraising has consisted primarily of occasional donations from private parties and local businesses.

Standard 2.G Physical and Technological Infrastructure

Physical Infrastructure

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

Helena College provides and maintains facilities that well support its mission ensuring quality learning and working environments for its community of students, employees, and visitors that are adequate, accessible, safe, and secure. College facilities are situated at two locations within the city of Helena. The Donaldson Campus provides 89,256 square feet for administrative offices, primary student support services, the library, retail services, as well as instructional space for general education/transfer and technical programs. The Airport Campus provides 88,801 square feet of instructional space for trades programs as well as administrative offices and limited student support services. Section 600 of the Helena College Policy and Procedures Manual provides several policies which govern the operation of the College's physical plant.

Between 2006 and 2011, both campuses underwent several major expansions and renovations representing an investment of $10.5 million by the College and the state of Montana. These improvements, including major architectural and mechanical upgrades and a total expansion of approximately 42,000 square feet, have significantly increased the quantity and quality of instructional and support facilities available to students, faculty, and staff. Additionally, these renovations have provided a renewed sense of pride in the institution; greater capacity for growth in enrollment, program offerings, and support services; as well as new opportunities for engaging the Helena community. To adequately maintain this growth in facilities, the College has expanded the personnel responsible for the physical plant to include a professionally contracted Director of Facilities and 6.5 classified staff positions for custodial and maintenance duties. Providing access to our physical facilities and resources is recognized as an important aspect of Helena College's mission and core themes. The College has met the recommendations resulting from an audit of all campus facilities by the U.S. Department of Education Office of Civil Rights in June 2009. Consequently, nearly all existing, renovated, and added facilities currently meet or exceed requirements set forth by the Americans with Disabilities Act and Amendments Act of 1990 (ADAAA).

Security policies and procedures are maintained and administered by the Assistant Dean of Fiscal and Plant, the Assistant Dean of Student Services, the Director of Facilities, and the Safety Committee in accordance with federal, state, and local laws, as well as Montana Board of Regents of Higher Education policy. Due to the small size of the College and surrounding community as well as the lack of residential housing, Helena College does not maintain law enforcement or security personnel. When necessary, security and protective services are provided by the Helena Police Department. In 2012, the Safety Committee comprehensively reviewed and revised Helena College Policy 100.2 which includes the

Emergency Action Plan and Emergency Protocol Policy. The revisions were approved by the College Leadership Team, and the plan and policy are made available to the campus community via the college website. Reference cards with succinct instructions on how to respond to various crises situations, as well as fire evacuation plans are located in all classrooms. All administrative and instructional spaces are equipped with Voice over Internet Protocol (VoIP) telephones that can be used for emergency voice and text communications. Both campus buildings have central alarm systems that are activated outside of published operating hours, are monitored by a third party, and notify campus maintenance personnel and first response agencies in Helena. General safety inspections are conducted at a departmental level once during each semester and are reviewed at length each year by the Safety Committee, and fire drills coordinated by the Facilities Director and the Safety Committee are held at each campus at least once a year. Fire extinguishers, eye wash stations, showers, first-aid kits, automated external defibrillators, and other safety equipment items are regularly inspected.

Based on current enrollment trends and course scheduling demands, Helena College facilities at both campus locations are sufficient in quantity for present instructional needs. Instructional facilities are assigned based on specific course requirements including pedagogy, necessary physical and technological resources, and enrollment capacity. Seating arrangements in classrooms are configured to allow 25 square feet/person to ensure ample space and a comfortable learning environment. Space for administrative offices and support services on the Donaldson Campus is approaching maximum capacity. Future expansion of staffing, programs, or services would require development of new facilities and/or other College-owned property adjacent to the Donaldson Campus. Recent expansions, renovations, improvements to climate control equipment, and regular upgrades of instructional technology all provide for high quality learning, support services, and working environments across both campus locations.

http://www.mus.edu/borpol/bor1000/1008.htm
http://www.mus.edu/borpol/bor1000/1009-1.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/campus_facilities/accessibility.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/100.2_Policy_Helena_College.pdf
http://www.umhelena.edu/campus_facilities/committees/facilitiessafety/default.aspx

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

Helena College uses a Chemical Hygiene Plan (CHP) to manage the use, storage, and disposal of hazardous or toxic materials. The CHP is readily available to all employees who work in labs or shops where such materials are used and can also be obtained from the Assistant Dean of Fiscal & Plant. The plan inventories all chemicals on hand and details proper procedures for storage and disposal. All departments at Helena College are required to regularly maintain appropriate Material Safety Data Sheets (MSDS) and keep those readily available for reference on all hazardous materials. Helena College Policy 600.2 Hazard Communication Program ensures the College's compliance with the Occupational Safety and Health Administration's (OSHA) disclosure requirements per 29 CFT 1910.1200 that all employees are aware of the types of hazardous materials present on both campuses, are trained in the safe handling of those materials, and are informed on how to address any hazardous material emergency that may arise.

The Facilities Department is currently testing an O3 system for cleaning materials. This system would eliminate all cleaning chemicals on campus, and replace them with a water and ozone mixture that is

100% safe, non-hazardous, and approved by the Environmental Protection Agency (EPA) and the Food and Drug Administration (FDA).

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/600.2%20Policy%20Helena%20College.pdf

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

Helena College's Master Plan was created in 2002 to support a funding request to the state legislature. The original plan included an in-depth review of facility needs to support short and long term goals and was developed with input from faculty, staff, and community members. As detailed elsewhere, the College has received significant allocations for facilities expansion and renovation since the inception of the original plan. Consequently many of the original needs have been satisfied while other more immediate needs have since been identified. As the plan was intended to address a 10-year cycle, a new plan is currently in the process of being drafted which has included a request for a physical needs analysis for all programs. The new plan will appropriately reflect the College's mission, core themes, and long range educational and financial objectives and will include plans for the acquisition of additional space to address future growth. Future facility needs are also addressed in proposals the College regularly submits to the Office of the Commissioner of Higher Education, subject to Montana Board of Regents of Higher Education Policy 1003.7, and the state legislature through the Long Range Building Program (LRBP).

http://www.mus.edu/borpol/bor1000/1003-7.pdf

Helena College's Master Plan is available for review by request from the Assistant Dean Fiscal/Plant.

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

The acquisition, maintenance, and replacement of instructional, administrative, support services, and plant equipment is governed by the annual program budget request process which requires demonstration of alignment with the College's mission, core themes, strategic objectives, and identified program outcomes. The College holds maintenance contracts for a variety of plant, instructional, and administrative equipment. In some cases routine equipment maintenance and repair is integrated within the program curriculum, particularly for the trades programs delivered at the Airport Campus.

In the last three years as a result of ongoing renovation projects, Helena College has added, updated, and installed many new energy efficient boilers, roof-top units, air handling units, and exhaust fans. All plant mechanical equipment requires and receives routine maintenance. The Director of Facilities has implemented a "Maintenance Assist" software program that tracks routine maintenance requirements for all mechanical equipment. Once the work is completed, it is logged and detailed for future reference. This process ensures all equipment is on a regularly scheduled maintenance program and satisfies the manufacturer's specifications.

Technological Infrastructure

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

Helena College, through its Information Technology department, provides technology systems, infrastructure, and technical support that are adequate and appropriate for instructional delivery, operations, and student support services. The IT department's mission is to provide accessible, secure, and dependable information technology services responsible to the needs of the students, faculty, and staff of Helena College to support the life-long educational goals of learners. The College's IT network system is segmented which increases efficiency and security by separating various user groups. In addition to wired network access located in faculty and staff offices and at 8 computer labs and kiosks, high bandwidth wireless connectivity is also available for the students, faculty, and staff in all areas on both the Donaldson and Airport campuses. In 2012, the College implemented a Central Authentication Service (CAS) which allows students, faculty, and staff to access a variety of electronic resources through a single sign-on to the college network.

The IT department provides access and technical support to the campus community through expanded staffing and extended hours of operation during the academic year, as well as email and live chat. Areas of concern currently being addressed by the department include improving captioning for compliance with Section 508 of the American Disabilities Amendment Act (ADAA), better facilities and equipment for recording video to support online and hybrid instructional delivery, and a more efficient management system to host video content.

Guidelines for acceptable use of electronic resources are made available to the campus community on the college website, in the student handbook, and the academic catalog. The Director of IT Services is currently working with the Leadership Team in drafting a comprehensive set of institutional policies and procedures to address acceptable use, IT security, and website standards for approval and implementation before the conclusion of the 2013-14 academic year.

Full and hybrid online instruction at Helena College is delivered through Moodle, a learning management system (LMS) that is managed by the Director of Online Education with support from the IT department. The mission of the Office of Online Learning is to facilitate, support, and promote excellence in teaching and learning through the online environment. Currently, the College offers more than 100 online and hybrid courses during the regular academic year with a quarter to a third of all students enrolling in at least one online course each semester.

http://www.umhelena.edu/it/default.aspx
http://www.umhelena.edu/online/default.aspx
http://www.umhelena.edu/it/computerlab.aspx

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

The Helena College IT and Online Learning departments are primarily responsible for providing instruction and support to faculty, staff, students, and administrators in the use of technology to support operations and instruction. The IT department staff and the Director of Online Learning provide both face-to-face and online training opportunities. Face-to-face instruction is made available on a

varying schedule to allow maximum opportunities for participation. Printed resources are also available in the library for faculty and administration on the use of Moodle, the College's online learning management system, as well as third-party resources such as Turn It In and Joule training videos, which are accessible via links embedded within Moodle.

