

Northwest Commission on Colleges and Universities

**A Full-Scale Evaluation
Committee Report**

**University of Montana - Helena
College of Technology
Helena, Montana**

April 12-14, 2010

*A Confidential Report Prepared for the Commission on Colleges that
Represents the Views of the Evaluation Committee*

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Introduction

This report summarizes the Evaluation Committee's full-scale visit to the University of Montana-Helena College of Technology on April 12-14, 2010. The report includes a general narrative for each of the accreditation standards, followed by the general commendations and recommendations identified by the committee. The report concludes with a list of people interviewed during the visit.

The evaluation was conducted based on the Accreditation Handbook, 2003 edition, published by the Northwest Commission on Colleges and Universities. The Committee's charge was to verify the accuracy of the institution's Self-Study, evaluate the institution's compliance with each of the accreditation standards, commend this institution for outstanding accomplishments, and make recommendations where compliance with accreditation standards may be in doubt.

The Committee commends and sincerely thanks Dean/CEO Dr. Daniel Bingham and his staff for the very enthusiastic and warm reception shown the Committee. The Committee expresses appreciation to all those who contributed to the Self-Study, were interviewed, or in any other way facilitated the evaluation effort. Faculty, staff, and administrators were accessible, forthright, and candid. Committee members had immediate access to policies, records, and documents. The team room was well organized and appropriate documentation was provided. When additional information was requested, it was promptly delivered. The display of student work allowed committee members to better understand the programs of study at the college.

The Self-Study team and Brandi Foster, chair of the accreditation process, also deserve special thanks. The college solicited broad participation in the self-study process and, in general, the Self-Study served the Committee well. In interviews with committee members, many college personnel identified things they learned about the college and their programs through the self-study process. Hopefully, it will also continue to serve the institution as a guide to implement the recommendations made by the Self-Study team and by the Evaluation Committee.

UM-Helena can be proud of the administration, its very dedicated faculty and staff, and especially its students who represent the College so well. The specific and general commendations and recommendations of this report are intended to stimulate even more progress for the benefit of the students, the community, and the College.

General Summary

Located in the foothills of the Montana Rocky Mountains, The University of Montana–Helena College of Technology (UM-Helena) is a two-year institution which provides Associate of Applied Science degrees, certificates of completion in technical and trade fields, and two transfer degrees: Associate of Science and Associate of Arts. The April, 2000 full-scale evaluation concluded with eight commendations and nine recommendations. Accreditation was reaffirmed in June 2000 and the Commission requested a Focused Interim report and visit in spring 2002. The focused Interim evaluation was followed by a Progress Report in spring, 2003. The fifth year interim report and evaluation visit occurred in spring, 2005, and included a detailed response and examination of the same recommendations. The regular, interim visit resulted in three recommendations. In 2007, a Focused Interim visit examined two of those recommendations. The resulting one recommendation was addressed through a report to the Commission prior to this full-scale visit.

The College has an impressive commitment to student success across the institution. The Leadership team has increased participatory processes and many employees report that they are included in many decisions. Employees pointed to the budget committee, professional development committee and curriculum review committee as examples of strong, effective groups.

The College has worked very effectively to broaden its mission and provide additional options for students who want to attend four year institutions, and can benefit from taking the first two years closer to home. This expanded emphasis on transfer options for students has caused increased enrollment and a broader range of students are being served. The college has recently invested in capital improvements that have caused the community to take note of the changes at the college. More community groups are using the facility and recognizing that although it still has strong career and technical programs, it offers other options to students. This has also caused increased enrollment. In addition to these two developments, the economic downturn has resulted in more adults seeking further education. Although record numbers of students are causing stress on services and employees, the college has enthusiastically risen to the challenge and doing all it can to meet student needs. The Evaluation Committee found UM-Helena to be a college that serves its students well.

The College meets all Eligibility Requirements for accreditation. Faculty and staff commitment to students are uncommonly extensive and highly valued. The administration is committed to inclusion and effective communication throughout the organization, and the College is held in high esteem by its employees and its communities.

Standard One: Institution Mission and Goals, Planning and Effectiveness

The Board of Regents regularly reviews UM-Helena's mission, core values, vision statement and institutional strategies, which are the basis for the college's strategic plan. UM-Helena's mission is becoming more comprehensive, placing stronger emphasis on community connections and increased attention to workforce development needs. Since the last full-scale visit, two transfer degrees have been added. The mission is printed in appropriate documents, and generally understood by college employees. Evidence indicates that the inclusion of a more comprehensive mission has been discussed and generally supported by the college.

The college's strategic plan, effective 2006-2011, was approved by the Board of Regents and is the basis for department and program planning. The plan includes detailed action plans that lead to the accomplishment of the institutional strategies. Although there is evidence and documentation indicating many of these actions plans are in process, there is not a link to institution or program data that demonstrates improvement in accomplishing the mission.

For example, strategic plan "priorities for action" under student success include:

- Assist students in balancing life and school demands
- Provide transition services for students from application through graduation
- Develop and evaluate quality educational programs
- Increase access to student resource areas for the varying student populations

The Academic Affairs office has identified specific steps to take in support of these actions. The activities are tracked and measured based on whether they occur rather than data being collected to indicate whether these activities result in improved performance. There was no baseline data on the extent to which students are accessing student resources nor was there evidence of any target identified for increasing access. This pattern was true through much of college's assessment and planning efforts. Activities are occurring, but the impact of those activities is not being measured. Documentation was not provided to indicate that priorities are selected as a result of analyzing data or that goals are measured based on improved performance. The library, and some areas of student services, appears to be surveying students and using the data to make changes. In these areas, this data analysis, intervention, and measurement of results are not necessarily reported in their assessment reports. However, it is occurring and they are looking to data to help them determine next steps.

As a result of a spring, 2007 focused interim visit, UM-Helena was given a recommendation: "The college must work to complete the full cycle of institutional assessment and demonstrate that it is using data from that process for future planning processes."(1.B.4) This focused report recognized the college for the progress it was making related to improved planning processes,

but emphasized the need to “close the loop” by using assessment to inform future planning. With a five year strategic plan in place, a strong sense of mission and purpose, and continuity in top leadership, the college attempted to tackle this recommendation. There still appears to be little connection between planning activities, data collection, and implementation of improvements.

The college continues to work on finding the right planning process that will result in changes informed by data. A “SMART” planning process has been put in place that aligns with changes in the NWCCU standards, allows stronger connection between planning and budget, allows more input in the decision processes through a new College Council, but still leaves no evidence that assessment data is being used to guide college planning. The overall planning processes are more streamlined and easier to implement. There is not clear evidence that the assessment data that is available is used in future planning processes. (1.B.4; 1.B.5)

Concern: Since its last full-scale visit, UM-Helena has been working at improving its planning processes with the intent of increasing effectiveness. However, there is still very little evidence that institutional and program assessment results are used to set future direction. (1.B.4; 1.B.6)

Standard Two: Educational Program and Its Effectiveness

University of Montana – Helena College of Technology (UM-Helena) has a clear mission and vision, identifiable core values and an ambitious strategic initiative. College leaders have renewed and re-committed efforts toward meeting the needs of the community through excellence in education and through a variety of options which include transfer, occupational, continuing education and workforce development programs. These programs are aligned with the mission of the institution and are developed and reviewed according to a 7-year rotation of program review. This program review is managed and required through Board of Regents policy and involves individual faculty and the Office of Academic Affairs.

Responsibility for the design, approval, and implementation of the curriculum is vested in established internal and external processes. Internal processes are governed by the faculty senate committee of Academic Standards and Curriculum Review (ASCR). This committee meets twice monthly to address all proposals related to curriculum and instructional standards and procedures.

The ASCR, and faculty, are principally responsible for initiating curriculum procedures. Although faculty have input, decisions regarding program moratorium (suspension) are guided by Board of Regents policies and initiated by the Associate Dean of Academic Affairs.

Human, physical and financial resources appear to be sufficient to deliver quality education with a few exceptions. The college completed two remodeling projects, one at each campus, which has served to create new learning spaces for current and future programming and will be conducting further renovation at the Airport campus in the near future. However, there are additional concerns noted in the body below regarding sufficient physical resources necessary to support the educational programs and to facilitate student achievement of program offerings. While the college has been fortunate to have a good funding stream due to increased enrollment and a decent economy in the surrounding region which has allowed the college to replace older equipment in many of the programs, the space needs for some programs remain a concern.

The College's Dual Credit program further demonstrates the College's positive and collaborative connection to area high schools and increased community partnerships. High school faculty teaching dual credit college courses are approved according to the same qualification standards required for college faculty. High school instructors teaching college dual credit classes are evaluated according to the adjunct faculty evaluation process. The Associate Dean is commended for her commitment to classroom observation within dual credit classes, even traveling long distances to the high schools.

UM-Helena has made great progress in moving from a more traditional technical college to the comprehensive two-year college model as evidenced through facility design and course and degree offerings.

Associate of Arts and Associate of Science General Transfer Degrees Including General Education and Related Instruction

At UM-Helena, the General Education Core consists of an appropriate component of general education coursework, and by the 2009-10 catalog description, “provides students with the broad foundation of knowledge essential for success at the associate and baccalaureate levels. All students are prepared 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.”

General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education. It was not apparent to members of this team if related instruction requirements for technology appropriate to the program of study are met in all programs. (Standard 2.C) Each of the Associate of Applied Science degrees at UM-Helena require appropriate level and content in computation, communication, human relations and computer information technology.

