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SELF-STUDY REPORT

For the Reaffirmation of Accreditation
by the Northwest Commission on Colleges
and Universities

The University of Montana – Helena

AN EDUCATED DECISION

The University of Montana
Helena College of Technology

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Helena College of Technology
Helena, Montana

Comprehensive Self-Study Report
For the Reaffirmation of Accreditation

Prepared for the
Northwest Commission on
Colleges & Universities

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The University of Montana-Helena
COLLEGE OF TECHNOLOGY

April 2010 has become a noteworthy date in the history of the University of Montana – Helena College of Technology as we mark the culmination of our efforts to prepare for our ten year accreditation review. For more than two years our faculty, staff, and administration have put tremendous effort into getting ready for this visit.

During this time of critical analysis, retrospection and information gathering we have come to appreciate that it is not the date that we will long remember, but what we have learned about our strengths and weaknesses and the subsequent recommendations and changes that have and will come from them. I am confident that our ongoing progress from this point forward will be founded on the continued dedication, commitment, cooperation, and partnership of all our constituents.

I express my appreciation to all those who have worked so diligently with exhaustive effort and dedication to the College, but more importantly on behalf of our students. I also thank the Northwest Commission on Community Colleges for their time and devotion to supporting the pursuit of excellence.

We at UM-Helena are eager to share with you, through our self study, an analysis of who we are as an institution of higher education within the Montana University System. We know the time you will spend in preparation for your site visit will be of great value to the College. We welcome your insights as we prepare to move forward into the next decade.

Sincerely,

Daniel J. Bingham, Ph.D., Dean/CEO
The University of Montana-Helena College of Technology

Glossary

Academic Year (AY) Instruction equivalent to two semesters of approximately 15 weeks apiece, which may include examination days

Airport Campus The campus located on Airport road that houses all Trades programs

ASE Automotive Service Excellence, a designation awarded to those successfully completing automotive educational programs at recognized vocational-technical institutions

ASUMH Associated Students of the University of Montana Helena

AWS American Welding Society

AY Academic Year

BOR (Montana) Board of Regents

Campus Physical location and infrastructure of the University of Montana—Helena College of Technology

Catalog The official bulletin that states admission and graduation requirements, program offerings, costs, faculty and all other significant information necessary for an accurate understanding of the institution.

CBA Collective Bargaining Agreement—the document setting forth faculty rights, responsibilities, and terms of employment, ratified by the faculty union and the Board of Regents.

CEO Chief Executive Officer

Course A single instructional subject commonly described by title, number and credits

Credit, Unit of A quantification of student academic learning using the Carnegie Unit where one credit = 15 hours of lecture, 30 hours of lab, or 45 hours of clinical/shop time over a 15 week semester

Department An organizational unit around a discipline or area of academic specialization

Donaldson Campus The main college campus that houses the general education, technical and professional academic programs, as well as all administrative offices

Faculty Senate The centralized body for full-time and adjunct faculty to participate in institutional governance

Glossary

Fiscal Year (FY) The 12 month period beginning July 1 and ending June 30

FTE Full-time equivalent

GPA Grade point average

Headcount The number of students enrolled in an institution, course or program without regard to the number of credit hours taken by individual students

IT Information Technology

IPEDS Integrated Postsecondary Education Data System

MCA Montana Code Annotated

MUS Montana University System

OCHE Office of the Commissioner of Higher Education

OPI Office of Public Instruction

SSI Noel Levitz Student Satisfaction Inventory

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Preface

Summary of Institutional Characteristics

Located in the foothills of the Montana Rocky Mountains, The University of Montana—Helena College of Technology is a vibrant, growing two-year College offering 32 credentials in 14 different areas, as well as a variety of learning opportunities in personal enrichment and customized training. Through these offerings, UM-Helena serves over 2500 students each year throughout the local community.

UM-Helena maintains two campuses. The Donaldson Campus is the main facility, housing the majority of administrative and student support services as well as academic programs in general education, nursing, fire & rescue, and accounting, business, computer and office technology. The Airport Campus, situated approximately two miles from the main campus, houses the trades program areas of automotive, aviation, construction, diesel, machining and welding. The administrative organization of the college is divided into three divisions: Academic Affairs, Student Services and Fiscal & Plant; each led by a dean-level position who reports directly to the Dean/CEO.

UM-Helena began in 1939 as the first vocational-technical school in Montana. Its original program emphasis was aviation; throughout World War II it trained workers for war production in shipyards, at aircraft factories and on Air Force bases. After World War II, it steadily expanded its occupational programming. Until 1987, this institution was jointly governed by Montana's Office of Public Instruction and the Helena School District. In 1987, the state legislature authorized the transfer of governance to the Montana Board of Regents of Higher Education. As one of five state-funded colleges of technology in the Montana University System, Helena Vocational-Technical Center, as it was then called, had no organizational or administrative ties to other institutions. In 1994, the Montana University System, with its eleven separate two- and four-year units of higher education, was restructured. All units were placed in a reporting structure that linked them to one of the two Montana research universities, either Montana State University—Bozeman or The University of Montana—Missoula. Three of Montana's colleges of technology—those in Billings, Butte and Missoula—were merged with the four-year units in the same locations.

During this restructuring, Helena Vocational-Technical Center became the Helena College of Technology of The University of Montana. One of four units comprising The University of Montana (UM), it retained its independent status, but linked its resources and operations with those of the other three UM units. It continued to pursue its historical mission and goals, but embraced an enhanced mission as it became more responsive to the needs of the Helena community and to the Montana University System itself.

Now known as The University of Montana—Helena College of Technology, UM-Helena continues to expand its outreach to the community by strengthening its delivery of technical education and occupational programming and increasing its ability to provide rigorous general education courses for transfer purposes. Strong partnerships with industry continue to provide exciting opportunities for students in the career and technical education area as well as a well-trained

workforce for businesses. New collaborations with community organizations and local public school districts have amplified the connection between the College and the community in the transfer and personal enrichment areas.

A Decade of Transition

Changes from ten years ago will be evident in every aspect of UM-Helena. Transitions in executive leadership occurred in 2002, 2004, and 2005. Since 2005, stability in leadership has allowed for a consistent analysis of the institution which has created opportunities for growth and development. UM-Helena has always had a clear focus on the occupational education part of its mission, now it is better able to dedicate resources to develop the other components of its comprehensive mission.

Over the last five years, the number of students served by UM-Helena in credit and non-credit courses has more than doubled. In response to this growth and with the goal to facilitate further expansion, the College has made systematic efforts to strengthen its infrastructure and services. This has included a complete policy review, restructuring of the administrative organization, major facility renovations, upgrading of technical abilities, increased offerings in student support services, and additions and revisions in academic programming.

Through the policy review, new policies have been written to provide clearer and more consistent guidelines for the function of the institution. It also has provided an opportunity to learn what other institutions are doing and to create a more "higher education" look and feel to UM-Helena than previously existed.

The organization of UM-Helena has changed in reporting structure as well as in the addition of new positions. In 2007, the Library and the Registrar's office were moved under Academic Affairs to connect these services more closely with the academic efforts on campus. This allowed the creation of a full-time Registrar position, which had previously been a function of the Assistant Dean of Student Services. During that same time, the Assistant Dean of Student Services position became the Executive Director of Enrollment Services in order to refine that area more. In 2008, a second academic administrator position was added, currently titled Executive Director of Academic and Workforce Development. This created the ability to focus more on this portion of UM-Helena's mission and put more efforts into creating relationships with business and industry. Prior to 2009, the Bookstore and Food Service were managed by the Business Services division. Those two auxiliary functions have now been realigned under Student Services to strengthen the student-centered approach and attach them more closely to the Marketing function. This also allowed the Executive Director of Enrollment Services position to be reclassified as the Assistant Dean of Student Services once again. These changes have given UM-Helena the ability to assess its organization, align its functions more efficiently and ensure proper level of responsibility and authority to its leadership.

Facility renovations and upgrading of technical infrastructure have made an immeasurable impact on the appearance, efficiency and capacity of the institution. Approximately 42,000 square feet of instructional, study and work space has been or is planned on being added to UM-Helena's campus between 2007 and 2011. This space includes classrooms, labs, shops, student support service areas, faculty and

staff workspace, conference areas and informational resource areas. The technical upgrades include better instructional equipment in labs and classrooms, and increased access to computer services for students and staff. There has also been significant growth in the area of informational resources through the Library to support teaching and learning.

In Student Services, new positions have been added in the areas of advising, retention, marketing, financial aid, disability services, counseling and career services. This has created a more holistic set of resources for students and faculty to facilitate teaching and learning. In Academics, an Associate of Arts degree was added to complement the existing Associate of Science degree. New credentials were also added in the areas of welding, water resources, office technology, interior space planning and design and nursing. Enrollment in the general education/transfer area has been most significant and so additional classes have been developed and new faculty positions have been hired.

Self-Study

UM-Helena began its self-study process in February of 2008 with training at the NWCCU annual conference. The Associate Dean of Academic Affairs was designated as the Accreditation Liaison Officer and chair of the Steering Committee. The Steering Committee was selected to include areas representing each of the accreditation standards. The Steering Committee consisted of 16 individuals, with each standard having a chair and co-chair. A process and timeline were established and a campus-wide accreditation kick-off fair was held in May 2008 to educate others on campus of the activity. Every individual on campus, with the exception of the Dean/CEO, was assigned to a Standard committee. The purpose was to be inclusive in the process, and incorporate ideas and perspectives from all areas of the campus (Policy 6.2.1).

The self-study was used to assess UM-Helena's performance as a growing two-year college in order to assess, understand and ultimately improve the quality and scope of the educational services and support processes offered. The self-study was presented as an internal process for the campus to use as a means of learning about the institution, and not just an external requirement.

Through this process, UM-Helena certainly has identified areas that need to be strengthened and developed, but also has confirmed its impact on the surrounding community and the important role it plays in the efforts to improve Helena and its region educationally and economically.

Eligibility Requirements

1. AUTHORITY: UM-Helena is authorized to operate and award degrees as a higher education institution by the Montana State Board of Regents and the Office of the Commissioner of Higher Education.

2. MISSION AND GOALS: UM-Helena is guided by a statement of mission and goals that has been created by the College community and approved by the Montana State Board of Regents. The statement clarifies that the purpose of UM-Helena is appropriate to a degree-granting institution of higher education and that UM-Helena serves the educational interests of its students. UM-Helena's principal programs lead to formal degrees, appropriate at the two-year level.

3. INSTITUTIONAL INTEGRITY: UM-Helena is governed and administered with respect for the individual in a nondiscriminatory manner as demonstrated in its clearly written policies on non-discriminatory treatment of students, staff and faculty. The faculty is granted academic freedom both in policy and in practice.

4. GOVERNING BOARD: UM-Helena is governed by the Montana State Board of Regents which consists of seven members appointed by the Governor and confirmed by the state Senate to seven-year overlapping terms. No members have contractual, employment, or personal financial interest in UM-Helena.

5. CHIEF EXECUTIVE OFFICER: UM-Helena employs a CEO in the position of Dean of the college. The current Dean, Daniel Bingham, was hired in 2005 by the President of The University of Montana, George Dennison. Dean Bingham's full-time responsibility is to the institution and he does not serve as the chair of the Montana State Board of Regents.

6. ADMINISTRATION: UM-Helena is divided into three areas: Academics, Student Services and Fiscal & Plant. Each area is led by a dean-level position and is staffed appropriately to execute the responsibilities of those areas.

7. FACULTY: UM-Helena employs 35 full-time faculty who are professionally qualified to teach in their designated area. Each faculty member meets the Montana Board of Regents policy on Minimum Qualifications for Teaching which includes appropriate educational and vocational credentials and experience. Faculty have primary responsibility for curriculum development and review through the Academic Standards and Curriculum Review committee under Faculty Senate. Faculty workload is determined by the number of credit hours taught and is negotiated through a Collective Bargaining

Agreement. Faculty are also given time for non-instructional duties including professional development.

8. EDUCATIONAL PROGRAM: UM-Helena offers 32 credentials in fourteen different program areas. This includes 21 associate's level degrees in recognized fields of study. UM-Helena follows Board of Regents policy in determining the length of the program and depends on faculty expertise, industry input and other successful programs to determine content.

9. GENERAL EDUCATION AND RELATED INSTRUCTION: UM-Helena's Associate of Arts and Associate of Science degrees consist of 31 credits in General Education Core, 27 credits in Program of Study and 2 in a Capstone course. The General Education Core consists of credits in Natural Sciences, Mathematics, Written and Oral Communication, Social and Psychological Sciences, Humanities and Fine Arts. All Associate of Applied Science degrees at UM-Helena require appropriate level and content in computation, communication and human relations.

10. LIBRARY AND LEARNING RESOURCES: UM-Helena provides appropriate library resources, technology and services through its on-campus Library as well as through its website. The Library's collection reflects the scope and composition of the academic programs. Students have access to a significant level of information resources and faculty are closely involved in the management of the collection.

11. ACADEMIC FREEDOM: Faculty and students at UM-Helena are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community at large. UM-Helena follows Montana State Board of Regents and The University of Montana—Missoula policies on Academic Freedom. The concept of Academic Freedom is also recognized in the Collective Bargaining Agreement held with Faculty.

12. STUDENT ACHIEVEMENT: All learning outcomes for each degree and certificate are approved through the Academic Standards and Curriculum Review Committee and are available in the Course Bank for each program. The Course Catalog currently has general outcome overviews and will publish specific program outcomes beginning in Spring 2010. Each academic program is required to do annual assessment which includes learning outcome review.

13. ADMISSIONS: UM-Helena is an open admissions college and publishes its application and admission requirements and procedures in its catalog and on its website.

14. PUBLIC INFORMATION: UM Helena publishes accurate and truthful information in its catalog, course schedule, website, annual report, student handbook and other informational documents regarding its purposes and objectives, its admission requirements and procedures, academic rules and regulations, degrees and program offerings with requirements, costs and refund policies, student rights, academic credentials of faculty and administrators and other items relative to attending the institution and withdrawing from it.

15. FINANCIAL RESOURCES: UM-Helena annually balances its operating budget and maintains a manageable level of debt as outlined in the State of Montana Code and policies of the Montana University System. UM-Helena's finances are managed by the Assistant Dean of Fiscal & Plant in coordination with the Dean/CEO and other members of Leadership. The institution maintains a funding base, financial resources and financial plan to ensure adequate support of its mission and goals.

16. FINANCIAL ACCOUNTABILITY: The financial records are audited by processes as defined through the State of Montana Code, and the Montana University System.

17. INSTITUTIONAL EFFECTIVENESS: UM-Helena's Strategic Plan, which was developed from the Mission statement, provides the overall structure for assessment and planning. Annual assessment is required from all areas of the institution and highlights of the results are published in an annual report.

18. OPERATIONAL STATUS: UM-Helena has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs. UM-Helena earned its initial accreditation in 1977.

19. DISCLOSURE: UM-Helena is willing and able to provide any information requested by NWCCU to allow for appropriate evaluation to occur for reaffirmation of accreditation.

20. RELATIONSHIP WITH THE ACCREDITATION COMMISSION: UM-Helena accepts the standards and related policies of NWCCU and agrees to comply with these standards and policies as stated. UM-Helena agrees that NWCCU may make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission.

Executive Summary

Overview

In 2009, The University of Montana—Helena College of Technology celebrated its 70th anniversary. The College and the community recognized the event with the theme of "Putting Hands and Minds to Work". This theme is evident throughout the institution, incorporating all of its constituents in the business of learning and applying that knowledge in a productive and enriching way.

The past decade has been one of growth and change for UM-Helena. Overall UM-Helena is doing excellent things and is making a difference in the lives of individual students every day. It is becoming a more visible and utilized member of the community through its expanded services and facilities. The General Education program continues to prosper alongside thriving technical and vocational programs. Faculty are outstanding teachers who are dedicated to service and scholarship. Students work with these faculty in small classes, while a dedicated staff provides support and continuity of service outside the classroom.

At UM-Helena, the number of students enrolled in credit classes grew from 814 in 2001-2002 to 1378 in 2009-2010, an increase of 69 percent. As exciting as this growth has been, a freeze on the funding structure in the state of Montana caused considerable challenges. In 2006, the Governor's office and the Office of the Commissioner of Higher Education made an agreement to hold the tuition at current levels to encourage participation in higher education by Montana residents. The State Legislation also held the reimbursement for full-time equivalent (FTE) to the levels held in 2006-2007. What this has meant to UM-Helena is that the current 978 student FTE are being served using only 745 worth of state FTE reimbursement dollars, without the ability to address that gap with increased tuition. UM-Helena has worked diligently to develop and maintain efficiencies while still providing excellent services to its community. The cost per student has changed from $5,012 in 2000-2001 to $7,382 in 2009.