Students receive instruction on technology and web-based support services and tools including course registration, financial aid, tuition and fee payment, email, Starfish, and Moodle through initial advising sessions and new student orientations that are mandatory and held prior to the beginning of each semester. Adjunct faculty members are also provided training on campus and instructional technology at orientation sessions scheduled each semester during the regular academic year.

Consideration is currently being given to dedicating an open block of time campus-wide or at the departmental level to provide the faculty and staff availability to better opportunities for more consistent training on technology tools and resources.

http://www.umhelena.edu/it/default.aspx
http://www.umhelena.edu/online/default.aspx

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

The Helena College Information Technology department with assistance from the Information Technology Committee is responsible for planning technology infrastructure. The mission of the IT Committee, a standing institutional committee with staff and faculty members, is to align planning and resources allocation for classroom technology with the mission and strategic goals of the College.

The committee is in the process of designing and administrating surveys for students, faculty, and staff members to solicit widespread input on IT services, infrastructure, and technology needs. Subcommittees have been assigned for governance and operation of the College website, as well as development of an Intranet site to streamline the College's workflow and enhance communication and collaboration. Input and evaluation of technological services and support are also provided from the results of recurring institutional surveys including the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE), as well as recent special focus surveys that have targeted online education, library services, and adult learners.

http://www.umhelena.edu/campus_facilities/committees/it/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/institutional_surveys.aspx

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

Technology equipment in all student computer labs, as well as that provided to faculty and staff for their workstations, is replaced on a three-year rotation schedule with software updates occurring on a continual basis as new versions are made available. Campus network bandwidth is monitored and upgraded as necessary to support user volume. Currently the IT department is increasing the College's network bandwidth to 10 Gigabits to support increasing levels of demand. Classroom technology,

primarily projection and audio equipment, and network servers are added and updated on an as-needed basis.

Conclusion

This Three-Year Self-Evaluation Report demonstrates Helena College's responsiveness to and continued participation in the NWCCU's revised accreditation cycle. In a period of dynamic enrollment growth and facilities renovation/expansion, the College has clarified and reaffirmed its mission, articulated a comprehensive set of long-term priorities, and is committed to achieving its strategic goals and core theme objectives through systematic data-informed planning, outcomes assessment, and resource allocation.

The College has responded to outstanding recommendations from the 2010 Comprehensive Evaluation by implementing changes in governance, staffing, communications, and operational processes that allow for better integration between its two separate campus locations and regular assessment of each campus's unique instructional and service needs. The adoption of a new strategic plan strongly aligned to the College's mission and core themes as well as implementation of new planning and assessment process tied to resource allocation provides a systematic platform for decision-making and continuous improvement of all programs and services. Academic programs are in the process of identifying and assessing learning outcomes aligned to the College's mission, core themes, and institutional competencies. Non-academic programs are also identifying and assessing mission-aligned outcomes using a variety of performance indicators. In 2012, the College hired its first institutional researcher to support assessment, data collection and analysis, and accreditation activities.

The College responded to recommendations from the evaluation of the 2011 Year-One Report by conducting a comprehensive review of its core theme objectives, indicators of achievement, and determination of mission fulfillment. Objectives and outcomes have been streamlined and are now supported by indicators that provide specific targets based on assessable measures. A framework has also been created that defines and allows for evaluation of an acceptable threshold of mission fulfillment.

Finally, through an inclusive yearlong process, the College has conducted a thorough review of its compliance with Standard Two including thoughtful evaluation of its resources and capacity to successfully achieve its mission, goals, and objectives. As expected, this evaluation reveals areas of strength as well as areas where opportunities for further improvement exist. Helena College is well-situated for continued growth and improvement in fulfilling its mission to help students achieve their lifelong educational goals by providing access to high quality learning opportunities that are responsive to the communities it serves.

Appendices
Appendix 1: Sample Annual Program Planning & Assessment Form
Appendix 2: Sample Annual Budget Request Justification
Appendix 3: Helena College Course Syllabus Template
Appendix 4: Helena College Professional Development Report FY 2009-13
Appendix 5: Helena College Sample Curriculum Maps
Appendix 6: Sample Orientation Schedules
Appendix 7: Helena College Budget Planning Documents

Appendix 1: Sample Annual Program Planning & Assessment Form

HELENA COLLEGE University of Montana

Annual Planning and Assessment Report

Helena College University of Montana, a comprehensive two-year college, provides access to and support of lifelong educational opportunities to our diverse community

2012-13	Academic Year
Della Dubbe	Report Author
Library Services	Program/Unit

Core Themes

Provide Access and Support: high quality educational activities and programs important to achieving student success
Demonstrate Academic Excellence: integrity, quality and reliability in all academic and non-academic programming
Strengthen the Community: Meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to additional educational attainment, and serving as a facilitator for cultural enrichment

2012-22 Strategic Goals:
Partner for Student Success
Integrate Assessment/Planning
Attain Excellence
Support the Community
Advance the Institution
Develop Resources

Overall Program Mission/Outcome Statement:

The mission of the Helena College Library is to enhance faculty instruction and promote continued learning by providing services, resources and access to information, both print and electronic, in support of student success in the programs offered.

Narrative: (Provide additional information to explain or clarify objectives, strategies, indicators, and/or resources)

Information literacy enables student success at Helena College, in the workforce and in further educational attainment. What the library does therefore advances our institution and strengthens the community. Our objectives focus on what we need to enable excellence. Information literacy instruction targeted to college programs, increased accessibility and usage of electronic resources, student and community involvement, and the quality of our resources, are all essential to our mission.

Objective (State as an assessable outcome)	Core Theme Alignment (Use control key for multiple selections)	Strategic Plan Alignment (Choose one goal)	Strategies to accomplish objective	Performance Indicator or assessment tool to measure fulfillment	Required resources (If fiscal, cite budget index & amount)	Time frame/ Projected completion date	Responsible party (Who will implement and monitor objective?)	Outcome & final review date (Summarize findings)
Provide information literacy instruction targeted to programs and degrees offered	Access & Support / Academic Excellence / Strengthen Community	Student Success / Assess/Plan / Attain Excellence / Support Community / Advance Institution / Develop Resources	Reference help / Book a Librarian / Library instruction / Online tutorials / Chat reference / Integration of resources into LMS	Usage by class/ program / Other usage stats / Percentage of FTE served / SAILS / Instructor collaboration(s)		Ongoing	Librarian, Elizabeth Karr / Director, Della Dubbe	316.46 hrs. ref. / 171 Book a Lib. / 47 group instruc. / instruction=43.6 % of FTE for Library Services in all Moodle courses / 104 tutorial cert.
Increase accessibility and usage of electronic resources	Access & Support / Academic Excellence / Strengthen Community	Student Success / Assess/Plan / Attain Excellence / Support Community / Advance Institution / Develop Resources	Update web site content, databases, libguides, and research guides / Create reference space in the library / Create library kiosk on airport campus	Web site hits / Libguides usage / Database usage / Catalog usage	Two computer workstations ($3335 - in supplies <$5000)	July 2013	Director, Della Dubbe / Librarian, Elizabeth Karr	Web site entry hits=5,757 / Libguides usage=16,880 / Database documents viewed=14,286 / Catalog usage=974 / Circulation=3528

Appendix 1: Sample Annual Program Planning & Assessment Form (continued)

Della Dubbe / Report Author
2012-13 / Academic Year
Library Services / Program/Unit

HELENA COLLEGE University of Montana

Objective (State as an assessable outcome)	Core Theme Alignment (Use control key for multiple selections)	Strategic Plan Alignment (Choose one goal)	Strategies to accomplish objective	Performance Indicator or assessment tool to measure fulfillment	Required resources (If fiscal, cite budget index & amount)	Time frame/ Projected completion date	Responsible party (Who will implement and monitor objective?)	Outcome & final review date (Summarize findings)
Involve HC students and the surrounding community in Helena College and the library	Access & Support; Academic Excellence; Strengthen Community	Student Success Assess/Plan; Attain Excellence; Support Community; Advance Institution; Develop Resources	Rearrange space for quiet study; Offer enriching programming; Partner with other libraries and community org.	Library usage stats; Two programs/ displays per sem. (Big Read event); One book HC; Bookmobile stop @airport campus	Travel monies to collaborate and network	July 2013	Director, Della Dubbe; Library Technician, Mary Ann George	In-library usage=13,010; 2 Big Read prog.; 15 displays; Big Read took place of One book
Improve quantity and quality of library resources and human resources	Access & Support; Academic Excellence; Strengthen Community	Student Success Assess/Plan; Attain Excellence; Support Community; Advance Institution; Develop Resources	Instructor led selection and input; Instructor review of subject areas; Build core/manage collection; Maintain approp. hrs. and staffing; Require prof. dev.	Suggestion stats; 1 review per sem.; Title adds/deletes; Percentage of prof. ref desk coverage; Two prof. dev. activities (online or on site) per semester	Increased work study hours; Professional Development monies	July 2013	Director, Della Dubbe	38 purchase req.; 510 titles added; 3 instructor subject area reviews; prof. dev.= 4 in person, 14 webinars; 99% prof. ref desk
	Access & Support; Academic Excellence; Strengthen Community	Student Success Assess/Plan; Attain Excellence; Support Community; Advance Institution; Develop Resources			Purchased a scanner & table & laptop tables instead of 2 computer workstations (see above)			Final review date: 9/25/13

Mid-Year Report: (Provide a summary of progress on objectives and note revisions of strategies, indicators, resources, and/or time frame)

All on target with following exceptions:
Objective #1 - Add "other library activities in LMS (moodle)" to performance indicators.
Objective #2 - Postpone completion date for library kiosk strategy on airport campus to August 2013 due to coordination with IT and questionable funding.
Objective #3 - Postpone One Book HC performance indicator to August 2013 for more complete organizational planning. Would perhaps be better as a strategy for 2013-14 with participation as indicator.
Objective #3 - Lewis & Clark Library Bookmobile stop performance indicator will not be completed due to scheduling on their part.