The College’s policies for the transfer and acceptance of credit are aligned with Board of Regents policies and are clearly articulated in the College catalog and other publications. The Montana University System launched an ambitious transfer initiative designed to increase transferability of courses from one Montana institution of higher education to another. Though not completed or fully implemented, there is early evidence the initiative will ease transfer of general education core curricula between and among Montana institutions. Students and parents are provided with transfer guides showing how UM-Helena courses are accepted at other MUS colleges and universities. UM-Helena faculty are integrally involved in the transfer initiative. Several faculty serve as team leads to the statewide faculty learning outcomes councils (FLOCs) and are to be commended on their participation.

An academic advising model exists and is fully implemented at UM-Helena. The model was developed under a grant and is predicated upon the provision of general First Semester advising for all students through the Office of Academic Advising and Retention, Office of Disability Services, Coordinator of Career Services and the Office of Admissions. After a student’s first semester, advising responsibilities are transferred to full-time faculty advisors. Full-time faculty advising assignments are determined by the students’ major course of study. As much as possible, students work with a full-time faculty program/discipline adviser until

they've matriculated. Concern was voiced by both faculty and students about how students are being advised upon entry (Standard 2.C.5).

At the time of this visit, the College had recruited for a new position—Academic Adviser. This position will support students through First Semester advising activities. It is envisioned that the individual in this new position will also support faculty advisers by providing drop-in student advising sessions, training and development around advising best practices and general advising coverage.

Learning outcomes have been developed for General Education and are published in the current college catalog. Professional technical programs have developed program learning outcomes, but there appears to be uneven assessment of how well students meet these learning outcomes. Although these outcomes are not currently published in the catalog, there is evidence that instructors tend to regularly include the course learning outcomes on syllabi made available to students.

Whether the institution's faculty is adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work was indeterminate. Reliance on adjunct faculty to handle increased enrollment has placed greater strains on the full-time faculty in some areas of the college.

Concern: Adequacy of faculty for the educational levels offered, including full-time faculty representing each field in which it offers major work was unclear. Currently, there are general education disciplines and two major fields of work within an AAS not represented by a full-time faculty. There are a number of general education disciplines where all courses are taught only by adjunct faculty. In addition, after the resignation of the Fire and Rescue Coordinator in December 2009, the newly approved AAS Water Resources program and the AAS Fire and Rescue are delivered by adjunct faculty exclusively.

Accounting and Business. The Accounting and Business program offers two tracks for students, an accounting option (Bookkeeping Certificate of Completion and AAS in Accounting Technology), and a business option (Small Business Entrepreneurship Certificate of Completion and AAS in Small Business Management Technology). Recently an evening program was developed for the business track. The program is staffed by two full-time faculty members, supported by up to six adjunct faculty. Enrollment in this program is healthy and growing.

The Accounting and Business program has developed several methods to assess learning outcomes, including an exit interview and a capstone course. Faculty indicated that these activities help to inform changes to the program, courses, and delivery methods. Continued efforts to use data and the assessment process to inform program improvements are encouraged.

Faculty in this program reports a high advising load, reaching up to 170 students for 2 full-time faculty members. Faculty have requested additional full-time faculty in this program to help ease the advising burden and to offer more sections by qualified full-time faculty.

Automotive Technology. The automotive faculty are very proud of their recent completion of the five-year NATEF certification process and the new facility, including new equipment, within which they work. They indicated they have seen more benefits and support in the past five years under the new administration and were very complimentary of the way in which it has supported the programs at the Aviation Campus.

The faculty would like to add a new hybrid vehicle module to their program but have several concerns about their ability to do so. One concern is available space and although they have been told that they need to consider different scheduling variations to accommodate the use of the smaller shop area they believe that scheduling is not the answer for a variety of reason including the inability to move equipment and parts to another location and asking students to wheel their large toolboxes from one area of the campus to another. Another concern involves the Board of Regents maximum number of 72 credits for degree programs. The faculty recognize they will need to work with Brandi and the Curriculum committee on this issue.

Faculty believe they could accommodate an individual who brought prior credit into the program. They are not aware of any official program review process at the college and think that perhaps the Board of Regents reviews each program on a seven-year cycle. Although all degree-seeking students take the related instruction courses a faculty member indicated that in 15 years he has only been asked for input on course design twice. His concern was that courses are taught primarily by adjunct which leaves very little ability for continual attention to any input provided. Faculty provide advising to their students primarily in the technical courses. They feel that advising on academic classes is difficult because they do not have a systematic way of knowing how the students are doing in their academic classes and do not know what they have taken. Program outcomes and assessment tools have been identified and faculty appear to understand and be practicing assessment processes to a degree but have not formalized this process.

Aviation Maintenance. This program has undergone recent changes in the faculty with the senior faculty member having been hired in 2007. The program has undergone several changes not the least of which is the increase in enrollment 200% since 2007. Two full-time faculty staff the program although they have indicated a desire to use adjunct faculty to teach the math, physics and welding portions of the program thus utilizing more time for administrative efforts related to the program. One of the greatest challenges facing the program is the outdated equipment, much of it over 20 years old. They feel supported by the institution and specifically the Executive Director and Associate Dean, but would like to see the replacement of the older equipment. They are looking forward to the additional space which will occur with the upcoming renovation.

The FAA guidelines direct much of their curriculum but they are active in the actual curriculum processes related to the educational program. They are not aware of any official program review that has occurred with their program and have not had to deal with dual credit or prior credit. They are concerned though, with their block instruction, about their ability to incorporate dual credit into their processes. They participate in advising and their students participate in related instruction. They connect to their community through the annual Aviation Maintenance conference, working with local businesses, through service learning activities sponsored by the Aviation Club and through visits to local high schools. They have identified learning outcomes but do no formal documentation of evaluation of the assessment practices. However, informally they mentioned that a current review of an assignment caused them to add criteria to the assessment of that assignment in order to provide more clarity for students. They have both undergone faculty evaluations by the Associate Dean and feel it has been very valuable.

Computer Technology. The Computer Technology program offers a number of certificates as well as an AAS degree with options in Network Administration, Programming, and Webmaster. There are also AS and AA options for transfer students. Recently a new full-time faculty member was added to this area, which is further supported by up to 4 adjuncts.

Faculty report some concern about successfully obtaining adequate resources and equipment to effectively teach to current industry standards (for example, the program has been unable to purchase Dreamweaver web design software, the recognized standard for web development and design). Faculty indicated the intent to work within the established budget procedures to better advocate for program needs.

Given that group advising sessions have not been successful over the near term, faculty also indicated some struggles with effectively advising students (Standard 2.C.5). Faculty intends to address this issue.

Construction Technology/Interior Space Planning. The faculty are proud of the longevity and comprehensive nature of the Construction program and the early achievements of the new Interior Space Planning program students. Institutional support for the programs is appropriate however there is some concern over the loss of 12 linear foot in space as a result of the most recent remodel. Because of the size of their projects this has caused difficulty on several occasions. The Interior Space Planning instructor indicated a need for the use of a classroom for the second year students when the degree program achieves full implementation.

Both programs have identified a concern for staffing. Construction believes there are times when a third instructor is necessary because of safety concerns related to the type of equipment used and the inability of the instructors to be in multiple places at one time. The

Interior Space Planning instructor realizes a second instructor will be necessary for the second year students and has had difficulty finding individuals who possess the appropriate qualifications for the position.

Both programs expressed a concern regarding dual credit opportunities. Construction believes that the block model of instruction does not allow for acceptance of dual credit. The belief is that it would be better if they could come in with an entire semester or year's worth of credit and begin the new semester or year with the other students. Interior Space Planning indicated that even though someone might come in with previous credit, e.g. in CAD software, she would still require that they take the course in her program. The faculty provide advising assistance to their students but access assistance from the Donaldson campus when necessary. There was a concern expressed regarding current system requirements on the maximum length of time for credit currency and acceptance as well as the inability in a block system of instruction for students to take electives or re-take coursework in which they have failed.

While faculty have completed their program outcomes there does not appear to be a strong understanding of what to do with the data obtained through assessment activities. They stated that there appear to be many different impressions of what assessment truly is and that the college is still struggling with gaining a common understanding. They did comment that the self-study process had been different than the past and has been very enlightening.

The Construction program has remained very connected to the community through various activities and projects with examples such as working for Habitat for Humanity, building six duplexes for the Salvation Army, and a variety of other civic ventures. The Interior Space Planning program is relatively new but the faculty member intends on involving her students in Habitat for Humanity and other work with community businesses and organizations. The faculty from both programs are highly complimentary of their colleagues at the Airport campus and highlighted their teaching skills and their dedication to their students' success. They also believe that there are really good people at the college and think there has been a continual elevation of the college's image and reputation in the community.

Diesel. Diesel faculty feel well-supported by the institution however indicated the need for more space for instructional activities. This need has developed as more programs have increased enrollment and spaces need to be shared by multiple programs. The faculty for this program indicated an understanding of assessment practices through the documentation provided in the program notebook in the Exhibit Room. In discussion the faculty member also stated his belief that students are best suited to provide assessment feedback related to the delivery of instruction while others such as advisory members can best provide feedback related to actual content of the program. His advisory council meets once per year, however he explained that his members come from all around the state and he has decided it is better suited for them to plan for a single trip but a longer meeting so his group meets from 11:00 am to 4:00 pm. He participates in advising with his students and has attended the advising sessions

for new students at the Donaldson campus in the summer to assist with Diesel program advising.