UM-Helena continues to offer credentials appropriate for a two-year college, with about 60 percent of credit students taking part in transfer courses and the remaining 40 percent in technical and professional degree and certificate programs. Since the 2000 Self-Study, UM-Helena implemented 14 new certificate and degree programs: Associate of Arts; Associate of Science in Nursing; Associate of Applied Science degrees in Water Resources, Welding, Machine Tool, Small Business Management, Webmaster, Medical Administrative Specialist, Administrative Office Management Specialist; and Certificates of Applied Science in Small Business Entrepreneurship, Medical Assisting, Computer Skills Specialist, Legal Support Specialist, and Interior Space Planning and Design. The College also offers a wide variety of noncredit programs, including developmental courses, continuing education courses, industry-specific training and personal enrichment courses.

Summary Analysis

The following areas of strength, progress and improvement provide an overall

analysis of the College as a whole, based on the self-study process.

Areas of Strength:

People
UM-Helena's greatest strength is the people that provide services on campus every day. The College's faculty, classified staff and administrators are well-qualified, talented, hard-working and dedicated to the goals of the institution. Hiring processes are fair and equitable and ensure that the College continues to hire new people with excellent qualifications, knowledge and abilities. Evaluation processes and professional development opportunities support individual growth and improvement.

Instructional Excellence
UM-Helena provides quality instruction and learning opportunities to students across the full range of offerings appropriate to a comprehensive community college. The curriculum provides many points of entry, offering access and the opportunity to succeed for every student willing and able to learn. The commitment to excellence in instruction is widely shared throughout the College, and is supported by ongoing assessment and performance evaluation processes for faculty, courses and programs.

Mission
UM-Helena's mission is focused on learning and mirrors its values and nature as an educational resource to the community. It reflects the needs of students and is reflected in all of the major decisions and directions. The mission and strategic directions are widely known, understood and shared throughout the College, and serve as a sound structure for work every day.

Facilities
UM-Helena provides an accessible, learner-oriented, community-friendly environment. Approximately 42,000 square feet of work and study space have been added to or are in plans to be added to the campus since the last Self-Study. This has improved the learning environment tremendously, adding new science and nursing labs, large and flexible continuing education space, dedicated computer labs, a lecture hall and general classroom space. The Library has been given a completely new space which has allowed for more appropriate study areas for students and for the housing of a larger collection of materials, including a new leisure reading section.

Partnerships
UM-Helena continues to develop collaborative partnerships with local business and industry, other educational entities, government agencies and community organizations. The creation of the Executive Director of Academic and Workforce Development position has focused efforts in this area and has resulted in more meaningful collaborations with industry and state government. Efforts to increase additional credential opportunities for students have resulted in partnerships with Montana Tech, Carroll College, UM-Western, and Western Governor's University. In 2008, the Helena School District chose UM-Helena's campus to locate its high school completion program Access to Success. Dual credit opportunities have increased significantly which has more closely connected regional high schools to UM-Helena.

Areas of Progress

Communication
UM-Helena has made substantial progress in improving communication, increasing trust and the availability of information across the

institution. Examples include quarterly all-campus meetings, an open-door culture with executive leadership, the new College Council, new senates for Staff and Faculty and improvements to the website. Work remains to be done in this area, including regular communication back to institutional committees regarding actions based on their recommendations.

Budgeting
UM-Helena has established a consistent, fair approach to budget development that ensures budgets accurately reflect available resources while connecting requests to the Strategic Plan. The budget process is zero-based and involves a cross-section of campus staff for a holistic perspective. The College needs to continue to improve the process by looking at past expenditure patterns to evaluate the budget allocation process.

Policy Review and Revision
Significant improvements in UM-Helena policies and procedures have been achieved. The creation of an official policy on how policies are to be developed and approved has opened the door for the process which began in 2006. Policy areas in need of revision have been identified and review and updating will continue in these areas.

Technology
UM-Helena has made major improvements in the availability and use of technology in almost all areas of the institution. Online instruction and services have expanded dramatically, Information Technology has grown in staff to provide better support, a student email system has been established, server space and wireless access has increased and the web site has improved access to information. Equipment in classrooms, labs and shops has been the focus of many funding surpluses including new training equipment for the Trades areas, simulated clinical equipment in Nursing, vehicles for Fire & Rescue, state of the art lab equipment for science labs and new software for technical programs. The College acknowledges that maintaining appropriate levels of both instructional and administrative technology is a constantly changing process, which will require continued attention and resources to sustain current services and provide new ones.

Governance
UM-Helena has reviewed its current administrative and committee structures in attempts to achieve simpler and more effective systems for solving problems, addressing issues and allowing appropriate participation in the decision-making process. Continued review is needed to determine the effectiveness of the new structures and to ensure that all areas of responsibility are being adequately managed.

Strategic Planning
UM-Helena's Strategic Plan includes all areas and dimensions of the College and combines the mission, vision and values to provide a strong framework for understanding opportunities and challenges. However, the integration of planning between organizational levels, data and assessment is not always clear. The new College Council will take the regular, on-going assessment results from every program area and use it to present a full and accurate picture of UM-Helena's plans, directions and progress.

Areas for Growth and Improvement

Outcomes Assessment
Although UM-Helena has developed a strong framework for outcomes assessment in each program, work is still necessary to fully utilize the process and infuse the

information into meaningful and action-oriented results. The lack of a central location responsible for data collection has caused an inconsistent use of assessment across the College. UM-Helena will continue to develop in this area by identifying and implementing standardized assessments for student learning, and reviewing outcomes data at all levels and in all areas to ensure that data and assessment are widely understood and that analysis of data supports decision-making and resource allocation.

Fiscal Resources

UM-Helena realizes that changes in state support cannot be controlled and so needs to improve efforts to identify alternative funding sources. These could include grants, revenue generating programs, a foundation, alumni and industry support. Identifying new sources of funding will allow UM-Helena to better support instructional programs and provide adequate human resources to provide necessary and supplemental student services.

As documented in this Self-Study report, UM-Helena continues to provide excellence in and out of the classroom in support of its mission statement and overall student success. As an institution, UM-Helena is looking forward to its continued growth and success and its ability to serve its community on many levels.

Standard 1 - Institutional Mission and Goals, Planning and Effectiveness

The University of Montana - Helena College of Technology promotes lifelong educational goals of learners, supports workforce development needs of employers, and fosters community involvement by providing a substantive, responsible, and accessible learning environment.

UM-Helena's mission statement provides the ultimate guidance for determining the direction, priorities, and resource allocation for the College. In September 2006, the Strategic Planning Committee approved the 5-year 2006-2011 Strategic Plan to provide details on how the mission should be manifested in the operations of the campus.

UM-Helena "promotes lifelong educational goals of learners" through teaching the traditional age student as well as the non-traditional student either seeking retraining or personal enrichment. UM-Helena "supports workforce development needs of employers" by producing graduates capable of stepping directly into the workforce both through the trades and technical certificate programs. UM-Helena "fosters community involvement by providing a substantive, responsible, and accessible learning environment" through being an open enrollment institution and a community resource.

In the winter of 2009, two representatives from UM-Helena attended the annual NWCCU conference where the new accreditation standards and process were presented for the first time. Upon returning to campus and discussing further, it became obvious that in order to respond appropriately to the new external review process a different approach to the internal review process needed to be developed for UM-Helena.

Two areas for revision were identified: evaluation and planning. The first task was to align the internal assessment process with the NWCCU standards. Keeping in mind the new timeline of accreditation reports every two years and the desire to match UM-Helena input with the NWCCU's required output for increased efficiency, a new evaluation format was created. The new format outlined a five step process that mirrored the five new NWCCU standards. First, each program would need to clearly state its mission; second, the resources available to fulfill the mission would be identified; third, the specific program goals would be stated and connected to the institutional Strategic Plan; fourth, the progress toward the completion of those goals would be measured through systematic evaluation; finally, a brief narrative outlining the highlights and challenges of the last year, as well as thoughts about the future from the perspective of the program personnel.

This new format was introduced to the campus in the Spring of 2009 and was

implemented for the 2009-2010 Academic Year. The initial response has been positive and hopeful that it will simplify the assessment process and connect it to the Strategic Plan and improvement of student learning more readily.

The second major area to be addressed involves institutional planning. Although the Strategic Plan has been infused throughout institutional processes since 2006, there continued to be a lack of complete understanding of institutional direction and a persistent gap in documentation of progress on the institutional level. The main goal was to connect institutional planning, evaluation, resource allocation, and institutional governance in a cohesive, representative and focused work group. The outcome was to streamline the existing institutional committee structure, infuse thematic goals throughout the institution by giving specific direction to the institutional committees and create an oversight council charged with institutional assessment and planning, the College Council.

The new College Council is comprised of representatives from administration, faculty, staff and students and began meeting in Fall 2009 with a focused task list consisting of core theme creation, institutional goal development, and institutional assessment. The College Council will create the directions from the Strategic Plan that are to provide guidance to all other institutional entities. It will identify areas that may need special help, and provide a centralized location to disseminate information throughout the campus. It will also begin to lay groundwork for the creation of the new Strategic Plan for the next academic year.

The institutional committees that will work together to serve the campus are: Budget, Enrollment Management and Institutional Advancement, Quality of Work Life, Safety & Facilities, Program Assessment, Information Technology and Grants Management. A representative from each of these committees serves on the College Council to connect individual efforts with institutional direction. The College Council is co-chaired by the Dean/CEO and the Associate Dean of Academic Affairs.

This structure was introduced to the campus in the Summer of 2009, with opportunities for feedback to continue until the initial implementation in September 2009. The campus will also be provided the opportunity to provide feedback after the new structure has been in place for an academic year and needed adjustments may be made.

These two important changes have not only set UM-Helena to move forward toward the new accreditation process in an efficient and effective way, but also will strengthen the institution's overall ability to serve students and community in a more focused, strategic and accountable manner.

Standard 1.A - Mission and Goals

UM-Helena's mission statement and goals have undergone vigorous revision in the past decade. In September 2006, as a result of the 2005 revision, the Strategic Planning Committee approved the 5-year 2006-2011 Strategic Plan. This became the institution's long term goals.

All major divisions of the campus community were represented in the development of the Strategic Plan. Members included representatives from faculty, Student Services, administration and the student body.

The goals of UM-Helena permeate the campus and its activities. They are both highly visible throughout campus and influence the assessment and budget processes. In Fall 2009 a survey was given to assess the campus community's overall understanding of the institution's mission. 66% of the campus responded. Of those, 94% showed the ability to identify at least one key component of the mission statement, and a majority of this number was able to identify two or more components of the mission. Participants also believed that the mission was overwhelmingly fulfilled.

A systematic process has been implemented in the last five years to give the Strategic Plan prominence. As a result, all program assessments, budgets, and goals must be tied to the institutional goals in the Strategic Plan. According to the Board of Regents Policy 219, UM-Helena's governing board approves the institution's mission and reviews it every three years. Whereas the current Strategic Plan is expiring in 2011, UM-Helena will begin preliminary work on a new Strategic Plan during the 2009-2010 academic year (1.A.1).

UM-Helena's mission is prominently displayed. It appears in the catalog, the weekly campus electronic publication, classrooms, on the website, on reader boards, at the entrance to the Student Center and at the Cashier's window. The mission statement is also included in the Student and Faculty Handbooks (1.A.2.).

UM-Helena's progress in accomplishing institutional mission and goals is currently documented through individual program assessments performed annually. The current self study endeavor identified inconsistency in institutional level assessment, which spurred the creation of the new College Council. A more detailed discussion of this new structure can be found at the beginning of this standard.

UM-Helena educates our community on our activities and progress through our Annual Report. The report focuses on the achievements of the College and its students during the past year as well as reports financial and enrollment statistics (1.A.3).

UM-Helena's institutional mission directly determines the institution's goals. In order to clearly connect the goals and mission, it is necessary to provide the institutional perspective on each of the mission components.

UM-Helena "promotes lifelong educational goals of learners" through teaching traditional and non-traditional students who seek retraining, personal enrichment or desire to achieve degree or credential status. UM-Helena provides all types of learning to all types of learners regardless of age, socioeconomic status, capacity or desired outcome.

UM-Helena "supports workforce development needs of employers" through a curriculum designed to provide training and skill development. UM-Helena identifies the needs of the community's workforce through forming relationships with local business and industry, participating in organizations related to educational training and researching future occupational need forecasts. UM-Helena also employs program specific advisory committees to ensure curricular and programmatic connection to industry requirements. In 2008, a new position, the Executive Director of Academic and Workforce Development, was created to strengthen the institution's responsiveness to workforce needs. These efforts help define the development and

planning of the trades and technical programs as well as short term training.

UM-Helena "fosters community involvement by providing a substantive, responsible, and accessible learning environment" by being an open enrollment institution and a community resource. Student success is supported by instructional programs and student services that assist students in transitioning into higher education and ensures that the educational programs and human, physical, and financial resources meet the needs of the student body. Availability of courses is extended through evening, Saturday and summer course offerings, as well as through distance education (1.A.4).

UM-Helena's focus on lifelong learning, student success and accessibility provides the direction for all its educational activities, including but not limited to a holistic approach to remedial education, increased emphasis on workforce development training and improved offerings in online instruction.

UM-Helena creates access to learners by being an open enrollment institution, meaning the admission requirements are non-restrictive. Directed placement and developmental advising processes help ensure opportunities for student success, regardless of where the student falls on the academic spectrum.

UM-Helena puts teaching at the core of its mission. UM-Helena selects faculty members whose main focus, desire and ability places them in the classroom as the priority. All faculty meet the requirements necessary for selection at UM-Helena, which may vary depending upon the area of instruction. Qualified faculty members are hired in their field of professional expertise, with the appropriate credentials and experience necessary to provide a quality educational environment for students. Faculty are hired with the understanding that their primary commitment is to the institution. UM-Helena maintains compliance with Board of Regents Policy 730-Minimum Qualifications for Faculty in Two-Year Degree Programs.

UM-Helena uses its Budget Committee to allocate a majority of its resources. Each line item request in the budget must be tied back to the strategic directives as derived from the mission. The general fund is supplemented by a small amount of restricted grant funds and discretionary funds, which are also allocated based on strategic directives through the Leadership Team. Thus, allocation of resources is completely directed by the institutional mission.

UM-Helena's Strategic Plan, which originated out of the mission statement, provides a general framework for goal setting and planning at the department, program and division levels. While this does provide institutional direction, the self study process has uncovered that institutional directives are not updated on the same cycle as goals at the department level. In response, the College Council was created to improve communication flow as well as specify direction for the overall institution (1.A.5).

One of the goals of the institution is to foster community involvement, which is accomplished through service learning, college-sponsored clubs, and interaction with the local neighborhood community. Every year students in Accounting Technology provide free tax preparation service to low-income families through the Volunteer Income Tax Assistance program

(VITA). Students must pass a certification test through the Internal Revenue Service to participate. Students in our Welding program have collaborated with a variety of area organizations to fabricate everything from decorative stair walls for the local children's museum, Exploration Works, to assisting in the building of a foot bridge for the city of East Helena. Computer Technology students assist local non-profit organizations in the design and maintenance of websites. Nursing students provide flu shots and blood pressure checks at local community functions. Construction Technology students have worked with the Salvation Army and Habitat for Humanity to use their skills to provide homes for families in need.

Students involved in Student Senate, Circle K, Phi Theta Kappa and the Aviation Club give back to the community through activities such as Toys for Tots, Adopt a Highway, volunteering at the local homeless shelter, tutoring at the local schools and participating in educational events that work with the youth of Helena.

UM-Helena is also part of the Montana Campus Compact, which is committed to "renewing the public purposes of higher education through community service, service learning, volunteerism and civic engagement programming available to students, faculty and staff." (1.A.6).

UM-Helena has consulted with the commission in the past when a substantive change was made in policy. The last Substantive Change occurred in 2004 with the addition of the Associate of Arts degree (1.A.7).

Standard 1.B – Planning and Effectiveness

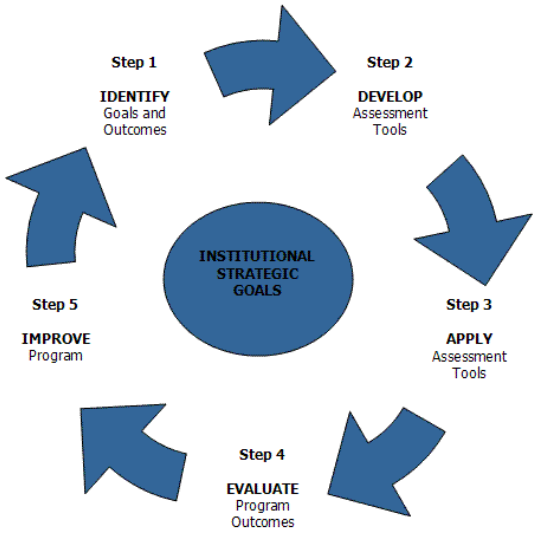


Fig 1.1 UM-Helena's Assessment Schematic

UM-Helena has a clearly defined evaluation process in place, and it is widely available to the campus community both on the website and on the internal network. In response to recommendations from the Self Study in 2000, UM-Helena has made a concentrated effort to improve its evaluation process, which included refined documentation, increased training and improved communication.