Program Budget Summary: (Complete with Mid-Year Report)

Budget Index Code: H01070
Current Year Allocated: 91,695
Current Year Expended: 81,773

Appendix 2: Sample Annual Budget Request Justification

Budget Request Justification
(See the budget spreadsheet file for instructions.)

Program Name and Number: RN Nursing Program HO 7011

Preparer(s): Sandy Sacry

Type of Request: Request for fiscal commitment of support for the RN Program that promotes the strategic principles of the College: connecting with the community, creating access, growing aggressively and developing resources by fiscally supporting the RN program. Montana State Board of Nursing requirements: Administration to "Provide physical, fiscal and human resources for the program as identified in the 2004 Special Report". The Nursing Program is currently accredited through the Dec. 2016.

Budget Justification: The Registered Nursing program provides training in the health care area that is a priority locally and state-wide. (creating access). This program supports the Mission of the College to develop the workforce (promotion of student success) and support economic development (development of resources) in our Community (connecting with our community).

Staffing Narrative: A total of 3 FTE's is needed for the program (2 FTE Instructors, ½ FTE Program Director and ½ FTE administrative assistant) A full time Nursing Director is required by the Montana State Board of Nursing (24.159.650(1) "Baccalaureate and associate degree RN programs must be administered by a full-time program director."

We are also requesting a 1 FTE for a laboratory/simulation assistant to be shared by the PN and RN programs.. Simulation has proved to be very helpful as evidenced by the student surveys and pass rate of the students, however, faculty verifies that simulations takes much more time to prepare and administer.

Operating Cost Narrative:

Budget Category	Requested Amount(s)
Minor Supplies, Materials, Small Tools, Software and Equipment <$5,000	
Office supplies	$400
*Classroom supplies	$5000
Nursing Banner	$600
Mental Health DVD's	$500
Storage system for DVD's	$500
Baxter IV pump	$3000
Scantron supples	$600
Justification: Core Theme 2: Demonstrate academic excellence; Objective 1: To enhance learner's college level skill development.	

Major Supplies, Materials, Small Tools, Software and Equipment = or > $5,000	
Sim Express	$46,000

Appendix 2: Sample Annual Budget Request Justification (continued)

Budget Request Justification
(See the budget spreadsheet file for instructions.)

Wireless Sim man Justification: Core Theme 2: Demonstrate academic excellence; Objective 1: To enhance learner's college level skill development.	$100,000

Repair and Maintenance	
Preventative Maintenance for Sim Man Printer maintenance Justification: Core Theme 1: Provide Access and Support; Objective 2: To provide support through institutional processes and academic experiences.	$6000 $250

Communication (Cell phones, Postage, Delivery, etc.)	
Mailings Justification: Core Theme 3: Strengthen the Community; Objective 1: To be responsive to the regional workforce needs.	$200

Travel (Lodging, Meals, Transportation, etc.)	

Travel
 	
Justification:
Core Theme 1: Provide Access and Support :
  Objective 1: To Provide access to lifelong learning opportunities
Core Theme 3: Strengthen the Community;
  Objective 4: To develop and strengthen employee knowledge, skills, and engagement.
	$300

Professional Development, Training & Conferences	

Training for 3 faculty
 	
Justification:
Core Theme 1: Provide Access and Support:
  Objective 1: To Provide access to lifelong learning opportunities
Core Theme 3: Strengthen the Community;
  Objective 4: To develop and strengthen employee knowledge, skills, and engagement
	$4500

Subscriptions, Dues, Fees & Licenses	
NLNAC yearly fee Vaccinations/Certifications	$2125 150

Appendix 2: Sample Annual Budget Request Justification (continued)

Budget Request Justification
(See the budget spreadsheet file for instructions.)

MNA dues Montana Nursing License 1 faculty (q other year) Justification: Core Theme 2: Demonstrate Academic Excellence; Objective 3: To prepare the 21st century employee Core Theme 3: Strengthen the Community; Objective 4: To develop and strengthen employee knowledge, skills, and engagement.	500

Contracted Services	
*Capitol Laundry	$300
Sure Way Sharps	200
Student Handbooks	300
*Student Name Tags	192
*Student Pins	576
*ATI fees	$10928
 Justification: Core Theme 2: Demonstrate academic excellence; Objective 1: To enhance learner's college level skill development	

Facility and Equipment Rent	
Pinning	$200
 Justification: Core Theme 1: Provide Access and Support; Objective 2: To provide support through institutional processes and academic experiences.	

Utilities	
Landline for 2 faculty	$650.00
 Justification: Core Theme 3: Strengthen the Community; Objective 1: To be responsive to the regional workforce needs.	

Other	
Pinning Ceremony	$250
Advisory Board Meeting	150
Faculty badges and business cards	125
Marketing and Branding/ Bulletin Board	300

Appendix 2: Sample Annual Budget Request Justification (continued)

Budget Request Justification
(See the budget spreadsheet file for instructions.)

Warm Springs Clinicals	2000
Nursing Retreat	
STEP tests	200
	1200
Justification: Core Theme 1: Provide Access and Support; Objective 2: To provide support through institutional processes and academic experiences. Core Theme 3: Strengthen the Community; Objective 4: To develop and strengthen employee knowledge, skills, and engagement.	

Available Funding Sources: (*List any sources other than our normal State funds and tuition that will or can be used to pay for the requested budget. Include course fees, grant funds and donations in the list of available funds for both existing sources and any proposed new sources.*)
*Indicates fee
*NRSG 265 Lab fee-$30=$480
*Laundry fee-$5=$80
*Nursing Name tags-$12 fee=$192
*Nursing Pins fee-$36=$575
*ATI test fee-$650=$10,400
*STEP tests fee-$30=$1200

Appendix 3: Helena College Course Syllabus Template

HELENA COLLEGE
University of Montana

Course Title

Course Number and Section
Semester and Year

Instructor: Name, Telephone Number, ext. XX with voice-mail (if applicable)
E-mail: URL
Academic Web Site: URL, if applicable
Office Hours: Days and Times, and/or By Appointment
Office: If applicable

Course Description
[Should be from the Curriculum Guide Course Description]

Course Outcomes
[Should be from the Curriculum Guide Course Statement]

Required Texts
[Text(s) title(s), author(s), edition. Supplementary Materials by title and author (like a FacPac).
Non-required yet recommended texts if applicable]

Scantrons [Optional]
[Students are required to purchase scantrons from the bookstore for all exams. Scantrons are
$.25 each.]

Attendance and Participation
[Your policy, including any penalties;

Note: The most recent attendance policy that was discussed this past Spring has been placed on
hold.

Grading Policy
[A fairly detailed explanation of your grading system, including late policy/penalties, assignment
values (point system, letter grade, etc.)]

Academic Accommodations
Students with physical, cognitive, or learning disabilities who seek accommodations should
contact Disability Services Director Ernest Biller, located in Room 119, at 447-6952, or
ernest.biller@umhelena.edu. Only students registered with the Disability Resources Office are
permitted accommodations. All information will be kept confidential.

1

Appendix 3: Helena College Course Syllabus Template (continued)

Academic Dishonesty
Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures, as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "FX" in the course which signifies a failing grade due to academic dishonesty.

[State your course specific policy………(i.e.: first offense , assignment receives a grade of '0')]

ALCC: Advising, Learning, and Career Center
ALCC is open from 8 a.m. to 7 p.m. Monday through Thursday and 8 a.m. to 4 p.m. on Fridays. It is fully staffed with student and faculty tutors who can assist you in just about any academic area of the school. You will also find computers there for your use, and most of the software packages used by your program are on one or more of these computers. These services are free for Helena College students. We recommend that you familiarize yourself with ALCC and know what resources are available when you need them. The computer lab in Room 131 is also made available to students during these hours.

Campus Bookstore
The Bookstore is located on the Donalson Campus on the south side of the building. All required course materials are available for purchase at the Bookstore, as well as supplies, snacks, and Helena College apparel. Bookstore hours are 8:00 a.m. to 4:30 p.m. Monday thru Thursday and 8:00 a.m. to 3:00 p.m. on Fridays, with special hours for Summer Session.

Children On Campus
It is the policy of Helena College University of Montana not to allow non-student children, under the age of 18, of students, employees, or visitors in campus classrooms, laboratories, high-risk areas, work areas, store rooms, hallways, the library, and areas adjacent to classrooms, laboratories, or offices, except under circumstances as defined in this policy. A non-student child who has an illness that prevents him or her from being accepted by a regular day care provider or school, particularly a child with an infectious disease, may not be brought to Helena College under any circumstances.

All Helena College policies shall adhere to and be consistent with applicable federal and state laws and regulations; Board of Regents' policies and procedures; and The University of Montana's policies and procedures.

Emergency Campus Closure
In the event of a campus closure due to weather, emergency or hazardous situation, students will be notified of the campus closure (and re-opening) via the Helena College website homepage, Facebook, and radio or television alerts. Students who have chosen to opt in to the emergency text message alert system will be sent text message updates via the mobile phone number registered with the system.