Fire and Rescue. This program is in the midst of a significant change. The full-time coordinator/faculty member recently left suddenly which has forced the college to rely on two adjunct faculty who work full-time outside the college to serve in an interim coordinator role. The program is actually offered at two different sites – at the Helena campus and in Missoula. This makes it difficult to provide the support that the program requires. The new interim coordinators are learning college processes. Fortunately, these individuals are long-time adjuncts with great professional networks and the instruction of the program appears to be progressing.

The curriculum does not require the use of the library or information resources. There is some concern about the actual curriculum design. It was discovered that at least one course is being offered outside the parameters for which it is designed and listed in the catalog. The course is a two-credit course which is delivered in two full-days each week. Immediate attention to scheduling or reconfiguration of this course and an overall review of the entire curriculum is advised.

The advisory council has not meet for at least five years. Additionally, at least one adjunct has only twice received copies of the student assessments done over the last seven years in his courses. He had brought this to the attention of the former coordinator but did not see any resolution to his concern. . The interim coordinators are receiving support as they attempt to improve department processes.

Goods and services budgets appear to be stretched for this program and fortunately industry partners (outside fire programs) have been generous to the program. Of more serious concern is the available space for equipment and rolling stock. The current space at the Helena campus is shared with the Maintenance department of the college which often provides difficulty for storage of existing equipment. The program is soon to get another fire truck and their existing ladder truck is stored outside at the airport which is not suitable for a piece of equipment of this value.

Faculty recently dealt with a prior credit request from four students seeking credit for courses from another program. The requests were reviewed against existing curriculum by appropriate faculty and were approved. This is a great example of how the process should work. Although new to this position, these two faculty have provided advising assistance to students this semester.

The two interim part-time coordinators are very appreciative of the professional development opportunities afforded to them as well as the opportunity to serve in this capacity for the college. It is understood that the college is in the process of seeking a full-time coordinator

which is to be commended. Attention to the financial and space resources of this program is encouraged.

Machining. Faculty are very proud of the success of their program as measured by the demand for their graduates and the interest in their program. They believe under the new Dean and administration the college provides continual support to the programs through replacement of old equipment. The program curriculum does not require the use of the library but has suggested books for the library as resources for the machining students. The faculty is not aware of a formal program review process. Faculty are willing to grant prior credit if it is appropriate and students will not need to retake any duplicative courses. According to the faculty Machining students take related instruction courses during the first year as they are pre-requisites for beginning the second year. However, this is not indicated in the catalog. In addition, the listed pre-requisites, course sequencing, and course numbering seem to be somewhat confusing and not in alignment.

The program connects with the community through visits to local machine shops and the formation of a new group entitled Future Machinists of America. Adjunct faculty are used in the program and both full-time faculty have found the evaluation process to be helpful. The most recently hired faculty member has found the more senior instructor to be a very helpful mentor. They have found the college's commitment to the professional development of its faculty to be very commendable.

Nursing. The nursing program consists of a Certificate of Applied Science in Practical Nursing and an Associate degree program leading to Registered Nursing. The program is approved by the Montana State Board of Nursing.

There are four full-time faculty members in this program and a director was hired in 2008 to provide administrative leadership and support to this program. The director is responsible for advising pre-nursing students (125-150 students) and is helping the program acquire the necessary supplies, equipment and funding to advance the program. New facilities, equipment, and labs--allowing for simulations and more practical learning experiences--have been important improvements to the program.

The nursing program reports a high level of student success as measured by performance on outside certification exams, such as the NCLEX exams. The RN program is currently attempting to receive NLN accreditation by Fall, 2011, which will allow graduates to be hired by VA hospitals.

The Nursing program engages in reasonable program assessment and uses these results to advance the program (Standard 2.B.3). Students take a survey for the PN and RN program (the terminal objectives survey) and this data has been used to inform program improvements. For example, students indicated how their learning was enhanced by simulations, which helped to

inform equipment purchases. Two instructors will also be going to a 5 day workshop to learn more about simulations and how to teach effectively using pedagogy that involves simulations and hands-on experience. There is room for this program to make continued progress to more closely implement planning and assessment activities, yet the nursing program appears to be on the right track.

Office Technology. The Office Technology program provides a number of degree and certificate options in the areas of computer skills, medical assisting and legal support. Recently the program has begun to offer courses online, including the development of a one-year Computer Specialist Certificate. The program appears responsive to Advisory Council recommendations and has been active in setting goals.

The program has experienced enrollment growth, particularly in the medical coding and assistance option. Faculty report satisfaction with student success, although there is little documented evidence or data in the self study materials to verify this.

Welding Technology. The welding program is experiencing growth, with 30 students in first year and 12 students in second year currently, and includes a corporate sponsorship. Through this sponsorship the program is afforded supplies and new equipment as it is released which provides state-of-the art training opportunities for the students. Students are required to purchase sponsor-provided curriculum, which may be viewed as a conflict of interest. In addition, the college may want to develop policies around the inclusion of employee projects used for instructional live work for the same reason [Montana BOR, Policy 770). The program was a beneficiary of the last remodel at the Aviation campus and will obtain approximately 8,000 sq feet more with the new addition.

The instructors have identified program outcomes and feel they have progressed in the use of assessment tools, utilizing various rubrics for live work and AWS certification testing of various welds. There did not appear to be any evidence of an implementation of the evaluation process of good assessment practices. Student advising primarily focuses on the technical programs and if help is needed with the academic advising faculty will work with the Donaldson campus staff. Faculty shared that in the past year they had one advisory member show up for one meeting which is not in compliance with Policy 200.3 regarding Advisory Council guidelines. Faculty also believe that students need to progress through the entire curriculum as a cohort and as a result it would be difficult to honor previous credit earned. The faculty was not aware of a formal and systematic program review process in which learning outcomes were evaluated and program effectiveness was examined (Montana BOR, Policy 303.3 – Program Review).

Faculty have recently added a new pipe-welding module to their program and had asked for professional development funding to support the instructors' learning curve on this new curriculum. The request was not funded so the instructors relied on industry experts to supplement the instruction provided in the program. The program is also very involved with the

greater Helena community through industry connections and projects such as the work with the City of Helena on a walkway and a walking bridge in East Helena.

Continuing Education – Non-Credit

In a period of planned growth and development, the Office of Continuing Education and its director are working with the community, industry and workforce partners to increase access to learning opportunities for these constituencies. The Dean has made a specific commitment to continuing, community and workforce education. Part of the challenge hinges on the past non-commitment of the College to focus on continuing education in the community. Within the past three years, the College has begun to re-build its reputation in the community, and the College is enjoying the fruits of this commitment. This newly resurrected interest, though, will take time and energy. Contract or customized training seems to be undergoing additional development in responding to the demands of business and industry. Currently, the College partners with a variety of private and public entities to provide customized training.

Course and instructor approval processes for continuing/community/workforce education replicate or closely approximate curriculum and instructor approval for academic courses. Full-time faculty are consulted when community needs for courses or programs are being considered. In collaboration with full-time faculty, the Director determines the best institutional fit for each opportunity.

Before faculty are hired, the Director of Continuing Education meets with the potential instructors, looks for appropriate experience, and ensures there will be assessment in the courses. The Director periodically conducts classroom observations of instruction to make sure they adhere to the policies and procedures of the College. If faculty do not adhere, they are not invited back to teach. Students enrolled in the continuing/community/workforce courses, whether they are short- or full-term courses, or customized training; complete a student rating of the course and instructor. Faculty receive the results of the course evaluation and correct any challenges the evaluations uncover.

As to becoming self-supporting, the Continuing Education Division has not quite reached that status although they have a plan in place to become self-supporting and possess the great potential to truly become self-supporting. To do so, the College will need to continue its focus on the needs of the community. Continuing Education has plans to continue informal and formal community assessment to determine “what the community wants, needs, and is willing to pay for.”

Under the direction of the current Director, continuing/community/workforce education programs and courses offered for credit are consistent with the educational mission and goals of the institution. In addition, the division has expended a great deal of effort toward creating

consistent fee and refund practices, developing equitable faculty compensation structures, and capturing enrollment data for planning.

Concerns

Several areas of concern emerged during this visit with instructional programs. There appears to be a lack of integration of library and information resources into the learning process for some programs. In meeting with faculty it appears as if many faculty incorporate information resources into their program or encourage students to avail themselves of various information resources however there is very little indication that the faculty involve the library in the learning process. A few programs send the students to the library to view videos but there is no other formal interaction with the library. (2.A.8)

The policy for program elimination is not well understood or well developed. Program elimination has been a recent occurrence with the moratorium of the Electronics program. The college does not have an official process for program review and potential elimination decisions however the Associate Dean for Academic Affairs has stated she is working on such a policy. (2.A.12)

In some programs, there appears to be an unwillingness to honor prior credits earned. Prior technical credit earned by students may be recognized by faculty but for a variety of reasons including block scheduling and instructor belief that program content must be covered as a total package, it does not appear to be uniformly accepted by all faculty as credit earned towards their program degrees and/or certificates. However, there are some faculty who are willing to do so and most faculty mentioned the ability to accept academic prior credit. (2.A.10).

The Office Technology program is staffed by two full-time faculty with assistance from adjunct faculty to cover course offerings. Faculty reports difficulty adequately serving students, particularly given that the full-time faculty is involved either as a program chair or in other areas of campus service. Similar to the Accounting and Business program, it appears that the faculty has been willing to accommodate more students, yet the strain on the faculty is apparent and will likely need to be addressed in the near future (Standard 2.C.7).

While program assessment demonstrates goal setting and documentation of progress toward or completion of program goals, there is apparently little data used to inform goals or identify potential areas for improvement. Student learning outcomes could be tied more directly to program assessment and assessed in a more continuous fashion (Standards 2.B.2, 2.B.3).