An assessment matrix and guidelines for writing goals as well as a defined timeline were developed and communicated to the campus. This approach improved program and department planning and connected goals to previous outcomes. It also required program and department goals to be explicitly connected to the institutional Strategic Plan. However, it did not fully accomplish what was intended mostly because it was seen as cumbersome and confusing by the individuals who had to implement it. It also was determined that program information connected to the Strategic Plan but information never was evaluated at an overall institutional level.

Understanding this major deficiency has led UM-Helena to overhaul its assessment and planning procedure beginning the 2009-2010 academic year. In doing this, UM-Helena has created and adopted a new model, which aligns with the new NWCCU standards and simplifies the gathering and analysis of information. Part of this new model is the creation of the College Council, a committee charged with the overall planning and assessment of the institution. This committee will specifically focus on using the information learned to determine the campus direction (1.B.1).

The Academic Affairs division and the Student Services division participate in planning and evaluation of their activities on a regular and systematic basis. In 2009 in order to strengthen the scope of information available for institutional level assessment, the Business Services division made its first attempt to evaluate its activities. In addition, each individual department or program within both Academic Affairs and Student Services divisions performs individual assessments.

In the Fall 2008 response to NWCCU Recommendation 1 from the Spring 2007 Focused Interim Report, UM-Helena defined and understood institutional assessment as only taking place at departmental or program levels. UM-Helena assumed that if individual departments within the different divisions were assessing themselves that assessment was occurring at the institutional level. However, the realization occurred that the institution is not just the sum of its parts and that assessment at the institutional level needed to be a more comprehensive and purposeful process. The information gathered needs to build a larger framework from which all individual areas gain direction. This realization, in conjunction with the introduction of the new accreditation process, has led to a better, more comprehensive understanding of how institutional assessment will be addressed (1.B.2).

The current institutional Strategic Plan was approved in 2006 and provides a general framework for the direction of the institution. All constituencies were involved in this process. With the new College Council and the restructuring of institutional committees, the planning process will incorporate the voices of administrators, staff, faculty and students as well as offer a platform for collaborative perspectives. This set up will allow all constituencies to have an integrated rather than compartmentalized voice in the overall planning process (1.B.3).

UM-Helena uses its budget committee to allocate a majority of its resources. At the program and departmental level, evaluation and planning directly influence resource allocation with the goal of improving instructional programs, institutional services and activities.

For example, in 2008 assessments conducted by the Learning Center identified issues with the quality of printing available to students, the use of screen readers and scanners. The Learning Center requested funds to address these needs in the budget process and were approved to purchase a new printer along with training on the new hardware. Also in 2008, the Accounting and Business Technology Program used assessment to identify a gap in short term instructional offerings. Using this information, funds were allocated to create and offer a new one credit class (1.B.4).

UM-Helena uses its Strategic Plan to identify institutional priorities. These

priorities are used to direct individual program activities and resource allocation. The new College Council is charged with integrating the evaluation and planning processes with an eye towards institutional improvement (1.B.5).

UM-Helena provides adequate human resources, financial support, documentation and training towards its assessment efforts. The Program Assessment Committee has developed and managed the assessment process institution wide. This committee is made up of faculty, staff and administration. Beginning in Fall 2009, the College Council was established to supplement these efforts. Time is consistently allocated for assessment training campus wide. Recognizing the importance of academic assessment, UM-Helena has set aside days in the academic calendar for faculty to complete this task.

The College Council has been assigned the task of identifying and selecting standardized assessment tools to assist in evaluation efforts. The institution already administers the Noel Levitz Student Satisfaction Inventory at a financial cost of $2000 every two years. This resource allows students to evaluate the institution as a whole. The Career Services Office administers graduate and exit student surveys to further assist in evaluation and planning (1.B.6).

UM-Helena currently does not have an office or individual in charge of institutional research. As a result, each area does its own data analysis as it deems necessary. This has created significant gaps in available data, and, therefore, caused the data to be inconsistent in its usefulness with regard to institutional evaluation and planning. The College Council is now in charge of deciding what information needs to be collected, assessing the data collected, ensuring that there is no duplication in collection and determining the most efficient and productive ways to use this information for planning purposes (1.B.7).

UM-Helena currently uses anecdotal evidence to make changes to its evaluation process in the hopes that the effectiveness of this process is enriched. There is no formal review for planning activities except to ensure that they are tied to the institutional Strategic Plan. In Fall 2009, the College Council began to discuss the use of standardized evaluations to provide better institutional level data. Tools in both student engagement and student learning in the classroom are being researched with plans to determine requests for the 2010 budget process (1.B.8).

UM-Helena communicates the current state of the institution to its public in a variety of ways. The 2008 annual report took the form of a calendar celebrating the institution's 70^{th} anniversary, and highlighted programs and departments and their offerings. Also included in this document were historical highlights and a financial report. This document was mailed to local business and industry associates, local government representatives and community leaders. Any and all pertinent news articles and press releases are on the college website (1.B.9).

Strengths and Achievements:

- Revising the assessment process to line up with NWCCU accreditation process which will increase efficiency and help with sustainability.
- Tying budget and assessment more directly to the Strategic Plan which provides clear guidance to pursue established priorities.
- Maintaining energy and efforts in the assessment process has strengthened the institution's overall understanding of the importance of internal review.
- The development of the College Council has created a centralized location for institutional planning and a stronger system of accountability.

Challenges & Plans for Improvement:

- Assessment on the institutional level using benchmarks or indicators of success will be directed by the College Council and a new improved assessment model that allows easier institutional level assessment and connects to NWCCU accreditation is being adopted.
- Data use and record-keeping will continue to be encouraged through a better understanding of the assessment process and the requirement to use data in decision making.
- Providing progress of goals to the public will occur through a new and improved website and the consistent publication of an annual report.

Standard 2 - Educational Program and Its Effectiveness

At the core of any mission in higher education lies teaching and learning. UM-Helena manifests its commitment to student learning through a variety of ways, but primarily in its focus on providing excellent learning opportunities in its academic programs. In order to achieve this portion of the mission, sufficient resources are provided, educational programs are supported and evaluated, and new courses and programs are developed and implemented to meet the changing demands and needs of the community. UM-Helena currently offers 32 credentials in fourteen different program areas.

The Accounting and Business Technology program area prepares students to enter the business world as bookkeepers, accountants, or as entrepreneurs. Graduates of Accounting learn skills readying them to be accounting technicians with private, government, or not for profit agencies. Graduates of Business gain knowledge as associates in business or entrepreneurs of their own ventures. Students can earn a Certificate of Applied Science in Bookkeeping or Small Business Entrepreneurship, or an Associate of Applied Science in Accounting or Small Business Management. Students may also earn an AA or AS with a Program of Study Option in Accounting or Business. Over the last five years enrollment has averaged 98 students, with an average of 18 students graduating each year. UM-Helena employs two full-time instructors in this area.

The Automotive Technology program earned re-certification through the National Institute for Automotive Service Excellence (ASE) in 2009. The eight content areas of study, along with the College's general education requirements, are structured into four groups with all eight areas of study being offered during a two-year period culminating in an Associate of Applied Science degree in Automotive Technology. Over the last five years enrollment has averaged 26 students in the fall, with an average of 5 students graduating each year. UM-Helena employs two full-time faculty in this program and hosts the annual Montana State Ford/AAA Student Skills competition for high school students.

The Aviation Maintenance Technology program provides students with the basic skills common to all mechanics as well as the specialized requirements unique to aircraft maintenance through the delivery of an Associate of Applied Science degree. Satisfactory completion of the program prepares and qualifies students for the Federal Aviation Administration’s tests to obtain an Airframe and Powerplant Mechanic license, and gives the student the necessary job skills to gain employment in the aircraft industry. This program is approved and licensed by the FAA. Over the last five years enrollment has averaged 22 students in the fall, with an average of 5 students graduating each year. UM-Helena

employs two full-time faculty in this program.

The Computer Technology program is designed to teach students the basic knowledge and skills necessary to solve technical and business oriented problems using computer development tools and to build and maintain computer systems and networks. Students can earn a Certificate of Applied Science or an Associate of Applied Science with options in Network Administration, Programming, and Webmaster. Graduates are employable as help desk support, network service technicians, network managers, software application developers, web masters and web developers. Over the last five years enrollment has averaged 71 students in the fall, with an average of 14 students graduating each year. UM-Helena employs three full-time faculty in this program.

The Construction Technology program prepares students with entry level skills for the construction industry. The Certificate of Applied Science in Carpentry includes site layout, framing, floors, walls and roofs, as well as interior and exterior finishing and welding. The Associate of Applied Science degree adds stationary tools, electrical, plumbing, construction management, estimating, metal construction and masonry. These classes are taught using a combination of classroom work and hands-on building. Fall enrollment has averaged 34 students over the last five years. In 2008, a Certificate in Applied Science in Interior Space Planning and Environmental Design was added under Construction Technology. The program graduated its first cohort of three students in Spring 2009 and currently has 13 students enrolled in the first semester courses. Currently, three full-time faculty are employed in this area.

The Diesel Technology program prepares students to enter various segments of the diesel repair industry as entry-level technicians. The Associate of Applied Science provides comprehensive training in maintenance, diagnosis, and repair of related electrical systems, mobile hydraulic systems, drive trains, brakes, air systems, diesel engines, general maintenance, alignment and undercarriages, air conditioning and refrigerations systems as used in equipment common to the diesel repair industry. Major placement areas for graduates include agriculture and truck dealerships, truck fleets, construction, mining, oil exploration companies, farms and ranches and independent truck repair shops. The five year fall enrollment average in Diesel is 31, with an average of 11 students graduating each year. UM-Helena employs two full-time instructors in this area.

The Electronics Technology program was placed into moratorium in the summer of 2009 through the Montana Board of Regents. This decision was made based on consistently declining enrollments and class sizes of 2 to 3 students. Three full-time instructors were dedicated to this area. In 2007, one of these instructors was hired as the manager for the Information Technology department and the instructional vacancy was not filled. In 2009, the second instructor was moved to Computer Technology based on his expertise and course area. The third instructor remains for the 2009-2010 academic year.

The Fire and Rescue program provides applied entry-level career training for fire fighters in Helena and Missoula. Students in this program will graduate with an Associate of Applied Science degree. Courses concentrate on training in fire behavior, extinguishing agents, apparatus, tactics,

rescue and safety. Students will experience live fire situations in training mock-ups and will be able to enter careers in community-based fire departments, industrial fire brigades, airport fire brigades, and wildland fire agencies. Fall enrollment has averaged 56 students over the last five years, and the five year average for graduates is 16. UM-Helena employs one full-time instructor and one part-time coordinator in this program.

The General Education department manages the Associate of Arts and Associate of Science degrees. The AA and AS degrees can be used on their own or can be considered as a course of study equivalent to the first two years of a bachelor's degree. UM-Helena's general education core requirements consist of 31+ credits which satisfy the general core requirements of the Montana University System. The UM-Helena general education core 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. Students can choose from over 260 credits of available courses in natural sciences, mathematics, communication, social sciences, humanities and fine arts. General Education courses are taught by 8 full-time faculty and on average 35 adjunct faculty a semester. In Fall 2009, 525 students were designated as AA/AS students, with a five year average of 209 students each year. General Education also supports all of the academic programs at UM-Helena with the delivery of communications and mathematics courses for all credentials.

The Metals Technology area consists of courses in welding and machine tool technology. The programs are designed to prepare students as entry-level technicians in many areas including automotive machining, tool and die making, mold making, job shop machining, gun smithing, CNC programming, welding and fabricating. Students may study machining processes and procedures, properties of metals, blueprint reading, inspection techniques, Computer Aided Design, Computer Aided Manufacturing, Computer Numerical Control operation, and oxyacetylene, manual stick electrode, Mig, Tig and other welding processes. Students can earn a Certificate of Applied Science in either Welding or Machine Tool Technology, an Associate of Applied Science degree in either Welding or Machine Tool Technology, or an Associate of Applied Science degree in Metals Technology, which consists of one year in Welding and one year in Machining. UM-Helena employs five full-time faculty in Metals Technology. Enrollment has averaged 56 students in the fall and 16 graduates over the last five years.

The Nursing programs prepare graduates to function as members of the health care team in various health care environments. The curricula focus on preparation for employment and articulation. The nursing programs consist of a Certificate of Applied Science (CAS) in Practical Nursing and a completion program for Licensed Practical Nurses to earn an Associate Degree in nursing (ADN) which leads to licensing as a Registered Nurse. The nursing program is approved by the Montana State Board of Nursing. The CAS in Practical Nursing teaches specialized knowledge and skills that meet the health care needs of people in a variety of settings under the direction of qualified health professions. The Associate degree program prepares graduates to

function as members and leaders of the health care team in various health care environments. Students learn nursing skills through independent study, lectures, simulation demonstrations, and practice in the skills lab as well as the real-life clinic and hospital settings. Both programs are competitive and by application only, with the CAS program accepting 24 students and the ADN accepting 14 each year. The number of students in the Nursing 100 course, which is the gateway course to the program, has exceeded 100 students each year. The program is in high demand from students, as well as serves a tremendous need for skilled health care workers in the local community.

The Office Technology program prepares students for careers in a variety of office environments. A core curriculum is offered in office, accounting, and computer skills utlizing advanced office applications and software that are applicable to future employment. The program offers Associate of Applied Science degree options in Medical Administrative Specialist and Administrative Office Management Specialist. Certificates of Applied Science are offered in the areas of Medical Assisting, Computer Skills Specialist, and Legal Support Specialist. UM-Helena employs two full-time faculty in Office Technology. Fall enrollment has averaged 38 students over the last five years, while graduating students averages 17 students over the same period.

In September 2009, an Associate of Applied Science in Water Resources was approved through the Montana State Board of Regents. This program prepares students for a variety of careers in water-related fields in two option areas: Water Quantity and Water Quality. Students can work as a water specialist dealing with a variety of issues including basics of water resources, use of GIS and map interpretation, water collection and analysis, surface and groundwater, interpretation of water policies, technical report writing and field methods. Current enrollment in the introductory course is at 16.

In Fall 2005, the Office of Continuing Education was resurrected and a full-time director was hired to develop personal enrichment courses, workforce development offerings, and customized training. Continuing Education has also served the purpose of an academic program incubator to test out potential courses and programs before moving them over to the full academic area. The offerings began slowly with most courses focused on personal enrichment, and then blossomed into more service for business and industry in the Fall 2007. In 2007-2008, CE offered 101 courses that served 432 students. In 2008-2009, CE offered 122 courses that served 694 students.

In 2008, UM-Helena collaborated with the Helena School District to house a high school diploma completion program called Access to Success. This program takes students who have dropped out of high school and allows them to complete high school requirements in an adult learning environment. The program encourages the able Access to Success students to pursue post-secondary education as appropriate. Students begin Access to Success as part of a small cohort group and have access to all the support services provided on the UM-Helena campus. Funding for this program is provided through a combination of local adult education monies, grant monies and in-kind contributions from UM-Helena in the form of free classroom and office space.

UM-Helena also provides learning opportunities for high school students

through its Dual Credit courses and its On Campus Experience. Dual Credit allows students to enroll in courses that satisfy both high school and college requirements. The courses vary by location and course content and instructors must be approved through the Academic Affairs Office. On Campus Experience allows area high school students the opportunity to experience the college environment by taking classes at UM-Helena at no tuition on a space available basis.

Standard 2.A. General Requirements

UM-Helena demonstrates a commitment to its primary function of delivering high quality instruction and educational programs through a variety of methods and processes. The primary process for allocation of resources at UM-Helena in the area of human, physical and financial resources occurs through the institution's Budget Committee. The Budget Committee consists of the Leadership Team, Academic Department Chairs, Directors, and Facilities personnel, and provides an institutional perspective when allocating resources. This committee annually receives operating budget requests from each department or area for the upcoming fiscal year. The budget process requires that each of these requests be tied to the Strategic Plan and developed based on the program level goals and assessments. Each academic program presents justifications for budget requests to the committee using learning outcomes and industry standards as guidelines. Final decisions are made by the Leadership Team.

Over the past decade significant changes in the overall structure that supports instruction as well as the number of positions dedicated to assisting in this area have occurred. In Fall 2007, a second academic administrator position was added to support the administrative functions as well as provide additional resources to faculty and instructional support. This position, now titled Executive Director of Academic and Workforce Development, has allowed the institution to be more responsive to community needs through program development and provides faculty support in program management and on-line development. This position also supervises Continuing Education and helps to bridge the gap between the non-credit and credit offerings.