2

Appendix 3: Helena College Course Syllabus Template (continued)

Email Use
The Helena College states that all official student email correspondence be sent only to a student's Helena College email address and that faculty and staff consider email from students official *only* if it originates from a Helena College account. This allows the College to maintain a high degree of confidence in the identity of all individuals and the security of transmitted information. Helena College furnishes each student with a free email account that is to be used in all communication with College personnel.

Faculty Support Desk [Optional Inclusion]
This is where you can take makeup tests and where you drop off papers for or pick up papers from instructors – "Red Envelope Service." A photo ID is required for testing or to pick up papers.

Library Services
The library is located on the Donaldson campus next to the main entrance and is open from 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Fridays. Onsite, the library is a place for quiet study and houses book, dvd and magazine collections. Online, from the Library website, at http://umhelena.edu/library , you will find a large collection of electronic resources available 24/7 -- databases of ebooks, encyclopedias, and journal articles as well as resource guides to help with your study and research -- accessible from any device with Internet access.   The library staff is available to help you with research in the library, by telephone and remotely through chat and email. You can also "Book a Librarian" for one on one research help.

Miscellaneous
[Your additional course policies, how assignments are to be formatted, breaks (for classes longer than 50 minutes) cell phones, etc.]

[Be sure to include this statement below or one similar]
NOTE: This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class.

Calendar/Course Outline
[This section is suggested/recommended. The days' or weeks' topics, reading and/or writing assignments, etc.; for example could be included]

Appendix 3: Helena College Course Syllabus Template (continued)

Academic Rigor at the Helena College

We, the faculty members of the Helena College, believe that academic rigor, as a core value, helps promote lifelong learning and is an integral aspect of providing a substantive, responsive and accessible learning environment. Academic rigor means sustaining a learning environment that challenges students to attain high levels of intellectual and technical skills in an ethical manner. Rigor should pervade every aspect of the college: teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Teaching
Rigorous teaching permits faculty members to create learning environments that encourage students to grow in confidence, competence, and control. Rigorous teaching requires a professional commitment to academic discipline and to inspiring students to develop their knowledge and understanding by developing their learning skills. Students should be able to expect faculty members to:

1. Strive to clearly communicate the course expectations and have them summarized on the syllabus, and to follow the curriculum;
2. Strive to come to class prepared, and to give students useful feedback on their assignments in as timely manner as the situation permits;
3. Strive to be available to students outside of the classroom;
4. Strive to make assignments relevant, meaningful and challenging;
5. Strive to create opportunities for learning in ways geared to students' diverse talents and abilities;
6. Strive to reduce, if not eliminate, the students' perceived need to plagiarize and to challenge plagiarism should it occur; and
7. Strive to evaluate our courses and ourselves.

Rigorous Learning
To make the most of the college experience, students should approach college in terms of a rigor complementary to the faculty's. Rigorous learning requires fortitude, persistence, preparation, hard work, and zeal. Since college shifts students from the teacher-centered style of high school learning to a student-centered style of learning, it places a higher level of responsibility for performance onto the students. Such high performance at a demanding institution can lead to a successful and satisfying career. Therefore, rigorous students should expect themselves to:

1. Set high expectations along with a strong sense of collegiate purpose;
2. Come to class prepared to work, and to submit assignments by the deadlines;
3. Make the most of their time with faculty members in and out of class;
4. Treat fellow students and the classroom with respect, and to participate in the academic process;
5. Manage their time so they can treat college as real work with real value;
6. Participate with complete honesty and integrity;
7. Understand that collaboration with classmates on assignments, when required or encouraged, is acceptable behavior as long as the products of those assignments are truly the student's own work;
8. Accept responsibility for learning and for the grades earned.
[Based upon the academic rigor statement of CSU-Chico.]

Appendix 4: Helena College Professional Development Report FY 2009-13

Helena College University of Montana

Professional Development Fund Summary FY9-13

	FY2009	FY2010	FY2011	FY2012	FY2013	5 Yr Ave
Requests Approved	43	37	41	44	48	43
Requests Cancelled	4	2	7	3	4	4
Requests Denied	1	3	1	3	4	2
Total	44	40	42	47	52	45

	FY2009		FY2010		FY2011		FY2012		FY2013		5 Yr Ave	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Faculty Requests	8	8	4	9	6	9	2	14	6	12	5	10
Faculty Amount	$4,056	$8,140	$4,800	$11,857	$7,954	$8,435	$509	$10,047	$9,944	$15,058	$5,453	$10,707
Staff Requests	10	17	9	15	10	16	13	15	15	11	11	15
Staff Amount	$6,949	$14,802	$5,448	$12,390	$3,911	$13,432	$10,189	$19,245	$7,040	$7,575	$6,707	$13,489
Subtotal Approved	$11,005	$22,942	$10,248	$24,247	$11,865	$21,867	$10,698	$29,292	$16,984	$22,633	$12,160	$24,196
Total Approved	$33,947		$34,495		$33,732		$39,990		$39,617		$36,356	
Actual Expenditure	$33,880		$33,657		$33,160		$38,273		$38,462		$35,486	

Appendix 4: Helena College Professional Development Report FY 2009-13 (continued)

Professional Development Awards FY09

Name	Title	Conference/Training	Date(s)
Cindy Yarberry	Director of the Learning Center & Disability Services	AHEAD Annual Conference	July 14-19
Nancy Grabowski	Senior Accountant	Essentials of Management #2	Multiple Dates: Aug & Sept
Jeff Block	Manager, IT Services	CIT 2008	October 19-22
Shelly Kaiser	IT Support Specialist	CIT 2008	October 19-22
Kevin Smith	Financial Aid Specialist	Rocky Mountain Association of Federal Student Aid Administrators	October 18-22
Winnie Strainer	Assistant to the Dean/CEO	Mistake-Free Grammar & Proofreading	October 29
Val Lambert	Director of Financial Aid	Creative Leadership	October 8
Dave Jones	Instructor, Automotive Technology	ATRA Powertrain Exposition	October 29-November 2
Steve Schlauch	Instructor, Automotive Technology	ATRA Powertrain Exposition	October 29-November 2
Mike Ceartin	Instructor, Construction Technology	NAHB Certified Green Building Professional Courses	November 13-15
Heather Ireland	Assistant to the Associate Dean	Meeting-Ful Minutes	October 14
Karen Raphael-Conley	Adjunct Faculty, Construction Technology	IDEC Pacific West Regional Conference	October 29-31
Sarah Dellwo	Registrar	MACRAO	October 23-24
Sheri Marchand-Smith	Instructor, Nursing	ATI	November 7
Candace Pescosolido	Instructor, Nursing	ATI	November 7
Mary Ann Zeisler	Instructor, Nursing	ATI	November 7
Karmen Williams	Instructor, Nursing	ATI	November 7
Barb McAlmond	Marketing & Communications Coordinator	Facebool On Campus: Applications, Tools & Tips for Your College	November 18
Steve Schlauch	Instructor, Automotive Technology	MACS Convention & Trade Show	February 5-7
Karl Kruger	Instructor, Aviation Maintenance Technology	Lycoming Piston Engine Service School	May 12-20
Barbara Yahvah	Instructor, Accounting & Business Technology	Annual Economic Outlook Seminar	January 27
Tamara George	Administrative Associate, ACCESS Center	How to Supervise People	February 4
Sandra Sacry	Director of Nursing	NLN Self-Study Forum	March 9-10
Barb McAlmond	Marketing & Communications Coordinator	National Council for Public Relations & Marketing	March 15-18
Seth Slocum	Instructor, Welding Technology	Ed2Go: Keyboarding & Intro to the Internet	September 17 - December 5
Scott Schneckloth	Instructor, Welding Technology	Ed2Go: Keyboarding & Intro to the Internet	September 17 - December 5
	Maintenance Staff	Implementing and Managing a Green Cleaning Program	February 10
Kevin Brockbank	Executive Director of Academic & Workforce Development	Workforce Development Institute	January 28-31
Danny Straw	Computer Support Specialist	Microsoft Management Summit	April 26 - May 2
Victoria Gregori	Interpreter	TERPexpo	April 2-6
Janice Bacino	Director of Library Services	Association of College & Research Libraries National Conference	March 12-15
Cherry Beatty	Administrative Associate, Nursing/Community Education	The Indispensable Assistant	February 19
Barb McAlmond	Marketing & Communications Coordinator	Increasing Student Yield with Better Communication Techniques	March 31
Kendall May	Admissions Representative/Recruiter	Increasing Student Yield with Better Communication Techniques	March 31
Daniel Bingham	Dean/CEO	89th Annual American Association of Community Colleges	April 3-7
Mary Ann Zeisler	Instructor, Nursing	Cognitive-Behavioral Treatment	March 27
Cindy Yarberry	Director of the Learning Center & Disability Services	Ahead Northern Rockies Spring Conference & Annual Meeting	May 20-21
Tricia Tyhurst	Instructor, Office Technology	Medical Coding National Conference	April 3-6
Nancy Grabowski	Business Manager	Western Association of College & University Business Officers	May 3-6
Rick Purcell	Instructor, Diesel Technology	Universal Technical Institute	April 6-10
Russ Fillner	Assistant Dean, Fiscal & Plant	GAAEN Accounting and Auditing Update	May 5-6
	Maintenance Staff	31st Annual Custdial Seminar	June 16
Val Lambert	Director of Financial Aid	NASFAA - Professional Judgment Webinar	June 11
	Supervisors	Handling Difficult Conversations: Keys to Stopping Bad Behavior	June 18

Appendix 4: Helena College Professional Development Report FY 2009-13 (continued)