The computer technology program provides little evidence that it is currently measuring or assessing progress toward the fulfillment of program goals or learning outcomes (Standards 2.B.2, 2.B.3). However, faculty have a plan (dated March 2010) for addressing this in the future. This plan was informed by data from the Computer Technology Student Satisfaction Inventory.

The use of available institutional data to help design appropriate assessment activities is encouraged and could be used as an example for other programs if implemented.

At this time, faculty have sufficiently responded to enrollment pressures by allowing student access and continue to take on increased workload, but this issue will likely need to be addressed and resolved in the near future if enrollments continue to grow (Standards 2.A.1, 4.A.1).

Policy 2.1 General Education/Related Instruction Requirements

Policy 2.1 specifies that transfer associate degree programs, as well as applied or specialized associate degree programs, and all certificate programs of an academic year or more in length, include a substantial core of General Education in the major areas of knowledge, the humanities and fine arts, the natural sciences, mathematics, and the social sciences. General Education courses at UM-Helena COT are lower division. UM-Helena COT offers the three Associate degrees including the Associate of Arts with general transfer emphases in accounting, business, English, fine arts, general science, history, mathematics, social sciences, and mental health direct care; the Associate of Science with general transfer emphases in accounting, business and computers; and the Associate of Applied Science. Additionally, they offer a wide variety of certificate programs.

Policy 2.1 identifies additional topics which should be covered as appropriate. These topics include safety, industrial safety, and environmental awareness. With the exception of the Associate of Applied Science degrees in Business Technology, Office Technology and Computer Technology, there is evidence that the safety and environmental awareness topics are covered.

The UM-Helena general education core will transfer as a unit and satisfies the lower division component of the general education requirements at all institutions within the Montana University System, which facilitates transfer of lower division credit. Programs in professional-technical areas require course work in the general skill areas of communication, mathematics, and human relations.

Policy 2.2 Educational Assessment

UM-Helena identifies and publishes the expected learning outcomes for each of its degree programs. The Committee found that UM-Helena COT has a functional system of institutional planning that begins with a system of review of its mission and vision that is open; has strategic planning initiatives based on its mission and vision and the resources of the campus; however, there are concerns regarding whether program or institutional assessment is effective and used to ascertain whether the College is meeting its goals. There is also concern whether student learning outcomes are assessed in ways which provide the evidence needed to inform program improvement.

The college has an annual institutional assessment process which is tied into the college's institutional effectiveness plan. Each program and department identifies their annual goals and using a particular format ties those goals to the college's goals and develops an action plan to achieve the goals. There appears to be a lack of clarity between the institutional assessment plan, which does include some learning outcomes in the annual goals, and the actual educational program planning and assessment process. The annual institutional assessment process is truly a review of program and department goals and action plans which may or may not include program learning outcomes. (2.B.1)

Faculty is expected to engage in the evaluation and assessment of particular instructional programs . However, there is a need for common and systematic use of data. The lack of an institutional researcher contributes to the lack of institution-wide data sharing and the variability of assessment practices throughout various parts of the college. While a common process for assessment and program review exists , assessment processes have changed frequently and there is some concern that assessment activities do not inform continuous improvement in teaching and learning (Standards 2.B.3).

The educational program planning and assessment process should focus on student learning outcomes . Student learning outcomes may be at the macro level of the program outcomes or may be more appropriately tied to the micro level of course objectives and should be measurable. In many cases appropriate assessment practices are identified but appropriate reporting of assessment results is not present. Evidence of reflection and evaluation of the data is missing. The Self Study documents in great detail the instruments used by each program to measure student learning, which includes a large variety of written and performance based assessments as well as anecdotal information obtained from advisory members and former students. Only one program, Office Technology, indicates that they actually use the information collected through these various measures informs course development and adjustments. [Self Study – documentation section] This is an area in which the college needs to spend more time and perhaps consider utilizing the assistance of individuals who are subject matter experts in assessment processes. (2.B.2, 2.B.3)

Policy 2.6 Distance Delivery of Courses, Certificate and Degree Programs

The self-study did not include a lot of information concerning Policy 2.6, the distance delivery of courses, certificate and degree programs although draft policies and procedures were available for review in the Exhibits area. Most of the information gained was done via review of the Exhibit materials and interviews with the Online Coordinator for Career, the Technical Education and the Executive Director of Academics and Workforce Development, a few faculty members who developed and teach online courses and a few students who were enrolled in online courses.

UM-Helena has had a limited but increasing number of courses offered online. The Online

Coordinator estimated that the college now has about 40 online classes, mostly in areas of Office Technology and General Education. The Associate of Applied Science in Water Resources and a Certificate of Applied Science Computer Skills Specialist are the only programs offered completely online.

In the past, the Online Committee of the Faculty Senate informally provided oversight to the online programs and classes but there were no written policies or procedures to guide the development and delivery of online courses. In 09/2009, a 0.75 FTE Online Coordinator was hired on a temporary contract for FY2009-2010 to provide that function. In 01/2010, the temporary Online Coordinator position was upgraded to temporary full-time. The college's intent is to establish and hire a new ongoing Director of Online Learning/Education starting in FY2010-2011.

UM-Helena has taken some beginning steps in providing a consistent effort in the delivery of distance education but much more work is needed. The Online Coordinator has developed a draft Online Learning Strategic plan as well as draft policies, procedures, templates and support materials. The Coordinator has actively sought out input from colleagues at other institutions as well as from some faculty and staff at UM-H.

Currently, four UM college campuses (University of Montana - Western, University of Montana - Missoula, Montana Tech at Butte and UM-H) have formed a consortium to purchase a shared online learning management system in an effort to move away from the current Blackboard system.

Online courses will be required to go through the same approval, capacity limits and review processes as face-to-face courses, utilizing the Academic Standard and Curriculum Review (ASCR) Committee which is a sub-committee of Faculty Senate. The college plans to review online courses on an annual basis to ensure currency.

There appears to be a general understanding that faculty are responsible for ensuring the quality of the content but because the draft policies and procedures are a work in progress, there is still some uncertainty and confusion about payment for course development, who owns the content of distance education, copyright issues, the utilization of revenue derived from the creation/production of online content and who is responsible for the enforcement of the online policies and procedures.

Again, because online education is just beginning to be formalized, there aren't a lot of support services in place right now for online instructors and students. The plan is to require all online instructors to attend a mandatory 8 hours of training on how to provide online training and use the online learning management system. The intent is to also provide follow-up training and ongoing checkups as needed. The hope is to have 24/7 technical support available and to have the online course template include links to college support services such as the library and

various student services. The plan is to survey online instructors and students on a quarterly basis to ensure that they are getting the support services that they need.

There appeared to be a general consensus with faculty and students that not all courses are ideally suited for online delivery and that not all students are best served by taking courses in an online environment. Care needs to be taken to identify those courses best suited for online delivery and to provide additional support or options for students who need it.

Care also needs to be taken to monitor online course enrollments so that students still receive the individual attention they need and faculty are not overloaded.

The college is just getting started in providing formalized structures and processes to make sure that the distance delivery of courses, certificates and degree programs meet the requirements as outlined in the accreditation standards. There were a lot of stated hopes, plans and intents mentioned in the exhibits and interviews but the proof will be in the pudding – whether or not the college is able to follow through with them. The college needs to formally establish and institutionalize these structures and processes to ensure that someone or some group is specifically accountable for seeing that the college continues to move forward in this area as much work remains to be done.

Because faculty and students will be ones most affected by the formalized structures and processes that are developed and finalized, the college is urged to involve more individual stakeholders in reviewing the drafts that have been developed before they are finalized as well as during the ongoing review and revision of the strategic plan and procedures.

Policy A-6: Contractual Relationships with Organizations Not Regionally Accredited

UM-Helena utilizes several contractual agreements to deliver non-credit continuing education classes through Gatlin, Ed2Go, and CCI. Proper agreements are in evidence.

The college was also successful in securing a Perkins Grant which provides credit courses for computer applications for 50 most-in-need special populations. The courses are delivered by the Career Training Institute, a non-profit agency. The college has a long-standing relationship with CTI and has an appropriate contract in place for the delivery of these courses.

All contracts initiated with non-accredited organizations are on file in the Office of Continuing Education. The Director is astutely aware of the need to maintain control of the curriculum and faculty approval. Contracts are executed only after careful scrutiny for adherence to NWCCU standards and policies.

Standard Three: Students

Purpose and Organization

Student Services is staffed by caring individuals who are well qualified with a high level of commitment to excellence in serving students. Student Services are effective in providing services that support the goals and mission of UM-Helena. The Student Services staff have clear job descriptions and are appropriately prepared to fulfill their assignments. Overall I found that essential support services were provided in a manner consistent with the educational philosophy of UM-Helena. Staff are well placed, student centered and believe deeply in the mission of the College. Assignments are clear and are regularly reviewed to ensure that students are well served and annual evaluations are current.

Policies and procedures for each department are in place and support the mission of Student Services. While a more formal process for evaluating student service policies should be developed, the goals of each student service area are clearly integrated, effective and compatible with the College's Strategic Plan.

Physical and financial resources have been identified as adequate to support the services offered. However, the rapid enrollment growth and the limited number of staff in service areas is a growing challenge. In some areas there is a high dependence on work study students to manage the workload. The new facility is well designed and has led to a more centralized delivery of services for students.

General Responsibilities

UM-Helena uses the results from several surveys to adapt student support services to better meet student needs. The Learning Center is an example of one area where a careful review of the data has led to improvements in the service students receive with increased support for tutoring, the addition of mental health counseling and changes based on withdrawal survey feedback.