Also during this time, a full-time Registrar position was created and realigned under Academic Affairs. This has allowed a more efficient support of faculty concerning student records and academic policies. The Library was also moved over to the Academic Affairs division to connect its services more closely to the instructional functions. A part-time lab coordinator was added in 2009 to help manage the science lab facilities to improve safety and efficiency. A temporary position in 2009 was also added to address the need for strengthening UM-Helena's on-line offerings and faculty training in this area. It is anticipated that this position will continue for at least one more year. In December 2009, approval to add an Academic Advisor position was also granted through Leadership and will be hired for Spring 2010.

Instructional positions have also been dynamic. Faculty positions are added in areas where increased enrollment or new program needs merit the additional staff. Positions may also be removed and moved depending upon student demand. Full-time positions have been added in English, Life Sciences, Physical Sciences, Interior Space Planning & Design, Welding and Machine Tool. Realignment of positions has occurred in Electronics Technology as

discussed in the introduction. A position in Construction Technology had been added and removed between 2005-2008 due to enrollment shifts.

UM-Helena also demonstrates responsiveness to the fiscal needs of its educational programs through its reallocation process. In this process, funds may be redistributed based on need either within program or between programs, always with a formal final approval by the Leadership Team. This process is also used when an unexpected expense or opportunity arises for a program and fiscal resources need to be applied that weren't allocated originally.

In 2008, Federal Perkin's grant allocations changed focus from student support services to Career and Technical program expansion and enhancement. This increased direct support for Academic Programs by approximately $135,000 per annum. This resulted in the purchase of instructional equipment, increased professional development opportunities for faculty, and provided salary support for new faculty positions.

Prior to the beginning of each academic term or semester, using daily class enrollments and processed applications, the Associate Dean of Academic Affairs and the Assistant Dean of Student Services work closely to ensure that the resources, both physical and human, are in place and appropriately support student achievement. Decisions are made to add or close sections of courses, increase caps, and organize advising opportunities for incoming students.

To support the open admission practice and promote learning in a student population of various levels and abilities, UM-Helena prides itself as a teaching institution. Teaching excellence is supported and developed through careful selection of faculty, consistent opportunities for professional development and the evaluation process' emphasis on teaching abilities and classroom management. For further discussion, see Standard 4: A.1, A.3, A.5, A.6 and A.8.

UM-Helena's academic programs are required to annually develop and evaluate program level goals, and these goals are required to connect with the Strategic Plan, which is derived from the mission statement. The four Strategic Goals identified include: Student Success, Connect with the Community, Resource Development and Creating Access. Each program goal must relate to at least one of these areas in order to connect individual program movement with the overall institutional direction.

Instructional policies, methods, and delivery systems focus on promoting student success, maintaining academic integrity, creating access and providing a substantive learning environment. For example, the policy on Academic Integrity is slated for review in Spring 2010 and then to be approved at the institutional level. The Academic Affairs goal of increasing online course offerings improves accessibility for all students, as does the conscious scheduling decisions regarding course sequencing and frequency (2.A.2).

UM-Helena currently has fourteen academic programs that include high-skilled technical programs to more broad-based general education offerings. Seven programs are classified under the Trades area: Automotive Technology, Aviation Maintenance, Construction Technology, Diesel Technology, Machine Tool Technology, Metals Technology and Welding. Four programs are designated Technology: Accounting and Business, Computer Technology, Office Technology (Electronics

Technology was put into moratorium in 2009) and Water Resources. Two programs are considered Professional programs: Nursing and Fire & Rescue. Finally, General Education encompasses the transfer course selection and the AA/AS degree. All degree and certificate program offerings at UM-Helena are reviewed at the departmental level and then are required to be approved through the process developed by the Academic Standards Curriculum Review (ASCR) committee, which assures that each degree and certificate offering receives multi-level reviews for appropriate breadth, depth, sequencing of courses, synthesis of learning and the assessment of learning outcomes. This process is guided by the official Curriculum Policy and Procedures Manual.

Final approval comes through the Academic Dean's office and finally at the Board of Regents (BOR) if necessary. This process assures that policies and guidelines at all levels of the internal and external approval process are addressed.

Each program offering is developed and maintained through the use of program advisory groups, student input, business and industry needs, and similar programs at regionally accredited institutions. This ensures the creation of a relevant and appropriate program as well as the continuous update of program content to reflect changes in industry, technology, and employer requests.

The Montana BOR policy 301.12 dictates the maximum credit counts for degree and certificate programs and NWCCU mandates the inclusion of general education requirements in communication, computation, and human relations. A periodic external review of every program is required by Board of Regents Policy 303.3. This policy mandates that each degree or certificate of more than 30 credits be reviewed externally at least every seven years, and the schedule for that review is filed with the Commissioner of Higher Education's office. The results of this review are presented to the Board of Regents at the November meeting.

The use of library and other information sources can be demonstrated by the information reported by Standard 5 (see 5.A.2, 5.A.3, 5.B.1, 5.B.4). Use of other information sources such as the Internet, technical manuals, external databases, technical bulletins, and published industry standards are reflected in syllabi, assignments, and course/program requirements (2.A.3).

UM-Helena degree designators include Associate of Science, Associate of Arts, Certificate of Applied Science, and Associate of Applied Science. A full listing of the programs and degree designators can be found in the Catalog. Each of the degree offerings are assigned a degree designator based on the requirements set forth by the Montana Board of Regents Policy 301.12 and NWCCU policies listed in Standard 2. Compliance with those policies is monitored internally at UM-Helena through the ASCR committee, Academic Dean's office, and externally through the Office of the Commissioner of Higher Education (OCHE) and BOR.

Through the self-study UM-Helena identified that there was no consistent published listing of program or degree objectives. This was addressed in the Fall 2009 by faculty and will be included in the next catalog. Each course offered for credit at UM-Helena is required to have a Course Statement, housed in the Course Bank that clearly states the content to be covered and the expected learning outcomes, including specific career preparation competencies.

Programs with external certification or licensing are clearly identified in the catalog and these guidelines dictate the specific career-preparation competencies to be mastered. The career preparation competencies for programs without external certification or licensing use program advisory groups, student input, business and industry needs, and compare similar programs at regionally accredited institutions (2.A.4).

At this point in time, UM-Helena does not offer programs that are either concentrated or abbreviated in timeframe (2.A.5).

UM-Helena operates on a semester basis and uses the Carnegie Unit of measure for equating learning experiences with credits throughout all programs, described on pages 10 and 11 of the ASCR Curriculum manual.

Other similar programs in our area are governed by the same external agencies, Montana BOR and NWCCU, and consequently have the same overriding policies and guidelines for program length and requirements. The Montana BOR policy 301.12 dictates the maximum credit counts for degree and certificate programs and NWCCU mandates the inclusion of general education requirements in communication, computation, and human relations.

The one UM-Helena program that currently does not comply with the BOR 301.12 policy is the Aviation Maintenance program. The total number of credits in that program is 84 and the allowable maximum is 72. This exception is due to the required hours in the curriculum mandated by the FAA and the program was given an exception to policy 301.12 by the BOR in September of 2006. UM-Helena does not currently have any program-specific tuition. Current tuition rates and fees can be located in the 2009-2010 catalog, or in the current course schedule (2.A.6).

A transferability initiative was funded by the 2007 legislative session, and is being administered through the Office of the Commissioner of Higher Education. This activity requires that each institution in the Montana University System, and others in the state, participate in the process of evaluating and articulating like courses across the system. All information related to the transferability initiative can be located at The Commissioner of Higher Education's website (mus.edu). This process attempts to identify any significant differences in programs within regional institutions.

From the previous self-study in 2000 until September of 2006, the design, approval, and implementation of curriculum occurred through a process involving program faculty, department chairs, Associate Dean of Academic Affairs, and Academic Affairs committee. The process allowed numerous loopholes for getting courses approved as well as did not actively engage all faculty and areas of the institution.

With the creation of the Faculty Senate in 2006, the Academic Affairs Committee was eliminated and replaced by the Academic Standard and Curriculum Review (ASCR) Committee, a sub-committee of Faculty Senate. This committee is comprised of a cross-section of Academics including faculty, Director of Nursing, the Director of Library Services, students, administrators, and the Registrar. This committee developed a clear, prescriptive set of procedures to have course, and programs approved through a collaborative and systematic process. This is documented in the forms, diagrams, processes, and procedures outlined in the ASCR Curriculum Manual. The ASCR Committee

and procedures developed by that committee have created a new level of oversight at UM-Helena and a new level of collaboration, involvement and understanding of curriculum approval. This committee meets twice a month during the academic year and once a month during the summer, which maintains a constant and consistent discussion regarding curriculum and academic policy development and review (2.A.7).

Faculty integrate use of library and information resources into the learning process by assigning projects, research papers, and presentations that require documented evidence (citations) that research has been conducted using scholarly resources. To instruct students in developing these research skills, faculty regularly request that the Director of Library Services provides classroom research instruction with focused learning outcomes tied to the existing coursework. These requests are predominately generated by the General Education and Nursing Departments. Each semester, on average, over 25% of students receive classroom integrated library instruction. In addition, faculty ensure that course appropriate resources are available in the library by actively requesting that items be purchased for the collection (2.A.8). For further discussion, see 2.A.1 and 5 A.2, A.3, 5 B.1 and B.4.

The Academic Affairs Office consistently specifies and works towards avenues for enhancing accessibility in its annual goals. One of the ways this goal is fulfilled is through an intentional scheduling plan, which allows greater flexibility for all students and programs. Faculty, in consultation with Department Chairs, suggest times and sequencing of courses that allow students a variety of opportunities to enroll in courses and meet program requirements. The Department Chair then coordinates those course offerings with other Department Chairs. Schedules are then sent to the Academic Affairs Office for review and approval.

UM-Helena has also increased accessibility through the growth of online courses. UM-Helena offered its first online course in Spring 2002. This method of delivery grew slowly, and in the 2005-2006 school year, still only seven courses were taught in this manner. Due to community demand and grant funding, UM-Helena currently offers 39 online courses, one online Associate of Applied Science and one online Certificate of Applied Science.

Delivery Model	Number of Courses		
	Fall 2000	Fall 2005	Fall 2009
Daytime Hours 7:00 AM - 5:00 PM	205	246	258
Night Courses 5:00 PM – 10:00 PM	17	29	30
Online Courses	0	7	25
Saturday Courses	0	0	6
Dual Credit Courses	0	4	17
Independent Studies, Capstones, and Internships	6	8	18

Figure 2.1 Change in Number of Courses by Mode of Delivery 2000-2009

Planning for optimal learning is demonstrated in the program sequencing, pre-requisites and co-requisites, as well as individual program assessment. There is an intentional and logical sequence of classes that the institution strives to present and maintain. Course sequencing is developed through faculty expertise, advisory council input, business and industry requirements and review of similar curriculum at other regionally accredited institutions (2.A.9).

UM-Helena is officially adopting NWCCU Policy 2.3 as its own policy for recognizing experiential learning. This is being reviewed by ASCR in Winter 2010 and will go for institutional approval in the springtime (2.A.10).

The procedure for approval or deletion of a course is outlined in Chapter 5 of the ASCR curriculum manual. This manual is reviewed annually. All courses that are officially added or deleted follow the process through the ASCR committee.

Additions and deletions of programs at a system level are addressed by Board of Regents policy and guidelines. The policy for addition of programs is Policy 303.1 and the policy for termination of a program is Policy 303.4. The procedures, forms and additional information associated with these functions can be found on the BOR website. BOR reviews their policies every three years (2.A.11).

UM-Helena follows BOR policy 303.4, which outlines the steps to be taken for program deletions. However, no formal policy exists which addresses significant program changes. It has been the practice that program faculty have been responsible for determining appropriate arrangements for any students in this circumstance. However, the inconsistency in this practice is recognized and ASCR will be determining if a policy is needed, or just an additional procedure in the curriculum manual will suffice to address this deficiency (2.A.12).

Standard 2.B – Educational Program Planning and Assessment

UM-Helena's assessment process is defined, implemented and managed through the Program Assessment Committee and its communications to campus. The process has undergone many revisions over the past decade and details can be found in the "Evolution of the Assessment Committee" document. Although changes have occurred, the process has consistently been clearly communicated to the campus and the desired outcome to improve student learning has remained constant. All academic programs are required to undergo annual assessment and goals are connected to the institution's Strategic Plan. Faculty are required to develop program goals, establish learning outcomes, evaluate goal progress and determine future direction based on the findings for the academic programs (Policy 2.2).

It is evident that UM-Helena needs to provide better data to support its success in learning outcomes and to more consistently apply assessment across all academic programs. In order to help accomplish this, a new assessment model has been implemented for 2009-2010 which follows NWCCU's new accreditation process very closely. Work has already begun in identifying program outcomes and course outcomes in all areas; now efforts are needed to identify appropriate assessment tools and the implementation of those tools across the board as well.

It is recognized that UM-Helena needs to improve its efforts to use evaluation outcomes in its overall planning and to use

the institutional plan to provide a strong framework for individual program goals. The creation of the College Council will connect program level assessment to the institutional level and create a stronger sense of direction for the educational programs (2.B.1).

Although many program outcomes are published in the catalog, they get lost in program descriptions and overall the information has not been complete. With this understanding the Office of Academic Affairs has directed faculty towards developing clearer comprehensive learning outcomes to be included in the Course Bank for all programs, which will subsequently be published in all future catalogs. Therefore, assessment of learning outcomes will occur consistently.

In 2008-2009, the General Education department created learning outcomes for each discipline area and moving forward will focus on creating a valid assessment model in 2009-2010. Automotive Technology, Aviation Maintenance and Nursing require specialized approval through external organizations and so have clearly delineated learning outcomes. Nursing and Aviation also have external licensing, which indicate student learning.

Through the current self study process and especially the greater understanding of Policy 2.2, UM-Helena recognizes it is currently deficient in adopting and implementing these integral assessment concepts across the board as an institution. The consistent identification of program learning outcomes and the required assessment at that level will help bring us forward. In Fall 2009, each program submitted outcomes for review by the ASCR Committee and will be published in all future catalogs (2.B.2).

UM-Helena involves the entire campus in assessment to improve student learning. The basic assessment process involves the identification of goals, action plans and expected learning outcomes, the development and application of measurement tools, the evaluation of achieving stated expectations and the use of the information to revise programs to improve student learning in and out of the classroom.

Individual program assessments present a variety of examples of actions taken to improve learning. In 2008 the Accounting and Business Technology program used the assessment process to determine that there was the need to develop short-term courses on a variety of topics to enrich student's educational experience. As a result, two courses, Understanding You and the World of Business and Personal Finance, have been offered with solid student interest. In 2008, the Welding Technology Program determined that their project assessments of student work were inadequate and inconsistent, so faculty created a formal project review sheet to ensure consistency in evaluation of all student hands on projects.

As identified throughout this document, UM-Helena will continue to strengthen its assessment process in order to improve student learning and better fulfill our mission statement (2.B.3).

Standard 2.C – Undergraduate Program

The institution does have a component of general education included in each degree program, which complies with the NWCCU policy 2.1 and Montana Board of Regents policy 301.12. Each credential is required to have an element of computation, communications and human relations that is provided through distinct courses (2.C.1).

The learning outcomes for each discipline area are clearly stated under the general education core requirements in the catalog. While each program publishes the minimum required general education courses in the catalog, an explanation of the rationale behind this decision is implied at best and needs more attention to ensure clear communication in the future (2.C.2).

UM-Helena offers 91 credits in humanities and fine arts, 70 credits in the natural sciences, 30 credits in mathematics and 51 credits in the social sciences (2.C.3).

The acceptance of credits from other institutions within the Montana University System is largely dictated by Board of Regents Policy 301.5. All procedures specific to UM-Helena's acceptance of transfer credits are published on pages 12 and 13 of the 2009-2010 catalog.

The Montana University System is currently working through a legislative initiative addressing the transferability issue on a system level. The Transferability Initiative was funded by the 2007 legislative session, and is being administered through the Commissioner of Higher Education's office. This activity requires that each institution in the MUS, in addition to others in the state, participates in the process of evaluating and articulating like courses across the system. The results of this activity will provide a system wide central location for transferability of like courses and expand transfer opportunities for our students. All information related to the Transferability Initiative can be located at The Commissioner of Higher Education's website.

In addition to the information and guidelines provided by the Transferability Initiative, the BOR has numerous policies addressing issues related to transfer of credits. Those policies are listed below:

- Transfer of Credits-Policy 301.5
- System of Controls-Policy 301.5.1
- Outdated Coursework-Policy 301.5.2
- Minimum Grades-Policy 301.5.3
- Equivalent Course Identification and Numbering-Policy 301.5.5

Official transcripts are evaluated by the Admissions Evaluator to determine if the incoming course is significantly similar to a current UM-Helena course. When necessary, program faculty help evaluate transfer credits based on their content expertise.