Professional Development Awards FY10

Name	Title	Conference/Training	Date(s)
Heather Ireland	Administrative Assistant to the Academic Dean	Administrative Assistant's Conference	July 16, 2009
Val Lambert	Director of Financial Aid	Ten Behaviors of Managers Who Excel	July 22, 2009
Kim Haughee	Instructor, Mathematics	Math Fest	August 6-8, 2009
Mike Brown	Assistant Dean of Student Services	Student Services for Community Colleges: Streamline Your Services	August 13, 2009
Laura Glifreda	Cashier	UM-Helena CAPP 156 Microsoft Excel Course	Sep. 2 to Dec. 18, 2009
Barb McAlmond	Marketing & Communications Coordinator	National Council on Marketing & Public Relations	2009-2010 (Annual Membership)
Jeff Block, Shelly Kaiser, Danny Straw, IT Staff & Faculty as available	IT Department	SkillSets Online	2009-2010 (Annual Access)
Sarah Dellwo	Registrar	Montana Assoc of College Registrars and Admissions Officers Fall Conference	October 8-9, 2009
Nathan Munn	Instructor, General Education	Consciousness: The Welcourse and Advanced Seminar	Nov 14, 2009 to Feb. 7, 2010
Terri Clairmont	Financial Aid Specialist	Montana Conference For Women	October 22, 2009
Rick Purcell	Instructor	Troubleshooting Hydraulic Components	December 14-18, 2009
UM-Helena Staff	Student Services, Academics, Administrative, Fiscal & Plant	Noel-Levitz Connections Now: Creating a Culture of Quality Service	Spring 2010
Susan Kirley	Personnel Specialist	Communication Bulletin for Managers & Supervisors	2009-2010 (Annual Membership)
Kevin Brockbank	Executive Director of Academic & Workforce Development	Introductory Grants Workshop	February 4 & 11, 2010
UM-Helena Staff	Student Services, Administrative, Fiscal & Plant	Women's Leadership: Successful Delegation	December 2, 2009
Sheri Marchand-Smith, Candace Pescasolido	Instructors, Nursing	Quality & Safety Education in Nursing Institute	January 13-15, 2010
Sandy Sacry	Program Director, Nursing	Grant Proposal Writing Workshops	January 7-8, 11-15, 2010
Jenni Andersen, Joella Frost, John Hartman	General Education Lab Coordinator & Science Instructors	Laboratory Safety Institute Video/DVD on Lab Safety	Ongoing
Sarah Dellwo	Registrar	Conflict Management for Women	February 18, 2010
Troy Maness	Lead Adjunct Instructor, Fire & Rescue	Fire Department Instructor's Conference	April 19-24, 2010
Heather Ireland	Administrative Assistant to the Academic Dean	The Indispensable Assistant	March 23, 2010
Barb McAlmond	Marketing & Communications Coordinator	National Council on Marketing & Public Relations Annual Conference	March 14-17, 2010
Mary Ann George	Library Assistant/Technician	Montana Library Association Conference	April 7-10, 2010
Karen Raphael-Conley	Instructor, Interior Space Planning & Design	NeoCon World Trade Fair 2010	June 14-16, 2010
Karl Kruger	Instructor, Aviation Maintenance Technology	Eurocopter Airframe Field Maintenance School	June 14-25, 2010
Daniel Bingham	Dean/CEO	2010 American Association of Community Colleges Convention	April 15-20, 2010
Brian Roberts	Lead Adjunct Instructor, Fire & Rescue	Fire Department Instructor's Conference	April 18-22, 2010
Joan Schneider	Instructor, Office Technology	XII Online Learning Conference	March 11-12, 2010
Lee Suttorp	Adjunct Instructor, Office Technology	XII Online Learning Conference	March 11-12, 2010
Cindy Yarberry	Director of the Learning Center & Disability Services	XII Online Learning Conference	March 11-12, 2010
Russ Fillner	Assistant Dean Fiscal & Plant	GAAEN	May 4-5, 2010
Mary Lumett	Director of Continuing Education	LERN Summer Institute	June 7-10, 2010
Christine Stergar	Continuing Education	LERN Summer Institute	June 7-10, 2010
Sherri Stevens	Assistant Registrar	Powerful Communication Skills For Women	May 19, 2010
Jami Burk	Admissions Evaluator	MACRAO Spring Conference	April 1-2, 2010
Mike Brown	Assistant Dean of Student Services	Essentials of Management	May-June 2010
Student Services	Staff	Staff Development & Service Day (MT Professional Development Center/YWCA)	June 23, 2010

Appendix 4: Helena College Professional Development Report FY 2009-13 (continued)

Professional Development Awards FY11

Name	Title	Conference/Training	Date(s)
Tom Jungst	Instructor, Machine Tool Instructor	4th Annual North American HTEC Network	July 13-15, 2010
Cindy Yarberry	Director of the Learning Center & Disability Services	AHEAD Annual Conference	July 12-18, 2010
Steve Lewis	Instructor, General Education	Shakespeare in the Classroom	July 5-11, 2010
Cindy Yarberry & UMH Staff and Faculty	Director of the Learning Center & Disability Services	Disability Compliance in Career and Online Learning	2010-2011
Heather Ireland	Assistant to the Associate Dean	Gender and Organizational Communication	July 15, 2010
Heather Ireland	Assistant to the Associate Dean	Emotional Intelligence	September 14, 2010
Philip Osborne	Adjunct Instructor, Accounting & Business Technology	Managing Time, Difficult Situations, Stress and Organizational Skills	October 25, 2010
Mary Ann George	Library Technician	Pacific Northwest Library Association Leadership Institute 2010	October 17-22, 2010
Jennifer Schade	Administrative Assistant Enrollment Services	Montana Conference for Women	October 12, 2010
Winnie Strainer	Assistant to the Dean/CEO	Managing Multiple Priorities, Projects and Deadlines	October 25, 2010
Jean Schneider	Instructor, Business & Office Technology	Managing Multiple Priorities, Projects and Deadlines	October 25, 2010
Jami Burk	Admissions Evaluator	Montana Association of College Registrars & Admissions Officers Fall Conference	October 14-15, 2010
Sarah Dellwo	Registrar	Montana Association of College Registrars & Admissions Officers Fall Conference	October 14-15, 2010
Dave Jones	Instructor, Automotive Technology	2010 AVI Training Conference	November 4-5, 2010
Steve Schlauch	Instructor, Automotive Technology	2010 AVI Training Conference	November 4-5, 2010
Shelly Kaiser	Information Systems Support Specialist	Institutional Research Training	Fall 2010
Fred Pease	Financial Aid Specialist	Helping Montana's Students and Teens During Tough Economic Times	November 8, 2010
David Bingham	Dean/CEO	WICHE Strategic Planning and Resource Allocation Workshop	December 2-3, 2010
Valerie Osborne	Accountant	WICHE Strategic Planning and Resource Allocation Workshop	December 2-3, 2010
Seth Slocum	Instructor, Welding Technology	WACUBO Strategic Planning and Resource Allocation Workshop	December 2-3, 2010
Rick Purcell	Instructor, Diesel Technology	Cummins Northwest Diesel Engine Training	December 14-17, 2010
Jami Burk	Admissions Evaluator	AACRAO Transfer Conference	January 30-February 1, 2010
Heather Ireland	Assistant to the Associate Dean	The Essentials of Communicating with Diplomacy and Professionalism	January 26-27, 2011
Barb McAlmond & Danny Straw	Marketing & Communications Coordinator/IT Specialist	Writing Right for the Web – Communicating via Your Traditional Website	November 18, 2010
Russ Fillner	Assistant Dean Fiscal & Plant	GAAEN Accounting and Auditing Update	May 10-11, 2011
Nancy Grabowski	Accounting Manager	WACUBO Intermediate Accounting	April 2011
Russ Fillner	Assistant Dean Fiscal & Plant	WACUBO Annual Meeting	May 1-4, 2010
Mary Ann George	Library Technician	Library Media Course (UM course C&I 483 Library Media Technical Processes	Spring 2011
Dave Jones	Instructor, Automotive Technology	Hybrid & Electric Vehicle Workshopr for Educators	June 25-30, 2011
Shelly Kaiser	Information Systems Support Specialist	Sungard Summit (Annual Banner Conference)	March 18-23, 2011
Fred Pease	Financial Aid Specialist/Student Loan Officer	Sungard Summit (Annual Banner Conference)	March 18-23, 2011
Valerie Osborne	Student Accounts/Financial Aid Specialist II	Sungard Summit (Annual Banner Conference)	March 18-23, 2011
Barb Yahvah	Instructor, Business & Office Technology	UM Economic Outlook Summit	January 25, 2011
Troy Maness	Instructor, Fire & Rescue	Fire Department Instructor's Conference	March 23-26, 2011
Brian Roberts	Instructor, Fire & Rescue	Fire Department Instructors Conference	March 23-26, 2011
Karen Raphael-Conley	Instructor, Interior Space Planning & Design	IDEC	March 16-20, 2011
Tim Harris	Instructor, Welding Technology	Miller Training for Welding Instructors	May 16-20, 2011
John Bintz	Director, TRIO Student Support Services	State Application for Counseling Licence (LCPC)	Spring 2011
Wyatt Conard	Maintenance Worker II	Low Pressure Boiler Class	March 15-17, 2011
Josh Bennett	Bookstore Manager	Growing Campus Store Sales through Customer Loyalty Programs	February 15, 2011
Tammy Steckler	ACCESS Center Assistant/VA Benefits Coordinator	Changes to the Post 9/11 GI Bill	February 23, 2011
Valerie Osborne	Financial Aid Specialist II	RMAFSAA Summer Institute	June 5-10, 2011
James Bizom	Financial Aid Specialist I	RMAFSAA Summer Institute	June 5-10, 2011
Samantha Cooley	Administrative Assistant, Nursing	The Indispensable Assistant	March 22, 2011
George Sonnenberg	Instructor, Accounting & Business Technology	MSU Northern Business Student Competition	April 11-12, 2011
Barbara Yahvah	Instructor, Accounting & Business Technology	MSU Northern Business Student Competition	April 11-12, 2011
Dave Jones	Instructor, Automotive Technology	Red Cross CPR Training	May 3, 2011
Chad Williams	Director of Online Learning	Mountain Moodle Moot	June 2-3, 2011