There is a need within student services to compile data into a more single source for communication, analysis and planning.

Students have several opportunities to participate in institutional governance and it is clear their input is valued and respected. Faculty involvement and input into the development of policies for student programs and services comes primarily from involvement on committees.

Student rights and responsibilities are clearly stated and well publicized in the Student Handbook, and the Catalog. These publications are readily available and free of charge.

Students stated that they were aware of these policies and knew where to find them or who to ask. The College is fair and consistent in the implementation of these policies.

The catalog, student handbook, class schedule and website have a variety of information about the College and its policies. These include required consumer information, admission requirements, academic regulations, course descriptions, graduation requirements, tuition & fees and other items relative to attending UM-Helena. This information was easy to locate and user friendly.

The College uses feedback from student, staff and faculty to evaluate the effectiveness of the services offered.

Academic Credit and Records

The College is in compliance with Standard 3.C with the appropriate security and safeguards of records. Criteria for evaluation of student performance and the acceptance of transfer credit meet the standard guidelines. These policies are clearly stated in the catalog and procedures are in place to ensure high academic quality and integrity.

Student transcripts and publications clearly distinguish between credit and non credit courses.

Student Services

The College has admissions policies that are consistent with its mission. These policies are clearly published and consistently administered. Special attention is given to ensuring that marketing and recruiting support the goals of the College. Marketing has been a targeted area of improvement in the College by developing quality publications, enhancing the College image in the community, and improving tools for communication.

The College is in compliance with 3.D.3 in respect to “ability to benefit” regulation. Appropriate placement testing, procedures and processes to ensure students’ a reasonable probability of success are in place and clearly spelled out in the catalog and in admissions information.

The College has carefully reviewed policies and procedures related to placement of students in courses from development to college level. While this continues to be reviewed and refined processes and appropriate testing is in place to ensure a reasonable probability of success for students in AA & AAS Programs.

The College has a clear policy describing academic probation and suspension which is published in the catalog and student handbook which includes an appeal process. Student Right-to-Know Act is found in the Student Handbook and on the website. There is evidence that program graduation requirements are consistently applied and clearly stated in college publications.

The College is to be commended for the effective and responsive financial aid program. The staff have been described by students and staff as responsive, caring and dedicated. The Financial Aid Office has been proactive in providing service to the Airport Campus and in providing in person loan exit counseling. Two challenges facing the Financial Aid office are managing the growing workload with limited staffing and the ability to implement database system efficiencies in a timely manner.

The financial aid staff are to be commended for the efforts that have led to a default rate under 10% for the past three years. Students found the information they received from the Financial Aid Office to be informative, timely, and user friendly. The financial literacy workshops offered in collaboration with the Office of Advising and Retention have proved to be very successful.

New student orientation is well attended, informative and considered helpful by students. There are positive steps being taken to make it more interactive, practical and effective.

Advising is a shared responsibility between faculty and Student Services. Based on student, staff and faculty feedback and results of the 2009 Noel-Levitz Student Satisfaction Survey advising is an area of concern. Steps to improve are under way, including the hiring of a new Academic Advisor position. There is a need for a systematic process, uniformed plan and increased training for all advisors. It is not clear that specific advisor responsibilities are defined, published and made available to students consistently. The College is to be commended for the effective Early Alert process and intervention efforts to improve success and retention.

Career and job placement services focus on student needs and support the mission of the College.

Technology-based tools have been added to support career exploration and occupational information. Interfase, an interactive career forum allowing students and employers to connect by posting resumes and job openings was recently added.

Low cost health insurance coverage will be available to all students for Fall 2010.

Students were generally positive about campus food service. There is a good variety, nutritional selections, very reasonably priced and student input is valued. An area of concern is the lack of available food service at the Airport Campus.

The College has a very active Student Senate and they have an active role in providing input to the College. Director of Advising and Retention has served as Student Senate Advisor. There are several active clubs and regular student events and activities on campus.

The bookstore is has received a poor evaluation from students due to limited hours and closures during peak times of demand. The College should do a formal evaluation of the

bookstore to evaluate software needs, appropriate staffing levels. The evaluation should give students, faculty and staff an opportunity to participate in the development and monitoring of bookstore policies and procedures.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

UM-Helena exhibits integrity and responsibility in advertising and recruitment. Very good efforts are being made to increase, improve and enhance marketing, recruitment and outreach. The College's accreditation status is correctly and clearly stated in the catalog and other publications.

The catalog is a clear, factually accurate document and meets Policy 3.1 standards. It includes an equal opportunity, non-discrimination, ADA and accurate accreditation status representation. However, other College publications did not consistently include a notice of non-discrimination and appropriate equal opportunity language. The College should take steps to add a notice of non-discrimination to all College publications.

Standard Four: Faculty Evaluation

Faculty employed by UM-Helena expressed high job satisfaction and an extraordinary commitment to student success. Faculty fully understand the import of their individual and collective roles and responsibilities within the institutional organizational structure. Faculty are finding a voice and place within the College's governance structure and have been diligent in pursuit of them.

The Committee commends the faculty for stepping forward to embrace their appropriate role in assuring program and institutional effectiveness and student success. Widespread faculty willingness to go above and beyond minimum position requirements is laudable.

It is clear that UM-Helena supports the tenet that selection, development and retention of a competent faculty is of paramount importance to the institution. The importance of faculty rests upon their central role and responsibility for educational programs and their quality. Given this basic tenet, the Committee confirmed faculty qualifications meet or exceed minimum requirements according to Board of Regents policies. Members of the Committee did have difficulty determining if the number of full-time faculty is adequate in relation to the UM-Helena mission and scope of curricular offerings. (Standard 4.A.1)

The Montana Board of Regents has targeted initiatives and plans to increase the role of 2-year institutions of higher education in meeting the post-secondary educational needs of Montanans. In that vein, Montana's Colleges of Technology have been encouraged to increase the number and type of transfer degrees, in addition to the professional technical programs supported here. Coupled with economic downturns in communities across Montana, the Boards' support of the growth of its Colleges of Technology toward more comprehensive missions and program offerings, has spurred increases in enrollment beyond projections and expectations.

UM-Helena has embraced the challenge to adopt a comprehensive college mission, leading to the need for additional full-time faculty to oversee and instruct in general education programs and disciplines. In order for UM-Helena to adhere to NWCCU standards around academic planning, curriculum development and review, academic advising and institutional governance, concerted effort through strategic and systematic planning to increase the number of full-time faculty may be necessary.

The Committee appreciates the determined efforts made by the College to support the professional development of its faculty and staff through allocation of significant increases for professional development.

It is not clear, in all cases, that faculty workloads reflect the mission and goals of the institution. With increased use of adjunct faculty across the curriculum, full-time faculty workload may increase proportionally due to increases in responsibility for adjunct faculty mentoring and monitoring of consistency in the quality of course offerings. The Committee suggests the College develop clear plans to study needs for full-time faculty in programs and disciplines. Problems relating to the current economic downturn have exacerbated workload problems. With under-staffing widespread in the academic divisions, related responsibility of faculty members have increased, simultaneous with many faculty members taking on academic teaching overload assignments. The Committee further suggests that the College develop protocols for assigning related responsibilities for full-time faculty which reflect the mission and goals of the College, allowing sufficient time and support for professional growth and renewal.

Concern over faculty welfare issues centered on compensation issues, particularly that of salaries. Full-time faculty shared their ongoing concerns about the adequacy of salaries to attract and retain competent teaching academic employees. In light of bargaining related to compensation of College employees, College leaders reported they are working toward a goal of addressing compensation concerns in creative, incremental ways.

The ratio of tenured to pre-tenured faculty is insufficient in some disciplines to ensure consistency and quality of instruction. The College should develop institutional policies concerning the use of adjunct faculty in light of the mission and goals of the institution.

Policy 4.1 Faculty Evaluation

The College needs to fully implement the process for adjunct faculty evaluation. Adjunct faculty members are now assessed every quarter using mid-term and end-of-term student evaluations and periodic classroom observation.

According to the Collective Bargaining Agreement (Article 7.1) "Evaluations are a cooperative effort between the instructor and the Academic Affairs Office for the purpose of achieving excellence in the areas of effective and purposeful instruction and job performance. Formal evaluations may include components such as self-evaluation, supervisory evaluation, and student evaluations."

Full-time tenured faculty receives evaluation every three years. Evaluation consists of student evaluations (for every course taught throughout the year), a self evaluation, and an administrative observation. Evaluation materials are reviewed and discussed with the Associate Dean of Academic Affairs to mutually identify what efforts can be made to improve instruction and performance. Full-time faculty on probationary status is evaluated in the same manner on an annual basis.

Adjunct faculty is evaluated using the same process as the full-time faculty, with the exception that student evaluations also occur at the mid-point of the semester for adjuncts with less than two semesters of experience at the college. Observations are sometimes performed by program chairs or full-time faculty within the program area. Faculty report that occasionally faculty from outside the program are asked to volunteer to conduct classroom observations.

Concerns

The evaluation process generally appears to be in compliance with Policy 4.1. However, it is noted that the quality of evaluation is compromised by the workload that falls to the Associate Dean of Academic Affairs to conduct evaluation (Policy 4.1b). This is clearly recognized in the self-study, which reports that “the evaluation process is not adequately supported by one administrator.”

The college has established an ad hoc committee convened by the Labor Management Committee to make recommendations to change the evaluation process for full time faculty. The college is encouraged to develop strategies to adopt an evaluation system that is meaningful for faculty—both full-time and adjunct faculty—and realistic of the administrative resources available to conduct evaluation that complies with Policy 4.1.