As of July 2009, an alternate credit agreement known as Tech Prep (a component of the Perkins state plan), ceased existence. The policies governing this credit award were articulated on page 8 of 2007-2008 catalog (2.C.4 and Policy 2.5). (See Standard 3.C.4 for further discussion.)

All students meet with an advisor before registering for classes each semester. UM-Helena's formal advising program consists of the First Semester Advising program (see 3.D.10) and then individual program faculty advising after the first semester. After the initial advising session, students receive counsel from faculty to ensure prerequisites are met, to alleviate sequencing issues, to connect course selection with future transfer or vocational goals and to address or identify any areas of concern the student may have.

Each department develops its own advising protocol based on faculty prerogative and program needs. Currently training is provided within individual departments. Based on growth in enrollment and the increased demand on faculty advising, a

more structured and purposeful format needs to be developed.

In December 2009, funding was provided to hire an Academic Advisor to work closely with faculty to ensure appropriate advising. This position will be in place for Spring 2010 (2.C.5).

UM-Helena, as an open admission institution, does not require developmental or remedial work prior to admission. Placement test results that indicate a need for developmental coursework may require lengthening a student's program of study. The process for placement assessment is identified on page 11 in the 2009-2010 catalog. UM-Helena follows Board of Regents' policy 301.18 on Developmental Education. Degree and non-degree credit is numerically categorized in the catalog and course schedule. Non-degree courses have a zero prefix. Degree courses are signified as either 100 or 200 level courses. However, BOR policy does allow for the AAS credential to use developmental courses in programs when advisory committees or other compelling factors show that the desired level of capability falls into one of those course. Currently at UM-Helena, no programs allow courses having a zero prefix to count toward a degree or certificate (2.C.6).

Qualified full time faculty members are hired in their field of professional expertise. UM Helena has at least one full-time faculty in each area that it offers a degree with the exception of Water Resources, in which it has an adjunct faculty member on-campus and uses industry professionals to teach the other technical courses. Faculty have a degree in their field or related discipline or enough equivalent work experience to ensure quality instruction. Academic departments have unique teaching qualifications for their areas and they recruit and hire faculty members based on those requisites.

UM-Helena maintains compliance with Board of Regents Policy 730-Minimum Qualifications for Faculty in Two-Year Degree Programs, which states:

1. *Faculty in transfer programs/disciplines.* The minimum requirement for faculty teaching general education or career/technical coursework designed for transfer as part of the Board of Regents' general education transfer policy, the Associate of Science degree or the Associate of Arts degree shall be a master's degree in the teaching field or a closely related academic discipline with at least nine (9) graduate-level semester credits in the academic discipline. General education faculty who teach related instruction or developmental course work need not have a master's degree, but must have a bachelor's degree in the teaching field or a closely related discipline.

2. *Faculty in career/technical disciplines/programs.* Minimum qualifications for career/technical faculty shall be three years' experience in the occupation to be taught or an equivalent number of years of postsecondary education in the career/technical discipline, combined with work experience in the career/technical discipline.

Faculty members retain mandatory licenses or certificates specific to their academic area. Many faculty members instruct classes in which they have professional expertise in the workforce and they bring that experience with them into the classroom (2.C.7).

Currently, the only UM-Helena program that has a Montana State licensing examination is Nursing. In Practical Nursing, the pass

rate for state licensing has averaged 91.36 percent since 2000, with three years having a 100% pass rate. In the Associate Degree in Nursing program (Registered Nurses), the pass rate has averaged 78.45% since its addition 4 years ago. The first three years, the pass rate was considerably low but with a new Director of Nursing and a commitment to strengthening the curriculum and available resources, the pass rate in 2009 was 100%. Job placement rates are collected annually and distributed by the Career Services Office to help in individual program assessment (2.C.8).

Standard 2.G - Continuing Education and Special Learning Activities

UM-Helena's Continuing Education (CE) program follows the established guidelines and policies for academic programs in respect to assessment, approval, administration, and delivery of credit courses. The program maintains a mission statement (provide high-quality, affordable lifelong learning opportunities to people of all ages in the areas of personal enrichment, professional and career development, academic growth, recreation and leisure, and workforce development) and annual assessment that is aligned with the institutional goals of UM-Helena, and uses that process of assessment and goal setting to guide the offerings of CE.

As outlined in the Continuing Education Operations Handbook, development, approval and evaluation of courses offered for academic credit in CE follow the same process as courses offered in other academic programs. The approval for a CE credit course is required to follow the process outlined in the ASCR manual, and evaluation follows the process outlined for all courses taught by adjunct instructors.

The offering of courses for academic credit in CE is a new venture for UM-Helena and there is currently only one approved course. The structure for offering this course complies with institutional policies, mission, and goals.

UM-Helena also awards college credit to high school students participating in Dual-Credit opportunities at their local high schools. These Dual-Credit opportunities are created in conjunction with local high school instructors and principals and follow the same approval, evaluation, and oversight processes as a course offered on the UM-Helena campus. The high school instructor is hired to teach the course at the local high school, is required to meet BOR minimum qualifications for teaching the course, and is evaluated under the adjunct instructor process. The course has to follow the UM-Helena outcomes, use an approved textbook and use the same student assessment methods (2.G.1).

UM-Helena maintains sole responsibility for all fiscal and academic elements of instructional programs it offers (2.G.2). The planning and evaluation of Continuing Education is overseen by the Director of Continuing Education, a non faculty position. However, when a CE course falls under one of the existing academic programs, full time faculty are included in the planning and evaluation process. Also, when CE courses are awarded academic credit, faculty determine approval through ASCR.

As stated in the Continuing Education Operations Manual, it is not the intent of Continuing Education to duplicate offerings that exist in credit and degree programs. Continuing Education works to fulfill both its mission statement as well as the institution's mission statement of promoting life-long learning by expanding the courses

and offerings available at the institution. Consequently, Continuing Education often develops courses that do not fit the discipline or expertise of existing full-time faculty. In order to provide the appropriate expertise, CE uses adjuncts and individuals outside the institution to help with course development, planning, and delivery. CE has a standing advisory council with a faculty representative (2.G.3).

The primary administration of Continuing Education activities is the responsibility of the Director of Continuing Education. This position is responsible for the oversight of planning, development, and evaluation of these activities. The Director is also responsible for maintaining the fiscal and human resources components associated with the CE offerings.

Continuing Education resides in the Academic Affairs Office under the direct supervision of the Executive Director of Academic and Workforce Development. The Director of CE is included in all academic communications and meetings. This maintains CE in the organizational structure as an academic department and effectively integrates the CE offerings into the Academic and institutional goals (2.G.4).

All programs and courses offered for credit through distance delivery at UM-Helena use the Blackboard content management system. This provides the primary platform for communication and the sharing of learning resources between faculty and students. The Blackboard system allows faculty to post electronic documents, audio and video recordings, as well as references to other electronic resources (see Standard 5). Students also have the ability to use the Access Center and tutoring services on the UM-Helena campus if their situation allows it.

Blackboard also provides the tools for e-mail correspondence, live chat, and other interactive tools that faculty and students can use. Online instructors are also required to post contact information in their course shell (2.G.5).

All courses offered for credit follow the same fee structure and refund policy. This fee structure and refund policy is clearly stated on page 15 of the 2009-2010 catalog (2.G.6).

All credit courses, whether Continuing Education or Degree specific, follow the same process for approval, guidelines for measurement, and standards of rigor for the awarding of credit. This approval process and guidelines for measuring credits and hours are outlined in the ASCR Curriculum and Policy Manual. UM-Helena follows the Carnegie Rule for measuring all credit courses and hours (2.G.7).

All courses offered for academic credit through Continuing Education follow the institutional process and guidelines for approval outlined in the ASCR Curriculum and Policy manual. These courses, when approved, are included in the institution's Course Bank and monitored by the Director of Continuing Education and the Academic Dean's office (2.G.8).

UM-Helena officially adopted NWCCU Policy 2.3 as its own policy for recognizing experiential learning. This is for ASCR review in January (2.G.9).

Standard 2.H – Non-credit Programs and Courses

All non-credit programs and courses are developed under the administration of the Director of Continuing Education and are consistent with the mission and goals of the

Continuing Education program as well as the institution.

Faculty are involved in the development of courses when appropriate, but it is not required. Expertise for the development of courses is found in full-time faculty, adjunct, or outside sources (refer to 2.G.3). For example, the CNA program curriculum was developed by a full time faculty member but is taught and delivered through the CE program by a part-time instructor (2.H.1). CE has developed a method of tracking records by designing specific spreadsheets. One spreadsheet tracks student demographics. A second spreadsheet maintains class information such as the title, instructor, dates of class, number of students, class fee, total revenue, material costs, instructor salary, overhead costs and profit. In addition the program collects the following supporting documentation/forms: student registration, class enrollment, class evaluation, course outline and outcomes, letters of hire, and correspondence (2.H.2). Whereas CEU's are new opportunities for UM-Helena, courses developed in this area follow NWCCU Policy A-9 regarding contact hours and discussions to this effect exist in the ASCR minutes as well as in the CE Operations Manual (2.H.3).

Policy 2.6

UM-Helena offered its first online course in the Spring of 2002, from that time until the Fall of 2009 online instruction at the institution has grown slowly. In the Fall of 2009 approval from the Montana Board of Regents was granted to offer an Associate of Applied Science in Water Resources and a Certificate of Applied Science Computer Skills Specialist primarily online. This approval along with other factors related to accessibility has increased the online offerings at UM-Helena dramatically in the past six months. In order to address the increase in faculty support and student support needs a .75 FTE Online Coordinator was hired on a temporary contract for the 2009-2010 academic year. This position is also being proposed as a continuing position in the 2010-2011 budget.

Previous efforts to address the requirements of Policy 2.6 were informal and did not have a central location. For example, the Faculty Senate created an Online Committee to address quality and consistency in online courses, and Student Services provided some literature intended to help online students, but there was little collaboration across the institution to address Online Education as one entity. The Online Coordinator is currently working to develop policies, procedures, and support materials that will address all requirements of Policy 2.6 in a formal process with a central location. These efforts are outlined in the Online Learning Strategic plan, and other developing documentation that is scheduled to be completed in Spring of 2010.

Strengths and Achievements:

- Establishing the Academic Standards and Curriculum Review Committee under Faculty Senate along with a formal Curriculum Manual has solidified faculty's role and responsibilities in curriculum and academic policy development.
- Rigor in technical education demonstrated by a high demand for graduates and strong placement rates.
- An increased range of academic offerings, especially growth in general education transfer courses
- Expansion in Continuing Education, both in personal enrichment and workforce training

Challenges and Plans for Improvement:

- Consistent assessment of learning needs to be addressed long-term. Efforts are being made to clarify learning outcomes on a program and course level and then attaching an acceptable assessment tool for measurement. The next step will be to ensure the appropriate adjustments are being made and to consistently document these connections.

Standard 3 - Students

Since the last self-study conducted in 2000 several significant developments have impacted the organization and evaluation of student services at UM-Helena. The annual average FTE enrollment has increased 21% from 664 to 806. Over the past eight years fall semester headcount enrollment has increased 69% from 814 to 1,378 students.

Student Services staff has grown from seven individuals offering services in four distinct areas in 2000 to sixteen individuals offering services in eight distinct areas as well as additional services for students contracted through a licensed mental health counselor.

The College's mission statement and Strategic Plan guides the overall direction of Student Services as well as formalized institutional assessment which includes setting and evaluating specific goals and objectives using measurable outcomes on an annual and semester basis.

In the Fall of 2007 a significant expansion and renovation was completed at the Donaldson Campus where the majority of student services functions are located. The increase to the size of the campus has allowed for the centralization of admissions, marketing & recruitment, financial aid, career services and Student Services administration in a new Enrollment Services area, as well as a new expanded space for the student ACCESS Center which houses educational and disability support services, advising and retention, and counseling. As the result of reorganization occurring in Fall 2009, the administration of the campus bookstore and food services are now located within the Student Services division, though financial operations in each area remain under the supervision of the Assistant Dean of Fiscal and Plant.

Student programs and services support the achievement of the institution's mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

The College provides student services and programs based upon an assessment of student needs, offers adequate support for the services to achieve established goals, and adopts and publishes policies that are accurate and current.

Standard 3.A – Purpose and Organization

UM-Helena provides a broad range of services and resources to students that are consistent with and supportive of the institution's mission and goals. The services

and functions of the division are divided in to the following administrative areas according to function: Marketing & Recruitment, Admissions and New Student Services, Financial Aid, the Learning Center and Disability Services, Advising and Retention, Food Services, the Bookstore, and Career Services.

Through collaborative planning, integration, and assessment of services and resources the various administrative areas within Student Services support the college's overall mission and goals. From a student's first contact with the College through degree completion and/or attainment of the student's educational goals, Student Services is organized to holistically facilitate student success by providing responsive service and access to resources that enhance the College's learning environment, encourage community involvement and support regional workforce development.

The adequacy and effectiveness of Student Services and each administrative area within the division is regularly measured through the institutional assessment process as well as a number of different instruments that are used to evaluate student participation in and satisfaction with programs, services and resources at key points in their enrollment at the College.

Marketing & Recruitment is responsible for promoting the institution across the local community, region and state by providing communications and activities that inform prospective students and the general public about the institution's mission, goals and programs. Communications and activities include media relations and advertising, electronic and print publications, website content, participation in college fairs, high school outreach, collaboration with public agencies, information programs and hosting individual and group campus visits.

Admissions and New Student Services facilitates enrollment of new and returning students through providing information on admissions requirements and procedures, processing admission applications and transcript evaluations for incoming transfer students and coordinating new student orientation programs

The Learning Center and Disability Services provides educational support for students enrolled in all academic programs and arranges reasonable accommodations and services for students with documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Study skills development and other educational support workshops are offered through the Learning Center and specific topics or subjects can be provided to students upon faculty request.

The Office of Financial Aid provides access to a range of institutional, state and federal aid programs and scholarships to assist students. Financial aid staff provides individual counseling on debt management and hosts a number of presentations and workshops designed to improve students' financial literacy in collaboration with the Office of Advising and Retention. In Fall 2009 the institution entered in to a partnership with the Student Assistance Foundation of Montana to locate an outreach office on the college's Donaldson campus that provides assistance to students as well as the greater Helena community in the areas of paying for college, student loans, debt management and financial literacy.

The Office of Advising and Retention responds to student needs by introducing

them to the various support resources available at UM-Helena and within the local community to facilitate their success and enhance their educational experience. The Director of Advising and Retention coordinates First Semester Advising sessions for new and readmitting students prior to class registration for each semester. Retention efforts focus on identifying the factors that inhibit students' academic success and persistence as well as what programs, services and resources are utilized by students who successfully achieve their educational goals.. The Office of Advising & Retention collaborates with faculty to identify at-risk students through the Early Alert Referral System (E.A.R.S.) and works closely with the Learning Center to respond to students' need for educational support outside of the classroom.

The Food Service operates a small café that provides breakfast, lunch, snacks and beverages to students as well as catering for college sponsored activities and events. The café service hours are mornings, lunch and afternoons when class is in session during the regular academic year.

The Bookstore provides retail services for students including textbooks, course materials and supplies as well as college apparel, gifts, snacks and beverages. The Bookstore currently provides daytime business hours opening and closing just prior to and after the conclusion of the academic year and summer session. Career Services provides ongoing career counseling and placement services and coordinates internship and service learning opportunities for students. Additionally the Career Services Coordinator services as a point of contact between students, faculty and prospective employers (3.A.1).

The hiring process for Student Services positions is governed by human resource policies and procedures mandated by the University of Montana to ensure that all employees meet or exceed the required qualifications for each position within the division. Supervisors work in collaboration with UM-Helena's Personnel Specialist to develop vacancy announcements, form hiring committees to screen and interview qualified applicants, conduct reference checks, and hire well-qualified employees for the division.

Each position has a role description that describes essential duties and required skills and abilities. The role descriptions are reviewed and signed by each employee and their supervisors and are kept on file in the Personnel office. All staff are evaluated by their supervisors on an annual basis following established procedures. Copies of annual performance reviews are kept on file in the Personnel Specialist's office.

The 2000 NWCCU Evaluation Committee Report recommended that Financial Aid and Disability Services be given increased staffing consideration to more adequately support the programs offered in these areas. Since then financial aid staffing has expanded to three full-time positions including the Director of Financial Aid and two Financial Aid Specialists.

Student disability services has expanded to include a professional director who has shared oversight of Disability Services and The Learning Center, and a frontline administrative assistant with shared responsibilities between disability services, educational support services, advising and retention and career services. In response to recent growth in the number of deaf and hearing impaired students enrolled, a previously part-time temporary sign language interpreter position was made permanent in 2009 (3.A.2).

Established procedures are in place across all areas and departments within student services to guide their activities and services though the scope and depth varies between each area. Documentation of procedures also varies across each department and most do not have centralized or comprehensive manuals containing this information.