Appendix 4: Helena College Professional Development Report FY 2009-13 (continued)

2011-12 Professional Development Awards

Name	Title	Conference/Training	Date(s)	Location	Travel	Funding Source
Kelly Atkins	Lab Technician	Inquiry and Visualization in General Chemistry	July 18-20, 2011	Bozeman, MT	vehicle	PD Fund
George Sonnenberg	Instructor, Accounting and Business Technology	Certified Public Accountant License Renewal	August 1, 2011 - July 31, 2012	Helena, MT	n/a	PD Fund
Bryon Steinwand	Instructor, Computer Technology	CiSco 2011	August 15-16, 2011	Helena, MT	vehicle	PD Fund
Mary Lannert	Director, Continuing Education	LEEN	November 30 - December 3, 2011	New Orleans, LA	air	PD Fund
Christine Stergar	Program Assistant, Continuing Education	LEEN	November 30 - December 3, 2011	New Orleans, LA	air	PD Fund
Cindy Yarberry	Director, Disability & Veterans Services	Understanding the Federal Mandates for Online/Technology Access	September 13-16, 2011	Online	n/a	PD Fund
Mary Ann George	Library Assistant	Curriculum & Instruction 480: Collection Development (UM online course)	Fall Semester 2011	Online	n/a	PD Fund
Russ Fillner	Assistant Dean, Fiscal and Plant Operations	NACUBO Intermediate Accounting and Reporting	December 5-6, 2011	Long Beach, CA	air	PD Fund
Lana Mullaney	Accounting Manager	NACUBO Intermediate Accounting and Reporting	December 5-6, 2011	Long Beach, CA	air	PD Fund
Andrea Moe	Librarian	Academic and Special Library Division of the Montana Library Association Fall Conference	October 16-17, 2011	Pray, MT	vehicle	PD Fund
Michael Winderhold	Fire & Rescue Program Coordinator	Montana State Fire Chiefs Association Conference	October 6-8, 2011	Great Falls, MT	vehicle	PD Fund
Kendall May	TRIO SSS Program Director	Council for Opportunity in Education Annual Conference	September 25-30, 2011	Washington, DC	air	TRIO
Terri Clairmont	TRIO Academic Specialist	ASPIRE Regional TRIO Conference	October 10-12, 2011	Salt Lake City, UT	air	TRIO
Kendall May	TRIO SSS Program Director	ASPIRE Regional TRIO Conference	October 10-12, 2011	Salt Lake City, UT	air	TRIO
Sarah DeNux	Registrar	Montana Association of College Registrars and Admissions Officers Fall Conference	October 13-14, 2011	Kalispell, MT	vehicle	PD Fund
Jan Clinard	Director, College Readiness Programs	ACT State Council Meeting (MEA-MFT Educators' Conference	October 19-21, 2011	Missoula, MT	vehicle	Title III/ACT
Jan Clinard	Director, College Readiness Programs	Midwestern Higher Education Compact	November 14-15, 2011	Iowa City, IA	air	WICHE
Karen Raphael-Cooley	Instructor, Interior Space Planning & Design	NEOCON	June 11-13, 2011	Chicago, IL	air	PD Fund
Brett Eng	Admin Assistant, Registrar's Office	The Essentials of Communicating with Tact and Professionalism	December 11-12, 2011	Helena, MT	vehicle	PD Fund
Gary Frankforter	Facilities Manager	Montana Safety Fest	December 5-9, 2011	Missoula, MT	vehicle	PD Fund
Rick Porcell	Instructor, Diesel Technology	MACS Convention and Trade Show	January 18-20, 2011	Las Vegas, NV	air	PD Fund
Cindy Yarberry	Director, Disability & Veterans Services	Cases You Should Use (DABS) Online Course	October 26-November 4, 2011	Online	n/a	PD Fund
Financial Aid Office	Financial Aid Director and Specialists	Rocky Mountain Association of Student Financial Aid Administrators	October 15-19, 2011	Missoula, MT	vehicle	FA
Dr. Nathan Munn	Instructor, General Education	Toward a Science of Consciousness Annual Conference	April 9-14, 2012	Tucson, AZ	air	PD Fund
Jan Clinard	Director, College Readiness Programs	NCTE Conference on English Leadership	November 20-22, 2011	Chicago, IL	air	Title II
Terri Clairmont	TRIO Academic Specialist	UNIV, TRIO Training Institute	February 14-19, 2012	Las Vegas, NV	air	TRIO
Brian Roberts	Adjunct Instructor, Fire & Rescue	Fire Department Instructors Conference	April 17-22, 2012	Indianapolis, IN	air	PD Fund
Troy Mason	Adjunct Instructor, Fire & Rescue	Fire Department Instructors Conference	April 17-22, 2012	Indianapolis, IN	air	PD Fund
Art Warner	Instructor, Machine Tool Technology	MACH 241/242	January 17-February 24, 2012	Helena, MT	n/a	PD Fund
Russ Fillner	Assistant Dean, Fiscal and Plant Operations	Integrated Strategic Planning and Resource Allocation	January 30-31, 2012	Atlanta, GA	air	PD Fund
Valeria Curtin	Financial Aid Director	National Association of Student Financial Aid Administrators Annual Conference	November 29-December 2, 2011	Las Vegas, NV	vehicle	FA
Danny Straw, Rick Osterman	IT Support Specialists	Microsoft Management Summit 2012	April 16-20, 2012	Las Vegas, NV	vehicle	PD Fund
Cindy Yarberry	Director, Disability & Veterans Services	Developing Technical Standards and Eligibility Criteria	January 16-27, 2011	Online	n/a	PD Fund
Joyce Walborn	Instructor, Developmental Mathematics	Technology in Mathematics for Teachers Online Course	Summer 2012	Online	n/a	PD Fund
Michael Brown	Institutional Research	Association for Institutional Research Organizational Membership	July 1, 2011-June 30, 2012	n/a	n/a	PD Fund
Barbara Yahvah	Instructor, Accounting and Business Technology	Montana Economic Outlook Seminar	January 26, 2012	Helena, MT	vehicle	PD Fund
Terri Clairmont	Academic Specialist, TRIO	SAIDOFF Training	April 13-13, 2012	Las Vegas, NV	air	TRIO
Barb McAlmond	Marketing & Communications Coordinator	National Council for Marketing & Public Relations Annual Conference	March 11-14, 2012	San Francisco, CA	air	PD Fund
Tricia Tyhurtt	Instructor, Office Technology	AAPC National Convention	March 30 - April 4, 2012	Las Vegas, NV	air	PD Fund
Sandy Sacry	Director, Nursing Program	Nurse Educator Institute	April 10-30, 2012	Branson, MO	air	PD Fund
Michael Brown	Institutional Research	Advanced Microsoft Excel	February 22, 2012	Helena, MT	vehicle	PD Fund
Andrea Moe	Librarian	Montana Library Association 2012 Annual Conference	April 11-14, 2012	Big Sky, MT	vehicle	PD Fund
Lana Mullaney	Accounting Manager, Business Services	SunGuard SCT Summit	March 26-29, 2012	Las Vegas, NV	air	PD Fund
Shelly Kaiser	Banner Coordinator	SunGuard SCT Summit	March 26-29, 2012	Las Vegas, NV	air	PD Fund
Monica Ramirez	Associate Dean of Academic Affairs	Institute for Strategic Funding Development	March 4-6, 2012	Missoula, MT	vehicle	PD Fund
Lee Suttony	Adjunct Instructor, Office Technology	International Fire Service Accreditation Congress	April 13-14, 2012	Minneapolis, MN	air	PD Fund
Mike Winderhold	Fire & Rescue Program Coordinator	Fire Department Instructors Conference	April 17-22, 2012	Indianapolis, IN	air	PD Fund
Christina Keener, Candace Panzarelda, Karmen Williams	Instructors, Nursing	Tools for Nursing Leadership: Bedside to Boardroom	April 13-14, 2012	Bozeman, MT	vehicle	PD Fund
Samantha Cooley	Administrative Assistant, Nursing	Meeting-ful Minutes	April 4, 2012	Helena, MT	vehicle	PD Fund
Shaun Scott	Instructor, Computer Technology	XXI 2012 Conference	March 8, 2012	Missoula, MT	vehicle	PD Fund
Sarah DeNux	Director of Admissions and Records	MACRAO Spring Conference	April 12-13, 2012	Miles City, MT	vehicle	PD Fund
Kendall May	TRIO SSS Program Director	Montana ASPIRE and DOE Priority Training	April 19-20, 2012	Great Falls, MT	vehicle	TRIO
Terri Clairmont	Academic Specialist, TRIO	Montana ASPIRE and DOE Priority Training	April 19-20, 2012	Great Falls, MT	vehicle	TRIO

Appendix 4: Helena College Professional Development Report FY 2009-13 (continued)