It was also reported that evaluation instruments have not been regularly reviewed or assessed. Faculty and administration are further encouraged to collegially review evaluation instruments. These instruments should support a continuous process of faculty development and program improvement through the evaluation process per Policy 4.1.

Standard Five: Library and Information Resources

Purpose and Scope

The UM-Helena Library has come a long way since the full-scale accreditation visit in 2000 which listed two recommendations regarding the library:

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

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

The mission of the library to “enhance instruction and learning by providing resources and access to information in support of the College’s programs...The Library also exists to foster the broader educational ideals of life-long learning, information literacy and intellectual freedom to the College and the greater community.”

The Library has a wide variety of services to support its users but the collection is small compared to other community and technical colleges in the state. The Library subscribes to a wide variety of online databases and on-campus and remote access to the Library’s online catalog and databases is available 24 hours a day, 7 days a week. The Library staff prepare and distribute library information handouts to faculty and students on a regular basis.

Use of library materials and services has dramatically increased since 2002 when the current Director of Library Services was hired. The only obvious exception was in 2005, the year that the Director of Library Services took a year of absence from her job. In that year there was a very noticeable drop in library usage.

Information Resources and Services

The Library has a collection development plan which guides the selection and deselection of materials. Materials are selected to support the degree programs and other courses. The Library has some media equipment available to augment the equipment available from the IT Department. Non-periodical materials are catalogued using the Dewey Decimal classification system and MARC records from OCLC. The Library’s holdings are added both to OCLC’s bibliographic database and the online catalog of the Affiliated Libraries of the University of Montana.

The physical collection of library materials is small (7,983 books and media materials) compared to the four other comparable community and technical colleges in the State but it has been gradually improving. In 2009 the Board of Regents approved adding a library fee (approximately \$1.50 per credit) to be used on building a core collection of materials. This will provide a greatly needed additional \$30,000 per year for library materials in addition to the regular ongoing materials budget. The library collection is augmented by a fairly extensive collection of electronic books, serials and online databases which are possible at a relatively inexpensive cost due to the college's affiliation with the University of Montana and other statewide cooperatives.

In 2008, the Montana Board of Nursing accrediting body visited UM-H and stated that the Library's resources were sufficient and adequate for nursing students' needs.

Students appear to value and are satisfied with library services. According to 2009 Noel-Levitz Student Satisfaction Survey, students rated "library resources and services are adequate" as 5.93 in importance and 5.55 in satisfaction for a performance gap of 0.38. They rated "library staff are helpful and approachable" as 5.74 in importance and 5.53 in satisfaction for a performance gap of 0.21.

Usage of library resources and services has dramatically increased over the years. FY2002, there were 225 items added to the collection and in FY2009 there were 566 items added (an increase of 151%). In FY2002, there were 620 items circulated and in FY 2009 there were 2,750 items circulated (an increase of 344%). In FY2002, there were 920 information transactions and in FY2009 there were 1,569 transactions (an increase of 71%). The information transactions have probably not grown as much since reference assistance during library open hours is limited due to inadequate staffing levels of paid library staff.

The Library offers some information literacy training for students and faculty, but not all courses and programs incorporate the use of library and information literacy skills into the curriculum and in training students, faculty and staff to be effective, efficient and independent information consumers. The Library needs to be more even more proactive in working with faculty in this area but due to lack of adequate professional librarian staffing, this is an ongoing challenge.

Students, faculty and staff have several opportunities to participate in the planning and development of library resources and services. There is a broad-based Library Advisory Committee consisting of department and program chairs that meets on a regular semester basis and by email as needed between meetings. The Library Advisory Committee is responsible for reviewing and approving library policies and procedures and giving guidance to the Director of Library Services.

Policies and procedures are regularly reviewed and readily accessible via the Library's website. They are also available in print copy in the Library upon request. The Library maintains an extensive procedures manual both in print and electronic formats.

Faculty members are encouraged to make purchase suggestions for the Library's collection. Students, faculty and staff provide input to library planning via various college committees and the satisfaction surveys that the Library conducts on a regular basis.

The Library is very effective in using computing and networking resources to extend its services beyond the walls of the physical facility located in Helena. The Library maintains a comprehensive, well-designed and user-friendly website with links to its online catalog, other online resources and databases, tutorials, and course-specific pathfinder worksheets.

Facilities and Access

The library facility was established 1991-1992 in a dark, windowless classroom. The new facility which is much more light, open and inviting, opened in 2007 and is much welcomed and appreciated by the students and staff. There are several computers located in the library as well as some equipment, seating space and a group study room.

Because the new facility is small, there are still complaints about lack of adequate seating and controlling the noise levels. The library staff has taken measures to try to make the library a quieter place for research and study.

The Library is open 57.5 hours a week, Monday through Friday. This amount of open hours, however, is only possible by using work study students to cover the evening hours and library staff absences. Library staff sometimes needs to work split shifts or work 12-hour days in order to cover unplanned absences and sometimes the Library is closed during scheduled open hours due to lack of staffing. The library is open more hours per FTE staff than other departments at the college and is open more hours per FTE staff than found in the four other comparable community and technical college libraries in the state.

Students in the open forum voiced a request for longer library evening hours and for having the Library open on weekends. This will be a real challenge since the library has difficulty staffing the open hours it has now.

Library services to the Airport Campus are limited due to lack of adequate library staffing. Online databases do provide access to basic information resources for those students, faculty and staff.

The Library has been very effective in overcoming its space limitations by its use of online resources which can be accessed from any computer with Internet capability. In addition to the

Library website, the Library provides online access to its catalog of materials, a wide variety of online databases and various other online resources.

The Library has also been very effective in partnering with other libraries to maximize the services and resources that it provides to its users. The Library also has written reciprocal borrowing agreements with several libraries.

As a member of the Affiliated Libraries of the University of Montana consortium, it has a shared integrated automated library system. The Library staff also have accessed to a shared web-based interlibrary loan system and partners with a group of libraries to provide resource sharing at no charge to each other. The Library is also a member of the Montana Library Network with its various projects.

Personnel and Management

The Library is staffed by a total of 1.58 FTE paid staff. This includes a 0.83 FTE professional MLS librarian who serves as the Director of Library Services and a 0.75 FTE Library Technician. The library has essentially the same staffing levels now as it had in 2002 when the current Director of Library Services was hired – even though library services provided and usage has dramatically increased since that time. For example, in FY2002, there were 225 items added to the collection and in FY2009 there were 566 items added (an increase of 251%). In FY2002, there were 620 items circulated and in FY 2009 there were 2,750 items circulated (an increase of 444%). In FY2002, there were 920 information transactions and in FY2009 there were 1,569 transactions (an increase of 171%).

Although Director of Library Services is a non-faculty, contracted professional position, she is a voting member of the Faculty Senate. The Director of Library Services regularly works an average of 8 – 10 unpaid hours per week at home working on library activities.

Both library staff members have written job descriptions and are extremely well qualified for their positions. Library satisfaction surveys and discussion with users during the site visit, indicated that college students, faculty and staff found the library staff to be extremely knowledgeable, responsive and helpful.

The Director of Library Services is a member of and participates in professional library organizations and is a member of several campus committees, including the Academic Standards and Curriculum Review Committee. The Library Assistant also actively participates in several college committees.

In addition to the paid library staff, the library uses about fifty-six hours of work study student help per week, although there has been a recent decrease in the number of available student work study hours. A work study student works alone in the library from 5:00 to the 8:30 PM

closing time on Mondays thru Thursdays. Work study students also sometimes work alone and unsupervised in the library during daytime hours when library staff are on vacation or sick leave or are attending college meetings or approved continuing education opportunities. Having work study students work alone in the library, keeping it open is in conflict with federal regulations governing the use of work study students which states that work study students cannot supplant regular paid staff and that the students must be adequately supervised. As trained and capable as a work study student may be, they do not have the same level of expertise, experience and commitment to helping students as a paid library staff member has. Using unsupervised work study students is also a concern due to the college's liability should something unfortunate occur in the Library during a time when only a work study student was on duty. Use of work study students to staff library evening hours has been a long-standing practice that was in place and inherited by the current Director of Library Services when she was hired in 2002.

The student work study positions have written job descriptions and receive adequate training including access to a written training manual. The students are supervised by the Library Technician.

The Director of Library Services and the Library Technician both have taken advantage of professional development opportunities and being involved in college-wide committees. Sometimes workload factors and lack of adequate staffing levels restrict involvement in these activities.

The Associate Dean of Academic Affairs stated that the college plans to add a 0.5 FTE to the library staff to help alleviate the staffing shortage. Even with the proposed added staffing, she also shared that the Library may need to prioritize services and determine which library services are most critical to provide given the available and proposed staffing levels.

Planning and Evaluation

The Library conducts regular informal and formal surveys of its users and uses information gathered to improve library services.

The Director of Library Services attends the faculty, staff and student senate meetings at least once per semester to give an update on library services and to give an opportunity for questions, comments or suggestions about improving library collections and services.

The Director of Library Services has extensive experience and expertise in planning and assessment and has a clear understanding of the importance of gathering and using data to inform decision-making and to help tell the library's story. She even explains to the library's work study students how the data that they help collect on a daily basis fits into the bigger picture of impacting library planning, budgeting and service improvement.

Summary

The Library provides a wide variety of services and materials to support the needs of the College's students, faculty and staff. One of the Library's biggest strengths is how they have used computing and networking resources to provide more access to more information to more of their customers at all times of the day or night. Another of the Library's strengths is the many partnerships that they have developed and participate in, both at the college and in the outside library community.