Financial Aid and Disability Services have extensive external regulations guiding their operations. Both departments maintain documentation of those regulations for reference in the development of policies and procedures to ensure accountability and compliance with state and/or federal law. In some cases, such as admissions and academic placement, policies exist at the Board of Regents level that guide functions in these areas. BOR policy 301 covers general admission while 301.1 covers in state admission and 301.2 covers out of state admission. BOR policies 301.15 (Mathematic Proficiency), 301.16 (Writing Proficiency), 301.17 (Composition Placement) and 301.18 (Developmental Education) deal with academic placement.

To date, the development and evaluation of student services policies has been informal, usually occurring at the discretion of departmental directors or coordinators as time allows or when need demands with consultation from the Assistant Dean of Student Services with review by UM-Helena's Leadership Team.

According to the institutional assessment plan, each area or department within Student Services is required to develop and assess goals and objectives on an annual basis. Comprehensive goals are developed and assessed in consultation with the Assistant Dean of Student Services and frequently referred to for progress reports over the course of the academic year. The development of mission statements, goals and objectives for each administrative area within Student Services is guided by the division's overall mission statement, which emphasizes student success through an integrated, holistic and responsive approach that is compatible with the Strategic Plan (3.A.3).

Resources are allocated through the annual budget process. All staffing and operational needs are identified by departmental or area managers based upon review of goals and objectives, program effectiveness, compliance with external regulations, and evaluation of student use of and demand for services and resources. Departmental managers prioritize these needs and present their operational and staffing budget requests to the institutional Budget Committee, which then submits a comprehensive recommended budget to the Leadership Team for final review and approval.

UM-Helena has allocated substantial resources in staffing, operations and physical space since the last self-study in response to enrollment growth, which created a significant increase in demand for student services necessary to support the mission and Strategic Plan. This growth includes doubling the staff within the division, expanding services to include new functions in various areas including advising and retention, career services, marketing and communications, recruitment, and administrative support as well as enhancing existing services in areas such as admissions, financial aid, disability services, and learning support.

At the present time physical space and staffing are adequate for the range of existing services and personnel in student services. Consistent monitoring of annual assessments will help ensure adequate allocation of resources continues (3.A.4).

Standard 3.B – General Responsibilities

In response to recommendations made by NWCCU Evaluation Committee in 2000 and as part of more recent ongoing efforts to implement best practices in enrollment management, UM-Helena has developed a number of methods to more systematically identify the characteristics of its student population. In addition to being necessary for reporting purposes at both state and federal levels and for analysis of enrollment trends, the information is also used significantly to determine student needs and to evaluate the responsiveness of the resources and services provided to them. While the information is now systematically gathered, evaluated and reported across the various areas and departments within student services, what is lacking is compilation of the data into a single reference source and regular communication of the information across the entire campus community. The College Council will be able to address this gap.

UM-Helena systematically gathers student population information via application materials, during all advising sessions, periodic student surveys, the biannual Noel Levitz Student Satisfaction Inventory, and initial placement testing. The information collected on a voluntary basis includes age, gender, race/ethnicity, residency, disclosure of veteran status or disabilities, educational attainment of parent(s), educational objectives, career goals, how students heard about the college and what factors influenced student's decisions to enroll. Much of the data is entered in to the student information system, while other information is collated and entered into spreadsheets and/or databases for further analysis and reporting.

All admitted students are required to take placement tests or present equivalent documentation prior to enrollment in either math or writing courses. Advisors utilize student's test scores to determine appropriate course selection and identify any additional learning support students may need to supplement their developmental and/or college level coursework. Initial advising sessions are guided by a collaborative exploratory approach designed to identify and connect student needs to available services and resources on campus.

Further instruments for identifying student's characteristics and needs include an optional survey provided to withdrawing students asking them to identify the specific services they have utilized, and any services or resources the college does not have that would have been helpful. For example, in response to information gathered from withdrawal surveys, The ACCESS Center and the financial aid office have partnered to provide students with resources to improve financial literacy and debt management skills.

The Office of Advising and Retention has implemented an Early Alert Referral System (E.A.R.S.) to identify students who may have educational or personal needs that are inhibiting their success in the classroom. This referral system from faculty allows Student Services personnel to collaborate with students and their instructors in an expedient manner to determine what available services or resources would be of benefit, as well as to help students avoid jeopardizing their eligibility for financial aid so they can maintain progress towards achieving their educational goals. Since implementation in the fall semester of 2006, the number of contacts made using E.A.R.S. has increased 116% with a total of 521 referrals made during the 2008-2009 academic year. Further evaluation is in progress to measure the impact of these intervention efforts on overall student

success in terms of academic achievement, persistence and completion (3.B.1).

The primary vehicle for student participation in institutional governance is through the Associated Students of the University of Montana-Helena (ASUMH). ASUMH is comprised of three executive student officers, student representatives from all educational programs, and an appointed faculty or staff advisor. Board of Regents policy 506.1 mandates that all proposed fees and/or changes to existing fees be presented and approved by the Senate and the executive officers have the opportunity to participate in all Montana University System Board of Regents meetings.

At the institutional level, student involvement in the development of student programs and services remains limited but does occur through occasional student participation on institutional committees, staff hiring committees, focus groups, and through frequent web-based surveys designed to elicit student response to specific services and initiatives. Student representatives are standing members of the Academic Standards and Curriculum Review committee, College Council, Budget committee, as well as the Library Advisory committee. Since the 2008-2009 academic year, the Assistant Dean of Student Services attends ASUMH Student Senate meetings and has used the forum to present and solicit feedback on the revision and development of policies and procedures related to students including smoking and tobacco use, posting of promotional materials, cooperation with law enforcement officials on campus, and student complaint procedures.

Faculty involvement in the development of student programs and services occurs primarily through participation in committees such as Enrollment Management and Admissions Review and through mutual participation on institutional committees responsible for large scale institutional planning such the assessment and budget committees. The Director of the Learning Center and Disability Services regularly consults with General Education faculty to determine proper placement of new students in math and writing courses. The senior administrators responsible for oversight of academics and student services, the Associate Dean of Academics and the Assistant Dean of Student Services, meet on a bi-monthly basis to ensure communication and coordinated planning between faculty and student services staff. A representative from the Academic Affairs office attends a Student Services meeting on a monthly basis, and a Student Services representative attends an Academic Affairs meeting monthly as well (3.B.2).

Policies with regard to student's rights and responsibilities addressing student code of conduct, academic integrity, and due process have been published in the catalog each year and are now provided exclusively by means of a student handbook. The catalogs are provided to all new students at orientation programs, as will student handbooks beginning in 2010. All publications are made available to students in print and on the website. Upon initiation of a grievance or disciplinary procedure, the appropriate student services personnel are charged with reviewing the institution's due process policy with the involved student(s) to ensure they accurately understand UM-Helena's procedures and their rights and responsibilities.

After comprehensive review, revised procedures for academic and general complaints, as well as a revised student code of conduct have been developed for implementation in 2009-2010. The new information will be made available in the student handbook and published on the college website. The revised procedures are

designed to provide students further clarity and direction with regard to resolving specific complaints, their rights and responsibilities with regard to conduct and due process, and a clearer differentiation between general and academic misconduct and the disciplinary procedures that follow a determination of either type of misconduct. The revised complaint and disciplinary procedures are meant to provide greater fairness and consistency and to guarantee students paths of appeal to neutral decision makers (3.B.3).

UM-Helena strives to provide a safe and secure environment for all students. Policies and procedures with regard to security are made available to students through the catalog and the student handbook, which are available in print and online versions. In accordance with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, UM-Helena annually reports crime statistics to the Department of Education, and publishes crime statistics for the past three years, which are made available on the website and as a handout from Enrollment Services. Due to the smaller size of facilities and enrollment, UM-Helena has not hired or contracted law enforcement officers or security personnel to date. The Helena Police Department is readily available. After business hours, students are directed to contact on-duty facilities and maintenance personnel with regard to safety or security concerns; however, results from recent student satisfaction inventories indicate that student have concerns about the UM-Helena's ability to respond promptly to emergency situations.

The Safety & Facilities Committee, made up of faculty and staff, is charged with regularly evaluating campus safety and security procedures and identifying areas of concern. The Assistant Dean of Fiscal and Plant is responsible for publishing the Campus Emergency Action and Crisis Protocol manual, which was updated during the 2008-2009 academic year and made available campus wide . Fire drills are held on both campuses to evaluate safety protocols. Students enrolled in trades programs at the Airport Campus have access to storage lockers to secure tools, equipment and personal belongings (3.B.4).

UM-Helena publishes a catalog every year and makes it available to prospective and enrolled students through admissions, recruitment, advising, orientations and the Bookstore. The current catalog as well as an archive of past catalogs is available on the website and in the Library. In response to recommendations in the NWWCU Evaluation Committee Report issued in April of 2000, current information about tuition, fees and other costs are now published in the catalog and the semester class schedules.

The information contained in the catalog is extensive and deals with all aspects of enrollment, withdrawal and graduation from the institution. More specifically, the catalog lists the Mission Statement, the Strategic Plan, program entry information, other educational opportunities, admission requirements and procedures, expenses, including fees and refund policy, student information and services, academic information, financial aid requirements, benefits and policies, as well as program offerings (Policy 3.1).

A separate student handbook had not been published since 2002; however, the pertinent information has been consistently included in the catalog. To ensure that this information is produced and understood clearly, a separate student handbook became available again in academic year 2009-2010 (3.B.5).

Student services and programs are evaluated annually and the results are used as a basis for modifying services and programs to suit student needs. The need for Student Services to develop an assessment plan integrated with ongoing program evaluation and improvement was identified in the 2000 NWCCU Evaluation Committee Report.

Evaluation currently occurs at two levels. The institutional assessment plan requires all areas and departments to formulate measurable goals and objectives for their programs, and outcomes must be assessed at the conclusion of each academic year. The outcomes then form the basis for revision and/or creation of new program goals for the ensuing assessment cycle. Determining outcomes involves measuring the utilization and effectiveness of programs and services offered to students. For example, Student Services tracks the number of students using the Learning Center or the number of prospective students that matriculate from a particular recruitment program to measure the effectiveness of the offered services.

Each director or area manager within Student Services is responsible for evaluating their programs and services according to the institutional process, and the assessments are subject to review by peers and the Assistant Dean of Student Services to ensure clarity, measurable outcomes, efficient use of resources and compatibility with the student service division's mission and the Strategic Plan.

The second level at which regular evaluation of student programs and services occurs is through the use of several survey instruments made available to students at various points in their enrollment and as they utilize programs and services. Students have the opportunity to evaluate recruitment programs, first semester advising sessions, orientations, disability services, tutoring, seminars and workshops provided by financial aid, advising & retention and career services. Voluntary surveys completed by non-enrolling, withdrawing and graduating students provide specific information about the use and adequacy of specific services and allow students the opportunity to comment on programs or services not currently available that would be helpful. Additional evaluation tools include the Noel Levitz Student Satisfaction Inventory, which is administered biannually, and the use of targeted student focus groups. The data from all evaluation sources is analyzed and compiled for use in program assessment and is reported to the division and across the campus community as appropriate.

In 2008, as a result of data collected indicating a larger population of students with mental health issues, a licensed mental health counselor was contracted to provide services. A survey allowing students to evaluate the services in the Learning Center repeatedly showed student concerns about problems with increasingly obsolete computers and technology. In response, the College invested in new computers for the Learning Center in 2008 (3.B.6).

Standard 3.C Academic Credit and Records

Credit is defined and awarded according to Board of Regents guidelines and is consistent with NWWCU's glossary definition. Evaluation of student learning on the course level is based upon clearly defined criteria, which are published in program curriculum guides and course syllabi. Course Statements and course syllabi are maintained in the appropriate departments as well as in the Academic Affairs Office. Credit requirements for each

degree and certificate program are clearly stated in the catalog.

Academic records are controlled by the Registrar's Office and are kept in hard form in a secure safe and electronically through the student information system. The Registrar's Office has processes in place to maintain accuracy that can be found in the Registrar's Office Operations Manual. UM-Helena keeps hard copy student records for five years after the student has left the institution while electronic information is kept indefinitely (3.C.1).

Student performance and achievement is evaluated according to clearly stated requirements published in course syllabi using a decimal grading system which is specified in the catalog.

Students completing Associate of Arts and Associate of Science degrees are required to complete their programs of study with capstone courses that synthesize their educational experience across the curriculum. Other degree and certificate programs require portfolios as appropriate to the curriculum and degree level. Capstone and portfolio requirements as well as the criteria for evaluating them are clearly stated in course syllabi and the catalog (3.C.2).

Degree and non-degree credit is numerically categorized in the catalog and course schedule. Non-degree courses have a zero prefix. Degree courses are signified as either 100 or 200 level courses. The catalog outlines the courses belonging to each degree or certificate offered. Courses having a zero prefix do not count towards any degree or certificate. Currently extension credit, X credit or continuing education credits are not transcripted (3.C.3).

UM-Helena accepts transfer credits in accordance with Board of Regents policies 301.5, 301.5.1, and 301.5.2. These policies outline the process, the time frame for completing evaluations and disclosure of results to students, the expiration dates for outdated coursework and are in compliance with NWWCU Policy 2.5.

In 2007, the Office of the Commissioner of Higher Education conducted an audit at UM-Helena to evaluate compliance with the Board of Regents policies. The major recommendations were related to providing accurate and timely disclosure to students concerning the transfer of credit policy and the time frame under which UM-Helena is obligated to provide completed evaluations to students. These recommendations were addressed by providing more complete disclosure in the catalog as well as in admissions communications to transfer students.

The Montana University System is currently implementing it's a transferability initiative establishing common course numbering as well as articulation of coursework across all campuses. To date, approximately a dozen different disciplines have been completed and these changes will be incorporated into the catalog, class schedule, and future admissions and recruitment publications. The admissions evaluator has discretion to evaluate general education courses, while review of transfer of credits with regard to specific program requirements is handled by faculty from the appropriate area. The Associate Dean of Academic Affairs makes final decisions in the instance that a student chooses to appeal a transfer of credit evaluation (3.C.4, 2.C.4 and Policy 2.5).

Student records are stored in a secure safe with limited access. A record retention schedule was implemented in November of

2006 and subsequently approved by the Montana Secretary of State in January of 2007. Student records maintained on the student information system are backed up on a daily basis by the Information Technology department at the University of Montana campus in Missoula. UM-Helena has a continuous protection server which provides hourly back up and weekly storage tapes. The Disaster Recovery Plan provides for next-day delivery of storage tapes held off-site. Student financial aid records are stored in fire-proof cabinets in a secure area and student admissions records are stored in locking cabinets in the office of the admissions evaluator.

Staff and faculty follow guidelines specified in the Family Education Rights to Privacy Act (FERPA) and the Registrar monitors the release of student records. FERPA guidelines are published in the catalog, student handbook and on the website. They are also available in the Faculty Handbook. Access to the student information system is controlled by a security plan administered by the Registrar and Information Technology managers (3.C.5).

Standard 3.D – Student Services

An open admission practice supports the institution's mission by providing any student who might benefit from UM-Helena's educational programs the opportunity to enroll. The current admission process followed by the institution is administered consistent with the practice established prior to 1997 when the state's five colleges of technology came under the governance of the Montana University System. An application for admission must be completed and students are required to provide evidence of a high school diploma or equivalent or demonstrate ability to benefit through placement testing. All admissions procedures and requirements are specified in the catalog.

The minimum age for admission is 16; however, exceptions are granted on a case-by-case basis by the Assistant Dean of Student Services. Admissions requirements for transfer students, non-degree seeking students and high school students participating in Dual Credit and On Campus Experience programs are specified in the catalog and on the admission applications for each particular program (3.D.1).

Student Services, through a clearly stated direction of purpose, ensures that all programs and services offered help facilitate student success in an integrated, responsive manner that recognizes the changing needs of students. The most prevalent student needs at UM-Helena involve socioeconomic background, academic preparation, physical disabilities and mental health issues. UM-Helena provides services, programs and resources to assist students with diverse needs.

Services are provided for qualified students regardless of ability or disability in compliance with state and federal laws, and discrimination based on disability against any student is specifically prohibited under these laws.

Disability services are coordinated by the Director of the Learning Center and Disability Services. It is the student's responsibility to disclose any disability and request accommodations, and students have the opportunity to do so through forms completed at enrollment or by contacting the director. Information about disability services is provided in the catalog, student handbook and on the website. Students are provided with learning aids, instructional assistance, and assistive technologies as

available and appropriate. The Director collaborates with students' instructors each semester to provide reasonable accommodations. All documentation related to a student's disability is kept confidential and maintained by the director.