Professional Development Awards 2012-13

Name	Title	Conference/Training	Date(s)	Funding Source
Marcy Martin	Instructor, General Education/CTE	Computer Technology Courses (CGC 100 & CT 115)	Fall Semester 2013	PD Fund
Marcy Martin	Instructor, General Education/CTE	Computer Technology Courses (IGT 205, GSB 340)	Spring Semester 2013	PD Fund
Cindy Yarberry	Director of Disability and Veterans Services	Annual AHEAD Conference	July 10-14, 2012	PD Fund
Karen Henderson	Instructor, General Education	Montana Writing Project, Summer Institute 2012	July 9-27, 2012	PD Fund
Amanda Seyler	Admissions Evaluator	Intro to SQL	July 18, 2012	PD Fund
Mike Brown	Director of Institutional Research	Association for Institutional Research Annual Membership	July 1, 2012 - June 30, 2013	PD Fund
Mike Brown	Director of Institutional Research	Data and Decisions Academy (2 online courses)	Summer/Fall 2012	PD Fund
Suzanne Hunger	Director of Student Success	Online Academic Advising Webinar	July 31, 2012	PD Fund
George Sonnenberg	Instructor, Accounting & Business Technology	Montana Certified Public Accountant Certificate	July 31, 2012 to July 31, 2013	PD Fund
Gary Frankforter	Director of Facilities	L363 Multi-Hazard Emergency Planning for Higher Education	September 11-13, 2012	PD Fund
Gary Frankforter	Director of Facilities	Rocky Mountain Association of Physical Plant Administrators Conference	September 17-20, 2012	PD Fund
Michael Wiederhold	Interim Division Chair, Trades	L363 Multi-Hazard Emergency Planning for Higher Education	September 11-13, 2012	PD Fund
Lance Foster	Adjunct Instructor, General Education	E-Learning Certificate Course (EDU 106 or EDU 108)	Fall Semester 2012	PD Fund
Rick Purcell	Instructor, Diesel Technology	Cummins Heavy Duty Engine Courses	September 24-28, 2012	PD Fund
Della Dubbe	Director, Library Services	Academic and Special Library Division & Public Library Division Retreat	October 28-29, 2012	PD Fund
Grace Hodges	Counselor, Student Services	Mindfulness-Based Stress Reduction	September 27 -November 15, 2012	PD Fund
Elizabeth Karr	Librarian	Fundamentals of Collection Assessment	October 15 -November 23, 2012	PD Fund
Leah Martin	Recruitment Specialist	2012 NEOGOV Annual User Conference	October 17-19, 2012, 2012	PD Fund
Steve Lewis	Instructor, General Education	Conference on College Composition and Communication	March 12-17, 2013	PD Fund
Nathan Munn	Instructor, General Education	National Institute on the Teaching of Psychology (NITOP)	January 3-6, 2013	PD Fund
Elyse Lovell	Instructor, General Education	National Institute on the Teaching of Psychology (NITOP)	January 3-6, 2013	PD Fund
Terri Clairmont	Academic Specialist, TRIO-SSS	ASPIRE Conference	October 7-10, 2012	TRIO-SSS
Terri Clairmont	Academic Specialist, TRIO-SSS	National Academic Advising Association (NACADA)	September 27-28, 2012	TRIO-SSS
Amanda Seyler	Assistant Registrar	MACRAO Fall Conference	October 11-12, 2012	PD Fund
Sarah Deliwo	Director of Admissions and Records	MACRAO Fall Conference	October 11-12, 2012	PD Fund
George Sonnenberg	Instructor, Accounting & Business Technology	Teachers of Accounting at Two Year Colleges	May 16-18, 2013	PD Fund
Daniel Bingham	Dean/CEO	American Association of Community Colleges Annual Conference	April 20-23, 2013	PD Fund
Elizabeth Karr	Librarian	Embedded Librarianship	December 1-28, 2012	PD Fund
John Hartman	Instructor, General Education	245th American Chemical Society National Meeting	April 7-11, 2013	PD Fund
Robyn Kiesling	Instructor, Office Technology	18th Annual Course Technology Conference	March 12-15, 2013	PD Fund
Mike Ceartin	Instructor, Construction Technology	2013 NAHB International Builder's Show	January 21-25, 2013	PD Fund
Jim More	Instructor, Construction Technology	2013 NAHB International Builder's Show	January 21-25, 2013	PD Fund
Matthew Moyer	Instructor, Computer Aided Manufacturing	Mastercam X4 Training - Custom Course	December 17-18, 2012	PD Fund
Elizabeth Karr	Librarian	Fundamentals of Collection Assessment	February 25 - April 5, 2013	PD Fund
Janet Campana	Instructor, Nursing	Elsevier Faculty Development Conference	January 1-5, 2013	PD Fund
Mark Mitchell	Coordinator, Fire & Rescue	Fire Department Instructors Conference	April 23-27, 2013	PD Fund
Brandt Buresh	Adjunct Instructor, Fire & Rescue	Fire Department Instructors Conference	April 23-27, 2013	PD Fund
Tammy Scott	Instructor, General Education	Human Anatomy & Physiology Society, 27th Annual Conference	May 25-28, 2013	PD Fund
Elizabeth Karr	Librarian	Offline Conference 2013	February 1-2, 2013	PD Fund
Deuneen Durant	Program Assistant	ASPIRE Annual Membership	January, 2013 - January 2014	PD Fund
Kendall May	Program Director	ASPIRE Annual Membership	January, 2013 - January 2014	PD Fund
Mary Ann George	Library Technician	Beginning MS Excel 2010	January 28 - April 1, 2013	PD Fund
Shelly Kaiser	Information Systems Support Specialist-Banner Coordinator	Ellucian Live 2013	April 7-10, 2013	PD Fund
Amanda Seyler	Assistant Registrar	Ellucian Live 2013	April 7-10, 2013	PD Fund
Kendall May	Program Director	AHEAD Conference	January 30 - February 3, 2013	TRIO-SSS
Shaun Scott	Instructor, Computer Technology	2013 Xiii Conference	March 21-22, 2013	PD Fund
Barbara Yarvah	Instructor, Accounting & Business Technology	Montana Economic Outlook Seminar	January 24, 2013	PD Fund
Karen Raphael-Conley	Instructor, Interior Space Planning & Design	2013 Study Abroad Italy	May 9-19, 2013	PD Fund
Susan Winchip	Adjunct Instructor, Interior Space Planning & Design	2013 Study Abroad Italy	May 9-19, 2013	PD Fund
Elizabeth Karr	Librarian	2013 Montana Library Association Annual Conference	April 17-20, 2013	PD Fund
Della Dubbe	Director, Library Services	2013 Montana Library Association Annual Conference	April 17-20, 2013	TRIO-SSS
Roger Knapstad	Maintenance Technician	2013 Montana Safety Fest	February 23 - March 1st, 2013	PD Fund
Russ Fillner	Assistant Dean Fiscal and Plant	GAAEN Accounting and Auditing Update	May 7-8, 2013	PD Fund

Appendix 5: Helena College Sample Curriculum Maps

Updated January 18, 2013

Institutional Competency Curriculum Map: Associate in Applied Science, LPN Nursing

This curriculum map was created and reviewed by the following people: Sandy Sacry RN, MSN, Karmen Williams, RN, MSN, Chris Keener RN, APRN, Becki Gibson BSN, and Jan Campana, RN, APRN

Institutional Competencies	NRSG 100	NRSG 130/131	NRSG 135	NRSG 138	NRSG 144	NRSG 140	NRSG 142	NRSG 148
1. Communication	I	I	I	I	A	R	R	R
2. Critical Analysis/Problem-Solving	I	I	I	I	I	A	R	R
3. Quantitate literacy	X	I	R	I	X	R	A	R
4. Information/Technology literacy	I	R	R	R	R	R	A	R
5. Diversity/Global awareness	I	R	R	R	R	R	R	A
6. Applied Disciplinary Learning	X	R	I	I	I	R	R	A

Notes:

"I" (introduced): Indicates the main courses in which each IC is introduced.

"R" (reinforced): Indicates the main courses in which each IC is reinforced.

"A" (assessed): Indicates the one course in which each IC is formally assessed (i.e., each IC should have only 1 course designated with an "A").

"X" (not applicable): Indicates courses that do not introduce/reinforce/assess the specified IC.

Appendix 5: Helena College Sample Curriculum Maps (continued)

Updated January 18, 2013

Program Curriculum Map: Associate in Applied Science, LPN Nursing

This curriculum map was created and reviewed by the following people: Sandy Sacry RN, MSN, Karmen Williams, RN, MSN, Chris Keener RN, APRN, Becki Gibson BSN, and Jan Campana, RN, APRN

Program Outcomes: Students will be able to…	NRSG 130/131	NRSG 135	NRSG 138	NRSG 144	NRSG 140	NRSG 142	NRSG 148	Institutional Competency Alignment
Provider of Care: Practical Nursing graduate will be able to (under the supervision of the Registered Nurse):								
I. Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.	I	I	I	R	R	A	R	1,2,3,5,6
II. Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills while maintaining confidentiality.	I	I	I	A	R	R	R	1,2,5,6
III. Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	I	I	I	I	R	R	A	2,4,5,6,
Manager of Care: (Managing care is one of the Educational Competencies of National Association for Practical Nurse Education and Service, 2007)								
I. Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).	I	I	R	X	A	R	R	2,3,4,5,6
II. Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.	I	I	R	I	R	R	A	2,6
Member of the Discipline of Nursing								
I. Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical nurse.	I	I	R	R	R	R	A	1,6

Notes: Indicate alignment with Institutional Competencies 1=Communication 2=Critical Thinking 3=Quantitative 4=Info/Tech Literacy 5=Diversity 6=Applied Disciplinary Learning
"I" (introduced): Indicates the main courses in which each Program Outcome is introduced.
"R" (reinforced): Indicates the main courses in which each Program Outcome is reinforced.
"A" (assessed): Indicates the one course in which each Program Outcome is formally assessed (i.e., each outcome should have only 1 course designated with an "A").
"X" (not applicable): Indicates courses that do not introduce/reinforce/assess the specified Program Outcome.