The library uses various formal and informal means to gather input from its users and actively and regularly uses that information to help improve library services.

Based on comments received from students, faculty and staff, the overwhelming consensus was that the biggest strength and resource of the library is its staff, particularly the Director of Library Services. The library staff is a well-respected, valued and integral part of the college community and its mission to serve students.

The library needs to be more proactive in working with faculty to incorporate the use of library and information literacy skills into the curriculum and in training students, faculty and staff to be effective, efficient and independent information consumers. While the Director of Library Services provides helpful and well-received training both to classes and individuals, the availability is limited because of inadequate professional librarian staffing levels. (Standards 2.A.3, 2.A.8, 5.B.2 and 5.D.1)

The library needs to be more proactive in providing services to all students, faculty and staff especially those located at the Airport campus. This is currently limited due to inadequate levels of paid library staff. (Standards 5.A.1, 5.C.1 and 5.D.1)

Concern

Reference assistance during library open hours is limited due to inadequate staffing levels of paid library staff. (Standards 5.A.1, 5.B.2 and 5.D.1) The biggest concern is the College's reliance on using work study students, especially during the evening hours, to keep the library open. The College needs to review the ratio of library open hours to paid library staff hours and find a way to provide adequate library services and open hours using qualified, college employees. (Standards 5.A.1 and 5.D.1)

Standard Six: Governance and Administration

Um-Helena is governed by the Board of Regents , which governs the entire Montana University System. While this structure creates consistency across all institutions in the system, UM-Helena is not specifically mentioned in Board of Regents policies. At times, the college experiences difficulty implementing policies that aren't written specifically for Technology colleges. This concern has been expressed to the Commissioner of Higher Education. The college has developed clear job descriptions for administrators and a strong committee structure that includes faculty, staff and students. These both add clarity to the governance and structure of the college. Employees of UM-Helena seem to understand the governance structure and how decisions are made.

Students participate in a student senate, have a presence on College Council, and participate in decisions that impact them. Students also have opportunity to comment on draft policies before they are finalized and submitted for approval.

Employees and students reported that communication between leadership and the college are good. College administrators are accessible and approachable. When issues are raised, timely decisions are made.

There have been recent efforts to increase communication between departments and divisions to reduce duplication of effort. This has been especially important in regards to assessment activities. Multiple areas are sometimes involved in attempting to develop reports and analyze data around the same topic. Lacking a coordinated institutional research office, each area does its own assessment data collection. Data is not consistently distributed to all parties. Many people expressed hope that the newly initiated College Council will provide coordination of data and assessment activities. This council has been meeting since fall. Minutes and agendas provided in the documentation room did not address assessment or data coordination. It will be important for the college to monitor the effectiveness of the newly constructed College Council, especially related to its role in coordinating and providing feedback about institution planning, effectiveness, and educational assessment. If the Council is not effective in coordinating these efforts, additional changes will be needed. It is imperative that the college provide the necessary resources to coordinate and distribute institutional research to ensure planning and goals are based on appropriate information. (6.C.6; 6.C.7)

A recent change in budget committee processes has shifted staffing decisions from this highly participatory group to the executive level Leadership Team. Staffing decisions are now being made without input from across the institution. Employees seem uninformed about how staffing decisions are tied to strategic goals. This is an area where the college should attempt to increase its communication and ensure that these decisions are tied to goals. (6.B.7)

Standard Seven: Finance

Financial Planning

As part of a larger system, UM-Helena coordinates financial planning with three other institutions that report to a Board of Regents. The funding level for each college is set by the Board of Regents. The budget officers from each college provide projected two-year enrollment s, tuition, fees, and costs subject to inflation, for example utility costs. The budget officers meet to generate a recommendation for the Board of Regents. After the Board of Regents approves funding levels, the college makes decisions about how to allocate funds internally. While the college has independent authority for making resource allocation decisions, any changes to the base allocation, such as the use of tuition collected beyond the projected levels, must be approved by the Board of Regents. UM-Helena demonstrated appropriate reporting and compliance with approval requirements to the Board of Regents.

For fiscal year 2006, UM-Helena moved to a zero-base budget model for non-personnel costs which are analyzed by a Budget Committee comprised of the executive team, faculty and staff senate leaders, directors of programs, and a member of the student government. The Dean/CEO serves ex-officio. The Budget Committee meetings are open to all who are interested in attending. The Budget Committee makes recommendations to the Executive Team for final budget allocations within the institution. Budget decisions for personnel costs are made by the Executive Team.

The new budget process is working well for the college. Most people expressed their appreciation for the transparency of the budget decision-making process and for the opportunity to gain a more common understanding of operations and programs across the college. In the open forum for staff, people knew where to get information about the budget, and if they were interested, could gain a good understanding of how the college budget works.

The new budget process also requires tying budget requests to the college's strategic planning goals. Examples of budget request demonstrate this is being done. Some requests also included data that supported the request being made. However, it is not as apparent that Executive Team decisions about position requests and vacancies are consistently tied to the strategic plan goals and objectives.

UM-Helena participated in one bond issuance by the UM system in 1999. The Assistant Dean of Fiscal and Plant reviews the payment of the debt. UM-Helena is the only college in the system that has made all payments on a timely basis, which has resulted in additional funding for plant support coming back to the college.

Adequacy of Resources

The sources of funding for UM-Helena come from state appropriations, tuition and fees. While resources appear to be stretched thin, programs also appear to be functioning well. Many staff throughout the college serve a variety of functions, especially in this time of excessive enrollments. The new budget process has helped create more focus on applying non-personnel resources more strategically.

Overall, the financial condition of the college appears to be stable. Strategic moves to offer a more comprehensive class schedule and degrees and certificates is serving the community well, demonstrated by more enrollments in community education, partnerships and connections to the community, and increased enrollments. This has generated more tuition, which has been invested in equipment, technology and furnishings that better support programs.

The challenge created by additional enrollments is the burden on staff to serve more students without an increase in state appropriated base funding. The increased cost per student for UM-Helena has come largely from increased tuition and fees. The state appropriated portion of the cost per student has declined from 67% to 58% over the past three years. This places particular importance on disciplined enrollment projections and the need for enough flexibility in the operating budget to sustain the college when enrollments decline.

UM-Helena does not produce stand-alone financial statements, as they are part of a system that rolls into the State of Montana's Comprehensive Annual Financial Report (CAFR). The IPEDs data indicate financial stability. The college plans and maintains a contingency fund based on two percent of the operating budget. These funds are managed by the Assistant Dean of Fiscal and Plant. Any requests for these funds are made in writing and evaluated and approved by the Executive Team. This is another indication of transparency in managing college's resources.

Transfers among funds are done with approval of the Dean/CEO and the college follows the system policies and procedures relating to negative cash balances. Planning for and monitoring of student financial aid is done by both the Assistant Dean for Fiscal and Plant and the Director of Financial Aid. Estimates for waivers and financial aid are included in the projections created for the Board of Regents at the beginning of the budgeting process.

The college's Bookstore, Food Services, and Part Sales are largely self-supporting. The revenues from the Bookstore and Food Services, along with student fees, are pledged for the bond payments. The Food Service is supplemented by the Bookstore and more recently operating funds in recognition it provides an important service to students. In total, there are fund balances in the auxiliary fund accounts, indicating that the college's operating accounts do not rely on this source of funds for financial stability.

Financial Management

The Montana University System provides extensive guidance and policies relating to financial management. The system uses Banner to record and manage financial and student information. When the system policies and procedures are not relevant to UM-Helena, there is a clear process to develop policies and procedures unique to the college. The financial systems follow generally accepted accounting principles and are centrally managed by the Assistant Dean for Fiscal and Plant, who is a CPA.

All expenditures and sources of revenue are included in the regular planning, budgeting, accounting and auditing procedures. The procedures and organization of the business functions are appropriate for the size of the college. UM-Helena provided evidence of taking particular care and attention to the management of its resources. The Dean for Fiscal and Plant and Business Office staff share the same passion as the faculty and student services staff for the academic mission and for supporting students.

The Dean/CEO reports annually in August to the Board of Regents on the financial condition of the college. The college is audited annually and the results are shared with the Dean/CEO and Board of Regents. Internal audits are conducted by UM-Missoula staff as well as by the accounting manager. The results of these audits, with particular attention paid to cash handling transactions, are shared with the Dean/CEO and corrective actions are managed by the Assistant Dean for Fiscal and Plant.

Fundraising and Development

UM-Helena has a 501(c) (3) chartered for fundraising purposes, but it is not organized and functioning. The Dean/CEO is working with the Executive Advisory Board to create a more functioning foundation. Particular care will need to be made to clearly define the relationship between the college and foundation.

There are two small endowment funds at the college. These funds and their investments are administered by the Assistant Dean for Fiscal and Plant. There is a new Grants Committee, chaired by the Executive Director of Academic and Workforce Development, which is researching and applying for grant funds for the college.

Standard Eight: Physical Resources

Instructional and Support Facilities

The facilities and equipment at UM-Helena have been renovated and refurbished over the past five years. The Donaldson campus is modern and the classrooms are newly renovated and equipped to serve the instructional programs. The new science labs are a great improvement for the instructional programs and bring the instruction previously conducted in the high schools to the Donaldson campus. Faculty and students expressed a positive opinion about the classroom space and technology used for teaching and learning. The Airport campus, expanded in 2005, will be undergoing further expansion in 2010 which will greatly improve crowded conditions for the welding program.