The Admissions Representative/Recruiter arranges several campus tours each academic year for schools across the state that participate in the Federal TRIO Gear Up Program which specifically targets low-income and students of color at the middle school level to increase their awareness of college, completion of secondary education and successful transition to college. The Admissions Representative/Recruiter participates in college fairs and visits high schools with significant low-income and Native American populations.

Retention initiatives have attained a significant degree of success in recent years, greater awareness and participation in retention initiatives needs to be realized beyond student services. Efforts are currently in progress to create an institutional retention plan to integrate efforts across the campus community and to design a statistical model that identifies characteristics that predict student success and persistence in order to further enhance student services' ability to recognize and respond to student needs. As the availability and demand for online, evening and weekend course offerings, as well as high school outreach and short-term training opportunities expands, Student Services should give more attention to identifying the specific needs of these student populations (3.D.2).

The COMPASS computer-adaptive college placement test is used to assess reading, writing and mathematics for degree and certificate seeking students and for non-degree students wishing to enroll in writing or mathematics courses. Faculty are consulted to determine appropriate cutoff scores for placement in mathematics courses, while writing placement is governed by Board of Regents Policy 301.17, which took effect in Fall 2008. UM-Helena also accepts ACT and SAT college entrance exam scores in lieu of the COMPASS test for determining student placement in math and writing courses. UM-Helena has provisions in place for allowing admission and access to financial aid for "ability to benefit" students. Students seeking admission and financial aid under this status must attain the minimum placement test scores required to enroll in college level or developmental courses. "Ability to benefit" provisions are detailed under the admissions section of the catalog.

With the exception of Nursing and Fire and Rescue, UM-Helena's degree and certificate programs do not have additional placement requirements beyond general admission to the institution. Placement requirements for Nursing and Fire and Rescue are clearly stated in the catalog and information regarding placement is available from admissions to those students that express interest in these programs on their application for admission (3.D.3).

Requirements for maintaining satisfactory academic progress are published in the catalog as are the criteria for placement on academic probation and suspension according to Board of Regents Policy 301.8 and 301.9. Conditions for readmission to UM-Helena following academic suspension are specified. Students receiving veteran's benefits and financial aid must also maintain satisfactory academic progress as defined by state and federal regulations. Students suspended from financial aid for failure to maintain satisfactory academic progress

have the opportunity to file an appeal for reinstatement. Information regarding financial aid satisfactory academic progress, suspension and appeal for reinstatement is published in the catalog and made available on the website (3.D.4).

Institutional and program graduation requirements are clearly stated in the catalog available in print and on the website, as is the process for application for certificates or degrees. Deadlines for graduation applications are published in semester course schedules. The Registrar's Office is responsible for processing graduation applications to determine if students have successfully completed all of the requirements for a degree or certificate based upon evaluation of their transcripts. Appropriate reference to the Student Right-to-Know Act is currently on the website and is provided by means of the Student Handbook (3.D.5).

The institution offers state and federal need-based aid to students through the Office of Financial Aid. Student eligibility for need is determined through the Free Application for Federal Student Aid (FAFSA). A limited number of scholarships are available to students and are awarded according to specific eligibility requirements provided by donors.

Student Services staff assists students with obtaining Veterans Administration educational benefits. In anticipation of increasing numbers of veterans enrolling at UM-Helena, additional training has been provided to Financial Aid staff on processing Veterans Administration educational benefits. In accordance with Board of Regents and institutional guidelines, full and partial tuition waivers are granted based upon eligibility criteria to the following categories of students: Native Americans, Montana veterans, war orphans, dependents of prisoners of war, senior citizens, surviving dependents of Montana firefighters or peace officers, faculty and staff, Montana University employee dependents, Montana University System Honor scholarships, high school students participating in dual enrollment and On Campus Experience programs, and dislocated workers.

A substantial portion of the student population receives financial aid. In the Fall of 2008, 77% of degree seeking students received some type of financial aid. Federal student loans are reconciled on a disbursement by disbursement basis with the Montana Guaranteed Student Loan Program (MGLSP), which serves as the disbursing agent. All federal loans, Pell grant and Academic Competitiveness Grants monies are reported to the National Student Loan Database System. All federal grants are reported to the appropriate agencies throughout the year. Student eligibility is reviewed at these times by the federal agency involved. The Office of Financial Aid must reconcile with the Business Office on all federal grant and work-study monies in order to submit the FISAP, the annual report required by the Department of Education.

All awards offered to students through state grant and work-study programs are reported to the Montana Guarantee Student Loan Program, which operates on behalf of the Office of the Commissioner of Higher Education for the state of Montana. The Office of Financial Aid must reconcile with the institution's Business Office in order to complete this report each year. Annual audits of financial aid awards are conducted by the Business Office and then reported to the University of Montana (3.D.6).

Information about all types of financial assistance is available to prospective and enrolled students and can be found in the Office of Financial Aid, the financial aid brochure, the financial aid page on the website and the catalog. Scholarships are advertised throughout the academic year using campus media including the website, weekly campus bulletins, reader boards and flat screen monitors and flyers. Basic financial aid information is provided in the view book for prospective students. Marketing and recruitment and financial aid are presently working together to create a scholarship brochure for prospective students.

Financial aid staff participates in recruitment programs including campus visits days and presentations at local high schools. New student orientations include sessions on scholarship and work-study opportunities and debt management. To provide greater access to students, in the 2008-2009 academic year financial aid staff began providing office hours at the Airport Campus where primary instruction occurs for students enrolled in trades programs (3.D.7).

The Financial Aid Office regularly monitors the student loan programs and the institutional loan default rate. Online loan entrance counseling, which is required by the Department of Education prior to requesting a student's loan, is provided for all first-time loan borrowers. A number of group loan exit counseling sessions are offered each semester for students who are graduating, transferring or leaving the institution, or who have dropped below six credits of enrollment. Financial aid allows for individual entrance and exit counseling for students who are not comfortable with the electronic process or who miss the scheduled group sessions. Notice of loan exit counseling sessions is sent to all students slated to graduate and to any students that are known to be transferring; the sessions are also advertised using campus media such as the weekly campus bulleting, reader boards, flat screen monitors and flyers. Students who fail to attend exit sessions are notified and the Financial Aid Office documents this in students' aid files. Having now achieved a loan default of 10% or less for three consecutive years, the institution will be allowed by the Department of Education to forego 30 day holds on loan release for first-time loan borrowers (3.D.8).

Regular orientation programs are provided for new and readmitting students each semester including multiple programs held for the fall semester and one program held for the spring. The programs are designed to introduce new students to the facilities, services and resources, to familiarize students with their rights and responsibilities, and to allow students to begin developing relationships with fellow students, staff and faculty.

Typically, orientation programs include sessions on college success skills, career services, transfer options, library and learning center resources, scholarship and work-study opportunities, debt management, student organizations, campus technology and business office procedures.

Since the last self-study, orientation programs have shifted from an emphasis on class registration to a more holistic, integrated approach that serves to educate students about campus services and resources as well as connect them to the campus community. As a result, only about a quarter of the students that now attend orientations require academic advising and class registration. Most have already completed these activities through First Semester Advising sessions. As of Fall

2009, approximately 57% of new students attended orientation, representing a 69% increase attendance since Fall 2006.

Evaluations distributed at each orientation allow participants to rate the quality and relevance of the programs. Responses are used to modify the schedule to meet students' needs. For the 2008-2009 academic year, a Saturday program was piloted to increase attendance opportunities for students. Attendance at the pilot program was higher than anticipated, and 40% of the students that completed orientation evaluation surveys indicated the scheduling was more convenient for them. Consequently, a Saturday session is now included in the scheduling of fall orientation programs.

Student Services has made a deliberate effort to make the programs more engaging for students by providing more interactive content in scheduled sessions and workshops. Academic Affairs and Student Services have also identified that more attention needs to be given to providing information about policies and procedures and students' rights and responsibilities.

Special orientation programs are held for Fire and Rescue program students, who require physical agility testing and equipment fittings in addition to regular orientation offerings as well as for students enrolling in online courses and high school students participating in the On Campus Experience program (3.D.9).

UM-Helena provides both initial academic advising for new students and ongoing academic advising for enrolled students based upon their degree or certificate program. Advising students is shared responsibility between faculty and Student Services staff. Complete information regarding ongoing academic advising provided to students by faculty can be found under Standards Two and Four under indicators 2.C.5 and 4.A.2.

The First Semester Advising program for new and readmitting students was initiated in Spring 2004 and is administered by the Director of Advising and Retention. The Director of Advising & Retention, the Career Services Coordinator, the Director of the Learning Center and Disability Services and the Admissions Representative/Recruiter serve as first semester advisors. All new students are required to schedule either an individual First Semester Advising session or to attend a group advising session at an orientation before they register for classes. Students are made aware of this requirement upon acceptance for admission and information about First Semester Advising is published in the catalog and student handbook; however, no specific information on the responsibilities of First Semester advisors or definition of their role is made available to students. Changes to better facilitate coordination of the admissions and scheduling of First Semester Advising sessions prior to the 2008-2009 academic year have increased levels of student participation in individual advising versus group advising at orientation and the effectiveness of these advising sessions.

Student participation in individual First Semester Advising sessions increased by 10% a year since Fall 2007. For the Fall 2009 semester 588 new and readmitting students received advising through this program. For the past three years about 80% of all new and readmitting students for the fall semester have participated in First Semester Advising. The remaining 20% receive advising at orientation in a group setting. Beyond simply reviewing placement scores, degree and certificate requirements, course descriptions and class scheduling, these advising sessions include a dialogue

with students about educational & career goals, how college fits in to other life obligations and commitments, discussions about learning styles and expectations, identification of any special needs or documented disabilities that may require accommodations, and referrals to financial aid as necessary. At the conclusion of the session and when the student's program area has been identified, a faculty member responsible for the student's subsequent academic advising is identified and assigned.

First Semester Advising evaluations completed by students at the conclusion of their sessions suggest that students are satisfied with the experience, with the rating of the knowledge and helpfulness of advisors attaining an average of 4.41 on a scale of 1-5 (1=strongly disagree; 5=strongly agree); however, data gathered from recent Noel-Levitz Student Satisfaction surveys administered in 2007 and 2009 indicates that students are less than satisfied with the academic advising they are receiving. In the 2009 survey, a question with regard to the helpfulness of First Semester advising was included and indicated students were somewhat satisfied but the item rated much higher in importance relative to satisfaction revealing a statistically significant gap in performance. Consequently, further evaluation of the effectiveness of the institution's advising program needs to occur to address recent feedback provided by students (3.D.10).

Career counseling and placement services are consistent with student needs and support the institution's mission by promoting the lifelong educational goals of students and supporting the workforce development needs of local and regional employers.

Career services has implemented a number of technology-based tools to facilitate students' ability to identify skills and abilities and explore career options including the Kuder Occupational Interest Survey and the Montana Career Information System. Interfase, an interactive career forum allowing students and employers to connect by posting resumes and job openings, will be implemented on the website by the Spring semester of 2010. Career Services is also piloting an electronic graduate survey in 2009 to improve student response rates for this critical evaluation tool.

The Career Services Coordinator works actively with faculty from the trades, technical and general education areas to facilitate relationships with local and regional employers and to identify potential employment opportunities for students. The coordinator also identifies meaningful internship and volunteer opportunities for students; for example, the Montana Campus Compact Segal Educational Award program provides students with awards of $1,000 towards educational purposes for completion of 300 hours of service learning experiences. Employment opportunities, internships, volunteer and service learning opportunities are advertised through the weekly campus bulletin, reader boards, flat screen monitors and on the website.

Activities and events offered by Career Services include workshops on career exploration, resume writing, interviewing, development of professional skills and behavior and participation in the Helena Area Career Fair, which occurs twice each year. In the fall of 2008, Career Services, in collaboration with several community partners, began hosting Women in Gear, an event designed to expose women to high paying non-traditional careers in trades professions. So far attendance for the event has averaged 40 women and has provided hands-on demonstrations in automotive and

diesel repair, machine tooling, construction, welding and electrical work, in addition to exhibitors, panel discussions and presentations from women who have achieved successful career paths in trades and technology.

Career Services administers a graduate survey each year to track placement of graduating students and provide information about employment, starting wages, and graduate's satisfaction with educational preparation for prospective and enrolled students. In the last three surveys, the average placement rate for graduates was 81% with a 34% response rate. The response rate of graduates has declined since the 2008 survey in comparison with past years and the Career Services Coordinator is currently piloting an electronic delivery format for the survey to improve participation.

In order to increase the visibility of career services and to engage students in career exploration earlier in the completion of their educational program, the Career Services Coordinator now takes a more active role in new student orientations, not only in advising, but also through offering a presentation on current employment trends that introduces new students to the resources available through career services. Orientation evaluation forms for the 2008-2009 academic year indicate that most students agree the information presented at orientation is helpful and relevant with the average rating of 4.3, however results from the 2009 Student Satisfaction Inventory indicate that overall satisfaction with career services has slightly declined among enrolled students from relatively high levels indicated in the 2007 Student Satisfaction Inventory. The Director of Advising and Retention and the Career Services Coordinator will be reviewing this information as part of program assessment and goal setting for the 2009-2010 academic year to identify areas where the effectiveness of career services might be improved (3.D.11).

As the institution does not provide housing, there is no student health center or services available on campus. Student Services personnel in the ACCESS Center frequently refer students with healthcare needs to providers within the Helena community.

The College is presently negotiating a contract to join the Montana University System Student Insurance Plan (MUSSIP), a consortium of participating institutions that works with Blue Cross/Blue Shield of Montana to provide affordable health insurance coverage for students. Participation in the consortium requires that each institution require all degree seeking students enrolled in seven or more credits to carry health insurance either by purchasing the student plan or by providing proof of coverage with another carrier. Coverage will be provided on an annual basis provided students are continuously enrolled in the minimum number of credits for the fall and spring semesters and pay the corresponding fee. The annual cost of the student health insurance plan will be calculated in each student's cost of attendance budget for the purpose of determining financial aid eligibility. Students can also purchase additional coverage for dependents. Students enrolled in less than seven but at least four credits have the option to purchase the health plan, but are not required to do so.

In response to a rising occurrence and/or awareness on the part of students with regard to mental health issues, the ACCESS Center began publishing a guide for students to mental health resources in the community in 2007. The guide includes contact information, services provided, hours, insurance and payment information as well as acceptance of new clients and wait time for appointments for all listed providers. The

guide is available in print and on the website.

Beginning in the 2008-2009 academic year, the institution further expanded its commitment to assisting students with mental health issues by providing sufficient resources to contract a licensed professional mental health counselor. Services provided for students include up to six hours per week availability for individual counseling sessions, visits to classrooms to discuss mental health issues and one lunchtime presentation to the campus community each semester. Presentation topics this year included grieving and Post Traumatic Stress Disorder. The activities of the counselor are coordinated by the Director of Advising and Retention. The services of the counselor have been evaluated over the course of the year, and based upon student demand and satisfaction, further resources have been requested through the institutional budget process to expand the services provided by the counselor to include more availability for individual student counseling (3.D.12).

The institution does not provide housing for students at this time. A brochure providing information on community resources for locating housing and childcare is published on a yearly basis. The brochure is available to students from Enrollment Services and the ACCESS Center and is included in packet materials distributed at new student orientations. While the majority of students attending UM-Helena reside within the county or in adjacent counties (74% in fall 2008) there are a significant number of students that attend from more distant locations across the state. Anecdotal evidence suggests there may be a demand for student housing, but informal surveys conducted during the 2008-2009 academic year did not support this conclusion. Further investigation needs to be done on the need for and feasibility of student housing (3.D.13).

Food services are provided by the institution at the Donaldson Campus between the hours of 8:30 a.m. and 3:30 p.m. during the fall and spring semesters. Food Services is staffed by 1.0 FTE, the Food Service Supervisor, with 35 years of professional culinary experience. The Food Service Supervisor has a ServSafe Food Protection Manager Certification presented by the National Restaurant Association Educational Foundation which is accredited by the American National Standards Institute (ANSI) – Conference for Food Protection (CFP). The certification requires re-examination every five years.

Recent results from Student Satisfaction Surveys conducted in 2007 and 2009 indicate that students are satisfied with the availability of food services and adequate selection of food to meet nutritional needs is neutral at this time though satisfaction has improved slightly from the earlier survey. At the present time, besides vending machines there are no food services available at the Airport Campus. Students enrolled in trades programs whose primary instruction occurs at the Airport Campus have made occasional requests through Student Senate for expanded food services at the campus; however, to date the institution has not been able to provide further services in a manner that would be cost effective (3.D.14).

The following student clubs and organizations are currently recognized by the Associated Students of the University of Montana-Helena (ASUMH Student Senate): Phi Theta Kappa, Circle K, the Aviation Club, College Christian Fellowship, Future Machinists of America, Helena Building Industry Association Student Chapter, and the Fire & Rescue Club. These organizations have all obtained official recognition which

provides access to funding through student government fees collected each semester and use of college facilities for meetings and activities. Formal recognition requires provision of a faculty or staff advisor, a minimum number of student participants, elected officers and a constitution that shows the mission, purpose and structure of the organizations and includes language that complies with federal and state anti-discrimination laws. Student clubs are required to apply for recognition each academic year to ensure continuity and compliance with Student Senate bylaws.