Appendix 6: Sample Orientation Schedules

New Student Orientation Schedule –**September 5th. Check in starts at 3:30 PM**

Team Leader:
Team Color: Blue

Time	Session	Room
4:00 –4:15	Welcome	Lecture Hall
4:20 – 4:35	Ice Breaker	Room 133
4:40 –5:10	Steering your Financial Future	Room 133
5:15 – 5:40		
5:45 – 6:15	Guides to Success	Library/ALCC
6:20 – 6:50	Guide your path with Starfish and Advising	Lecture Hall
6:55 – 7:25	Navigating to Financial Success	Room 202
7:30 – 8:00	Technology for a Brighter Future	Room 114

Do not forget to complete your survey – this must be completed to get credit for orientation

September 5th Orientation – Check in begins at 3:30 Extra OL – Christian Arp

Time	Group 1- Jim -Blue	2-Angie - Yellow	3- Autumn - Green	Group 4-Suzan	Group 5-Chellie
4:00-4:15	WELCOME – Lecture Hall (all directors, chairs, deans)				
4:20 - 4:35	Ice Breaker- OL RM 133	Ice Breaker-OL RM 114	Ice Breaker- OL RM 202	Ice Breaker- OL RM Lecture Hall	Ice Breaker-OL RM Library/ALCC
4:40- 5:10	Loan Counseling- Val C RM 133	IT- Rick and Danny	FA Literacy- Renae, Carie & Andrea.	Starfish/Advising- Rick and Sarah	Academic Support- Suzanne& Elizabeth
5:15-5:40		Loan Counseling- Val O RM 131	IT- Rick and Danny	FA Literacy- Renae, Carie & Andrea.	Starfish/Advising- Rick and Sarah
5:45-6:15	Academic Support- Suzanne and Elizabeth		Loan Counseling- Val C	IT- Rick and Danny	FA Literacy- Renae, Carie & Andrea.
6:20 – 6:50	Starfish/Advising- Rick and Sarah	Academic Support- Suzanne and Elizabeth	RM 133	Loan Counseling- Val O	IT- Rick and Danny
6:55–7:25	Financial Lit. - Renae, Carie & Andrea.	Starfish/Advising- Rick and Sarah	Academic Support- Suzanne & Elizabeth	RM 131	Loan Counseling- Val C
7:30–8:00	IT- Rick and Danny	FA Literacy- Renae, Carie & Andrea	Starfish/Advising- Rick and Sarah	Academic Support- Suzanne & Elizabeth	RM 133

Appendix 7: Helena College Budget Planning Documents

AY 2014 – 2015 Budget Process

Timeline for Budget Process:

October 17, 2013 – Committee meets to begin the FY15 Budget process
October 30, 2013 thru December 11, 2013 – Committee members report out on assessment findings
December 11, 2013 – Committee forwards assessment findings and priority points to leadership
January 10, 2014 – Budgets due. Preparers submit budgets electronically.
January 22, 2014 – Leadership Committee begins the budget review process
April 2, 2014 – Leadership presents the budget to the full committee.

Instructions for Preparing Budgets:

Budgets are due January 10, 2014. Please submit electronically on the "Employee" network drive in the "H:\Finance\2014-2015 AY Budget\Budget Submissions" directory.

The budget templates will be available on the "Employee" network drive in the "H:\Finance\2014-2015 AY Budget" directory, please prepare a budget for the fiscal year July 1, 2014 to June 30, 2015. Please use the template. Any budget submitted that is not on the approved template will be rejected and you will be required to re-enter it on the correct form. You will categorize each expense/line item according to the following words and definitions:

Necessary – those items necessary to function in 2014-2015
Enhancement – those items that will help grow the program in 2014-2015
Long-term – those items that you anticipate will become necessary between 2014–2020

You will be budgeting for all the funds you wish to spend during the 2014-2015 academic year including any program specific student fee money. You will need to tie the budget items to the strategic plan and provide a narrative justifying the expenses. Strategic goals can be found in the current Catalog.

For personnel budgets, you don't need to justify existing positions, but you must justify requests for new positions or changes to existing positions.

Appendix 7: Helena College Budget Planning Documents (continued)

Budget Request Justification
(See the budget spreadsheet file for instructions.)

Program Name and Index Number:

Preparer(s):

Budget Justification:

Staffing Narrative:

Operating Cost Narrative:

Budget Category	Requested Amount(s)
Contracted Services	$
(Describe the purpose of each line item from the budget worksheet.)	
Example (please delete): 62107 Laundry – Budget request to cover the cost of cleaning: entry way carpets, work towels, food services smocks, food services floor mats, etc.	$5,000
Example (please delete): 62160 Employee Background Checks – Budget request to cover the cost of running background checks on new employees.	$2,000
(Tabbing through the end of this table will add additional rows for input.)	
Core Theme Alignment: Choose all that apply; o Provide access and support o Demonstrate Academic Excellence o Strengthen the Community	
Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Minor Supplies, Materials, Small Tools, Software and Equipment <$5,000	$
(Describe the purpose of each line item from the budget worksheet.)	
Core Theme Alignment: Choose all that apply; o Provide access and support o Demonstrate Academic Excellence o Strengthen the Community	
Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Communication (Cell phones, Postage, Delivery, etc.)	$
(Describe the purpose of each line item from the budget worksheet.)	
Core Theme Alignment: Choose all that apply; o Provide access and support o Demonstrate Academic Excellence o Strengthen the Community	
Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Travel (Lodging, Meals, Transportation, etc.)	$

Appendix 7: Helena College Budget Planning Documents (continued)

Budget Request Justification
(See the budget spreadsheet file for instructions.)

(Describe the purpose of each line item from the budget worksheet.)	

Core Theme Alignment: Choose all that apply;
   o Provide access and support
   o Demonstrate Academic Excellence
   o Strengthen the Community	

Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Facility and Equipment Rent	$
(Describe the purpose of each line item from the budget worksheet.)	

Core Theme Alignment: Choose all that apply;
   o Provide access and support
   o Demonstrate Academic Excellence
   o Strengthen the Community	

Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Utilities	$
(Describe the purpose of each line item from the budget worksheet.)	

Core Theme Alignment: Choose all that apply;
   o Provide access and support
   o Demonstrate Academic Excellence
   o Strengthen the Community	

Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Repair and Maintenance	$
(Describe the purpose of each line item from the budget worksheet.)	

Core Theme Alignment: Choose all that apply;
   o Provide access and support
   o Demonstrate Academic Excellence
   o Strengthen the Community	

Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Other	$
(Describe the purpose of each line item from the budget worksheet.)	

Core Theme Alignment: Choose all that apply;
   o Provide access and support
   o Demonstrate Academic Excellence
   o Strengthen the Community	

Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Major Supplies, Materials, Small Tools, Software and Equipment = or > $5,000	

Appendix 7: Helena College Budget Planning Documents (continued)

Budget Request Justification
(See the budget spreadsheet file for instructions.)

(Describe the purpose of each line item from the budget worksheet.)	$
Core Theme Alignment: Choose all that apply; ○ Provide access and support ○ Demonstrate Academic Excellence ○ Strengthen the Community	
Program Outcome Alignment: List related program outcome(s) from current annual assessment plan	

Available Funding Sources: (*List any sources other than our normal State funds and tuition that will or can be used to pay for the requested budget. Include course fees, grant funds and donations in the list of available funds for both existing sources and any proposed new sources.*)

Program Name:
Index Code:
Budget Developer:

OPERATING COSTS: -

DESCRIPTION	CATEGORIES: Necessary Enhancment Longterm (See instructions for definitions)	Original Request
Necessary	$ -	
Enhancement		
Longterm		
Totals are in balance.	$ -	

Contracted Services (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62102 Consult & Prof Services 62105 Janitorial Services 62107 Laundry 62134 Honorariums 62135 Consulting Services – Training 62160 Employee Background Checks 62165 Temporary Services 62186 Waste Disposal 62191 Printing		

Minor Supplies, Materials, Small Tools, Software and Equipment <$5,000 (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62203 Clothing & Personal Supplies 62204 Educational Supplies 62210 Minor Equipment<$5,000 62214 Printing Supplies/Non-paper 62216 Gasoline 62225 Books and Reference Materials/Non-Library. 62226 Paper-Central Stores 62229 Shop Supplies & Tools 62233 Paper-Non State Provider 62236 Office Supplies/Central Stores 62238 Minor office equipment<$5,000 62241 Office Supplies 62245 Computer Equipment<$5,000 62249 Minor Software 62266 Electrical Supplies 62267 Paper Products(Non-printing) 62280 Program Expense 62282 Ink (Toner) 62295 Janitorial Supplies		

Communication (Cellphones, Postage, Delivery, etc.) (Insert additional rows as needed.)	Enter Choice Below	Enter Dollar Amounts Below
62304 Postage & Mailing 62309 Local Advertising – Non Recruitment 62311 Advertising Radio – Non Recruitment 62316 Employment Ads – Out-of-State 62317 Employment Ads – In-State		