The facilities at both sites are fully utilized. The renovation of the Donaldson campus has attracted more use of the facility by the community for meetings and events. The Enrollment Management Committee has formed a sub-committee, chaired by the Assistant Dean for Student Services, to study and make recommendations on how to better utilize space at both campuses.

The college recently hired a Facility Manager who is improving and expanding the existing maintenance plan in order to be proactive in maintaining the quality and safety of the buildings. The Facility Manager is also taking on the role of safety coordinator for the college to improve communication and understanding of the emergency response and safety plans with the rest of the campus. He is being proactive in developing a Tort Risk Management plan with the goal of reducing the Worker's Compensation rate for the college. The Safety Committee meets regularly and has greatly benefitted by the recent addition of students to the committee.

The building construction projects were funded by state capital funds and the design and construction process for UM-Helena is managed by the Department of Architectural and Engineering Services (A&E Services). The building designs are evaluated for ADA accessibility and safety by A&E Services. The state also provided Operating and Maintenance funds for the newly constructed space, which is used to fund staffing, utilities, equipment, and materials.

Some Continuing Education courses and Nursing clinical courses are conducted off-site and the facilities are appropriate for the program offered. For Dual Degree programs, instruction is conducted at the high school facilities appropriate for that educational purpose.

Equipment and Materials

UM-Helena has been able to make significant investments in equipment and materials over the past three years because of additional funds generated by excess enrollments and tuition. Carry

forward operating funds and funds from the facilities improvement and refunding bonds (described in Standard 7) are used for plant improvements. These funds have allowed replacement of equipment for maintaining the facilities. Equipment is maintained by maintenance and IT staff. Inventory of IT equipment is maintained by the Director of Information Services and other equipment inventory is maintained by the Business Office.

The Director of Information Services maintains and coordinates a replacement schedule for all computing equipment and is a member of the Budget Committee. The college charges students a Computing Fee which funds the computer replacement schedule as well as an IT Fee which funds the cost of maintaining the network software and infrastructure. The Student Government also provides Student Services fees for technology improvements. The Director of IT works closely with faculty through an IT Committee and one-on-one contact with faculty in order to be responsive and provide solid tools for instruction.

The Safety Committee, in preparing for the self-study, discovered weaknesses in the college's hazardous waste program. As a result, the policy and procedures were updated and improved and the college contracted with another college to dispose of the waste in a more cost effective manner. The Lab Coordinator conducts an annual audit of hazardous materials to insure materials are being handled properly and safety data sheets and handling procedures are being followed.

Physical Resource Planning

UM-Helena has been successful in implementing the projects identified in the current facilities master plan. The existing plan supports the mission and goals of the institution, particularly the goal of becoming a comprehensive two-year college, supporting student success, and being connected with the community. The current master plan was developed with input and review from the Executive Advisory Board, community stakeholders, neighbors of the campus, faculty, staff and students.

The existing plan is at the end of its useful life and needs to be renewed. The intent is to begin that process in the 2010-11 fiscal year. The process will need to pay particular attention to the dynamics between the two campuses, how to best organize those sites to maximize services to students and to avoid the perception of "us versus them".

Standard Nine: Institutional Integrity

UM-Helena College of Technology demonstrates its commitment to institutional integrity in a number of important ways.

The college conscientiously reviews publications and important documents to ensure that its representations to students and the public are accurate and timely. The college catalog is published every year and may, at times, accidentally contain erroneous information. Faculty, student services staff and students work together to resolve issues related to information included by mistake. When possible, the information is corrected.

The UM-Helena operates under an adopted Conflict of Interest policy, developed in 2007 and revised in 2008. This pattern is carried over to the college staff through required training on what constitutes a conflict of interest and actions employees should take if a potential conflict of interest exists.

The Board of Regents just completed a three year review of all policies and UM-Helena has posted policies on its website to make them more visible and accessible.

The Evaluation Team found no evidence of faculty concern regarding issues of academic freedom. Likewise, no evidence was found that students had concerns relating to academic freedom. The Board of Regents has a policy on academic freedom. UM-Helena follows UM-Missoula policy on academic freedom and provides opportunity for periodic faculty discussion about academic freedom.

The faculty maintain a high standard of academic integrity for students as evident by creation of a grade that indicates failure due to student dishonesty (FX).

Student discipline codes and other college rules and regulations are published and most are available through college website and appropriate publications. Appropriate provisions for due process hearings are made in all college disciplinary processes.

General Commendations

1. UM-Helena faculty and staff are commended for their passionate commitment to student success. They willingly and enthusiastically provide high quality services and instruction to record numbers of students in a time of tight state resources.
2. UM-Helena is commended for its effective participatory processes for making professional development, curriculum review and non-personnel budget decisions. Budget decisions are tied to planning processes. The curriculum process is driven by faculty.
3. UM-Helena is commended for using a participatory self-study process that allowed them to take a candid and honest look at themselves, to identify areas where they weren't satisfied with their performance, and to implement improvement strategies in advance of the Evaluation Team's arrival. As an institution, they are motivated to better serve students and the community, in fulfillment of their mission and values.
4. The Library at UM-Helena is commended for its effective use of assessment. Library staff uses data to assess department effectiveness and make changes based on their assessment results. They are responsive and supportive of student, staff, faculty and institutional needs. Their processes are a model for other departments and programs.

General Recommendations

1. The committee recommends UM-Helena carefully and strategically considers staffing decisions through an inclusive process that makes provision for faculty, student and staff input (6.A.3) and results in:
 - Sufficient faculty with primary commitment to the college who guide curriculum in all majors and disciplines in which the college offers major work. (4.A.1)
 - Administrative and student services that are staffed with qualified individuals whose academic preparation and/or experience are appropriate to their position, duties, and responsibilities. (5.D.1)
 - Staffing decisions that are consistently tied to strategic goals and objectives (6.B.7; 7.A.2)
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)
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)
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)

In conducting this visit, committee members met with the following people:

Jon Adams, student
Mary Ann George, Library Assistant
Janice Bacino, Director of Library Services
Maurya Barghultz, student
Daniel Bingham, Dean/CEO
Jeff Block, Director of Information Services and Library Advisory Committee Member
Tina Bright, Business Office
Joe Britt, Food Service
Kevin Brockbank, Executive Director of Academics and Workforce Development
Mike Brown, Asst. Dean of Student Services and Library Advisory Committee Member
Jami Burk, Admissions Evaluator
Mike Ceartin, Construction Technology Instructor and Safety Committee Chair
Terri Clairmont, Financial Aid Work-Study/Scholarship Coordinator
Wyatt Conard, maintenance
Wayne Conway, student
Emmett Coon, faculty
Ondrea Cowser, student
Mike Creatin, Construction Technology Instructor and Safety Committee Chair
Mike Cronin, Faculty and Co-Chair of Self-Study Standard 5 Committee
Sarah Dellwo, Registrar
Melinda Diamond, student
Tod Dumas, Aviation Technology
Russ Fillner, Assistant Dean of Fiscal and Plant and Library Advisory Committee Member
Brandi Foster, Associate Dean for Academic Affairs
Gary Frankforter, Facility manager
Tammy George, ACCESS Center Admin Aide
Laura Gifreda, business office
Nancy Grabowski, Accounting Manager
Tim Harris, Metals - Welding Technology and President of Helena Teachers Union
Judy Hart, Lewis and Clark Public Library Director
Kim Haughee, faculty
Michelle Holt, faculty
Suzanne Hunger, Director Retention and Advising
Heather Ireland, Assistant to Academic Dean
Dauneen Johnson, Online student
Joanne Johnson, Bookstore Manager
Dave Jones, Automotive Technology
Tom Jungst, Metals – Welding Technology
Jennifer K. Schade, Admin Associate Enrollment Services

Shelly Kaiser, IS support specialist
Harold Kelly, Construction Technology
Susan Kirley, Personnel Specialist
Karl Kruger, Aviation Technology
Valerie Lambert, Director of Financial Aid
Mary Lannert , Director of Continuing Education and Library Advisory Committee Member
Steve Lewis, faculty
Troy Maness, Fire and Rescue
Rick Martin, student
Kendall May, Admissions Representative
Barb McAlmond, Marketing and Communications Coordinator
Doug McBroom, Online course developer and adjunct instructor
Michelle McEwen, student
Nathan Munn, General Education Chair and Library Advisory Committee Member
Karen Murfitt, student
Nick Nason, maintenance
Valarie Osborne, student accounts
Candace Pescosolido, faculty
Stefani Peterson, Online student
Karen Raphael Conley, faculty
Ralph Rinehart, Diesel Technology
Brian Roberts, Fire and Rescue
Sandy Sacry, Nursing Program Director and Library Advisory Committee Member
Steve Schlauch, Automotive Technology
Kari Schlemmer, Access to Success Program Manager
Joan Schneider, Faculty member teaching Office Technology face-to-face and online classes
Shawn Scott, faculty
Jen Skartveit, student
Dawn Sliva, computer support
Seth Slocum, Metals - Welding Technology
George Sonnenberg, faculty
Bryon Steinwand, faculty
Christine Stergar, Continuing Education Assistant
Sherri Stevens, Registrar's office
Danny Straw
Winnie Strainer, Assistant to the Dean/CEO
Steve Thomas, student
Alan Thompson, Career Services
Tricia Tyhurst, OT Faculty & Dept. Chair and Library Advisory Committee Member
John W. Hartman, faculty
Rachelle Walker, student
Art Warner, Metals – Machine Tool Technology

Josh Wisler, student

Chad Williams, Career and Technical Education Online Coordinator

Barbara Yahvah, faculty

Cindy Yarberry, Director of Learning Center and Disability Services