ASUMH Student Senate continues to offer opportunities for development of student leadership skills by promoting co-curricular activities. The senate oversees planning student activities and their funding. The Student Senate recently adopted language in its constitution requiring all recognized student organizations to include statements of non-discrimination based upon state law in the membership requirements (3.D.15).

ASUMH Student Senate is governed by a constitution with bylaws directing its function and the establishment of student organizations. The Constitution is available on the website and in print from the ASUMH advisor. Current constitutions/by-laws are required for all recognized student organizations and are kept by these same organizations and the student senate advisor.

The 2008-2009 Student Senate, with consultation from an advisor and Assistant Dean of Student Services, made amendments to the constitution to provide a more structured process for the formation of student organizations. The new formation process including application and sample constitution and checklist will be published on the website and in the upcoming student handbook.

2009 Student Satisfaction Inventory indicates importance of and satisfaction with co-curricular programs and activities has declined though the gap between the two has decreased (3.D.16).

Although not specifically addressed in the current Mission and Goal statement, UM-Helena recognizes the benefit of student recreational opportunities. While UM-Helena does not have any facilities available for student recreation, the opportunities currently available include student discounts to health clubs and other recreational facilities in the community (tickets to amateur baseball and hockey, movie theaters, restaurants, and local ski resorts). An intramural basketball league has been hosted by the Helena YMCA for the past two years with varying levels of student participation (3.D.17).

The stated mission of the Bookstore is to provide retail services responsive to the needs of students, faculty and staff of UM-Helena and to the local community to support the lifelong educational goals of learners. The Bookstore pursues its mission by coordinating text and supply purchases with faculty for both credit and non-credit courses. The Bookstore solicits input from faculty, staff and students with regard to inventory, but only on an informal basis. Recently, inventory has been expanded to include UM-Helena logo apparel, gifts, snacks and beverages.

Challenges in staffing and internal processes have led to limited hours and frequent closures during peak times of demand. Recent Student Satisfaction Inventory indicates significant decline in the satisfaction with bookstore hours and availability, which was also indicated to be a very important concern for students. The Bookstore does not provide academic materials outside of the requirements for courses. As its space is limited, the focus

has remained on essential materials for current classes.

Currently, internal processes are being reviewed to identify areas for improvement in efficiency and to provide a more formal avenue for input from all campus constituents. The Bookstore has not participated in formal evaluation processes, and so is lagging behind in its ability to improve its services in a precise and specific manner. One of the areas that needs to be assessed is the retention within the bookstore assistant position, since there have been four individuals employed in that position since its inception in 2006 (3.D.18).

No student media exist at the present time. Student Senate has a designated bulletin board in the Student Center for posting of information by student organizations and others subject to Student Senate approval (3.D.19).

Strengths and Achievements:

- Holistic approach to support services for students contributes to student success and higher efficiency of efforts
- New facilities that allow for centralized delivery of services
- Excellent staff who are well-qualified and highly committed.
- Use of data for assessment and decision-making.

Challenges and Plans for Improvement:

- Graduate survey response needs to be increased. Efforts are being made to incorporate electronic surveys and to get some information from students before they actually leave campus.
- Increasing opportunities for students to participate in campus activities has occurred through the addition of new student groups and a proactive effort to plan campus activities. However, as a commuter campus, this challenge remains and will always stay at the forefront of priorities.
- Need to develop institutional policies in this area, as well as encourage statewide support of policies for Colleges of Technology.
- Adequate staffing to provide the level of excellence in service that UM-Helena is known for.

Standard 4 - Faculty

As stated in its mission, UM-Helena "promotes lifelong educational goals of learners, supports workforce development needs of employers, and fosters community involvement by providing a substantive, responsible, and accessible learning environment." To honor these directives, UM-Helena is committed to being a teaching focused institution and recognizes the importance of developing and maintaining the appropriate faculty to these efforts. The faculty are engaged in providing students with the necessary skills to be productive members of society; to this end, teaching centers around critical thinking, reading and writing skills, apprentice style type training in various trades and technical areas and the ability to problem solve quickly and accurately. Faculty demonstrate superior knowledge in their field of expertise, through either an advanced degree in field, professional certification and/ or having substantial and relevant work experience.

The faculty body at UM-Helena is diverse, uniquely qualified and highly dedicated. These qualities ensure the ability to reach a very diverse student body, not only demographically but also in learning style and capabilities. Employing a dedicated and highly qualified faculty helps ensure that classroom instruction takes place at the highest level and is accorded the necessary importance. In addition to teaching, faculty participate in academic planning, curriculum development, academic advising and institutional governance.

UM-Helena faculty are constantly engaged in some form of scholarship either as continuing education or yearly certification or becoming more knowledgeable in field so as to provide the best absolute classroom instruction possible in keeping with UM-Helena's Mission and goals.

In 2008, UM-Helena recognized 3 faculty for Excellence in Teaching through the National Institute for Staff and Organizational Development national conference. These faculty were selected for their classroom performance and attended the conference in Austin, TX. Since then, 4 more faculty have been selected for this achievement by their peers. A wall entering into the faculty area on the Donaldson Campus displays the pictures of these faculty.

Standard 4.A: Faculty Selection, Evaluation, Roles, Welfare, and Development

Qualified faculty members are hired in their field of professional expertise, with the appropriate credentials and experience necessary to provide a quality educational environment for students. Faculty are hired with the understanding that their primary commitment is to the institution.

UM-Helena maintains compliance with Board of Regents Policy 730-Minimum

Qualifications for Faculty in Two-Year Degree Programs, which states:

1. *Faculty in transfer programs/disciplines.* The minimum requirement for faculty teaching general education or career/technical coursework designed for transfer as part of the Board of Regents' general education transfer policy, the Associate of Science degree or the Associate of Arts degree shall be a master's degree in the teaching field or a closely related academic discipline with at least nine (9) graduate-level semester credits in the academic discipline. General education faculty who teach related instruction or developmental course work need not have a master's degree, but must have a bachelor's degree in the teaching field or a closely related discipline.

2. *Faculty in career/technical disciplines/programs.* Minimum qualifications for career/technical faculty shall be three years' experience in the occupation to be taught or an equivalent number of years of postsecondary education in the career/technical discipline, combined with work experience in the career/technical discipline.

Faculty members retain mandatory licenses or certificates specific to their academic area. Many faculty members instruct classes in which they have professional expertise and they bring that experience with them into the classroom (4.A.1).

Program Area	Number of Full time Faculty 2009-2010
Accounting and Business	Two
Automotive Technology	Two
Aviation Maintenance Technology	Two
Computer Technology	Three
Construction Technology	Three
Diesel Technology	Two
Fire and Rescue	One
General Education	Eight
Metals Technology Machining (two) & Welding (three)	Five
Nursing	Four
Office Technology	Two
Water Resources	Zero (one part-time)

Figure 4.1 Full-time Faculty Inventory

Faculty, full time and adjunct, participate in academic planning and curriculum development and review as well as institutional governance through several avenues. Academic planning takes place throughout the entire calendar year although more activity occurs during the academic year. Faculty decide what classes will be taught, in what sequence and who will teach them based on student demand, business and industry requirements, and expertise of available faculty. These decisions are made in collaboration with the Department Chair and the Academic Affairs office. Faculty are responsible for and encouraged to create new course offerings in response to community, business or industry needs. The first step of this process is departmental review followed by peer review by the Academic Standards Curriculum Review Committee (ASCR). This committee is made up ten members: five full time faculty, the Director of Library Services, the Associate Dean of Academics, the Registrar, the Director of Nursing and a student senate representative, with faculty and the librarian being the voting members. This committee is a sub-committee of the Faculty Senate and serves as the sanctioned voice of faculty in regards to curriculum development and review and academic planning.

All full time faculty are encouraged to serve on at least one institutional committee and adjuncts are encouraged to participate as well. Through these committee assignments, faculty individually participate in institutional governance. Through the Faculty Senate, the faculty as a body officially participates in institutional governance. Due to its somewhat recent inception in 2006, the Faculty Senate has not yet grown to fully exercise or appreciate its role in this capacity (4.A.2). For further discussion, please refer to Standard 2, sections A.3, A.4, A.6, A.7, A.8, G.7 and G.8.

Institutional Committee (as of Spring 2009)	**Faculty members/Total members**
Budget	4/19
Diversity	0/6
Enrollment Management	2/9
Facilities & Safety	4/11
Grants	2/11
Information Technology	1/10
Program Assessment	4/7
Quality of Work Life	2/6
Institutional Committee (as of Fall 2009)	**Faculty members/Total members**
Budget	4/19
Enrollment Management & Institutional Advancement	4/13
Facilities & Safety	4/11
Grants	2/10
Information Technology	3/9
Program Assessment	4/6
Quality of Work Life	2/8
College Council	3/15

Figure 4.2 Faculty representation in Institutional Committees

Faculty members may participate in initial academic advising by attending one of several orientation sessions, scheduled by Student Services prior to the start of each semester. Faculty have primary responsibility to advise returning students as students are assigned to them. Each individual program determines the assigning process. For instance, Welding assigns students by year in program while General Education assigns students alphabetically. Advising is a collaborative effort between faculty, Student Services and the Registrar's Office; each returning student has a folder containing the student's personal information, previous transcripts, course plans and recommendation from the student's placement testing results (4.A.2).

Faculty's primary reason for being employed at UM-Helena is to teach at the highest level possible, and UM-Helena is cognizant of that goal in its directives towards faculty. UM-Helena recognizes the importance of appropriately assigning faculty to courses, of having faculty provide input on schedules and course enrollment caps, and by encouraging further development in both discipline and pedagogy. Since UM-Helena's mission revolves around education, the faculty are hired as teachers first and foremost. As agreed upon in the Collective Bargaining process, faculty teach a minimum of 15 credits a semester. Release time for service to the institution may be granted for non-

instructional duties outside the scope of normal duties.

The academic year calendar consists of one hundred sixty-eight (168) scheduled work days, of which one hundred and fifty (150) are instructional. This allows eighteen (18) compensated days for course preparation, lab and shop maintenance, professional development and training and departmental and committee meetings.

Professional responsibilities of instructional faculty members may include but are not limited to: teaching, laboratory supervision, lab/shop/equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising. Extra-curricular responsibilities count towards promotion as service to the institution.

Professional Development funding has undergone a radical change in the recent past at UM-Helena. Money used to be requested through the individual department's budget process; however, in order to organize professional development campus wide and improve fiscal responsibility a subcommittee of the Budget Committee was formed in 2007 to award these funds. The subcommittee, made up of four people, includes a member from each of the institution's constituencies (administration, faculty, staff and contract professional).

In 2007-2008, $5000 was available but quickly assessed as inadequate. For the 2008-2009 academic year the Professional Development Committee had $35,000 to distribute. Of this, 38%, or $12811.70, was awarded to faculty members. It is important to note that no requests for professional development funds made by faculty were turned down during 2008-2009. The availability of these funds is publicized through email, which outlines the process and deadlines. Individual faculty, staff members and administrators apply for funds as needed (4.A.3).

Faculty salaries and benefits are negotiated through the collective bargaining process and those levels are clearly described in the current CBA, which is available on the Montana University System website (mus.edu). Initial salary is determined based on academic degree attainment and experience, with additional monies paid for related occupational or teaching experience and additional credentials. While faculty salaries within the state of Montana may be less compared to the region, UM-Helena does not generally have difficulty in recruiting and retaining competent faculty for this reason.

In the summer of 2009, two faculty searches were held. The search for two available welding instructor positions had 19 applications, 14 of which met the minimum requirements. Five were selected to interview on campus and 2 finalists were chosen to fill the available positions. Both successful candidates had more than ten years of welding experience, one had teaching experience, and both had appropriate academic and professional credentials. The search for a Chemistry instructor garnered more than 20 applications, with the final 4 invited to campus to interview. The successful candidate has a PhD in Chemistry, more than 10 years teaching in higher education, and recent job experience as a Chemist for the State of Montana.

The current benefits available to faculty seem to provide an attractive incentive for recruitment and retention. Medical, vision,

dental, retirement and disability benefits are available to all faculty who are contracted for more than half-time. Tuition waivers, financial support of professional development and a positive and flexible work environment that supports learning, self-improvement and autonomy are part of the entire "compensation" package reviewed by candidates and incumbents when deciding upon UM-Helena as a place of employment.

UM-Helena recognizes that inversion and compression of salaries and wage competition from private industry are unique challenges, especially in a government controlled industry like public education. While the idea of compression has merit, UM-Helena, through discussions of a new pay matrix in Labor Management Committee, is trying to address this issue. All faculty are given the opportunity to meet with the Dean/CEO for an exit interview. In the last five years, twelve faculty have left voluntarily. Of those, only one cited compensation as the reason for leaving, and this person consequently worked in private industry for one year before reapplying (4.A.4).

To ensure quality instruction, evaluation of all faculty has three components: course assessment by students, self evaluation, and class observation. Faculty assessment is conducted on an annual basis for non-tenured (probationary) faculty and once every three (3) years for tenured faculty. Adjunct faculty are also evaluated on a regular basis. Faculty or administration may request an additional evaluation for purposes of consideration for merit, tenure, and promotion. Full time tenured faculty receive a course assessment every semester for each class and perform a self evaluation when they are officially evaluated (every three years). Probationary faculty also receive a course assessment every semester for each class and perform a self evaluation in conjunction with being annually evaluated.

Adjunct faculty receive an instructor evaluation from students twice a semester, once midterm and again at the end of the term. These evaluations are reviewed by the appropriate Department Chair and the Associate Dean of Academic Affairs. Any concerns or deficiencies are then able to be addressed formatively. Adjuncts are also observed regularly and perform the same self evaluation as full-time faculty.

All evaluations are done by the Associate Dean of Academic Affairs. With 35 full-time faculty direct reports (currently 26 are evaluated annually) and five full-time staff direct reports, and approximately 60 adjunct evaluations every year, the evaluation process is not adequately supported by one administrator.

The adjunct process was assessed in the 2008-2009 academic year and was determined to be too cumbersome to consistently implement. Therefore, changes are being made for the 2009-2010 academic year, which includes course assessments twice a semester for newer adjunct instructors (ones with fewer than two semesters at UM-Helena), and observations occurring annually instead of twice yearly. At present, there is an ad-hoc committee convened by the Labor Management Committee charged with making recommendations for changes to the evaluation process for full time faculty (4.A.5 and Policy 4.1).

UM-Helena believes in the importance of making solid hires and in honoring a process that selects the best candidate available for an open position. Vacancy announcements are prepared for faculty openings by the

Associate Dean of Academic Affairs in consultation with other program faculty and the hiring committee. Announcements are posted on the website, with the Helena Job Service, in the Helena Independent Record and at other Montana University System Colleges. Depending on the position, some are advertised nationally, regionally, or in industry-specific publications.

The Personnel Specialist works closely with search committees, the Associate Dean of Academic Affairs, and Department Chairs during the recruitment and hiring process to ensure compliance with EEO and all hiring policies. The Associate Dean of Academic Affairs chairs all faculty hiring committees. Existing institutional personnel policies and procedures are available to faculty on the UM-Helena website. In situations where no UM-Helena policy exits, the UM-Missoula website has the pertinent information. A new Faculty Handbook was created in Fall 2009 which includes important policies and procedures. An Adjunct Handbook is both current and widely used (4.A.6).

UM-Helena adheres to Board of Regents policy 302 regarding academic freedom. This policy is also referenced in the Faculty handbook. In addition, the Collective Bargaining Agreement (CBA) article 4.15 discusses "the continuation of an atmosphere of confidence and academic freedom while recognizing that academic freedom is accompanied by a corresponding responsibility of the faculty members to their colleagues, the Montana University System, and students to maintain the highest standard of academic integrity and scholarship".

Faculty presentations on this topic, conducted by the Faculty Support Center, have occurred in the past and are useful but need to be offered more often. This would greatly improve the overall understanding of this idea. Not having to depend on other institution's policies in this regard would also strengthen the understanding of this concept.
In late Fall 2009, ASCR has begun to review existing policies and practices in Academic Freedom and will be creating an ad hoc committee to recommend a policy statement for UM-Helena (4.A.7).

All faculty at UM-Helena, including adjunct faculty, maintain compliance with BOR Policy 730 as referenced in 4.A.1. Adjuncts are employed when class needs cannot be met by current faculty because more class sections are offered than full-time faculty can staff, and/or regional needs change quickly creating a need for a local specialist to teach the material currently requested by the community whose needs we serve (4.A.8).

UM-Helena is an Equal Opportunity Employer. Adjuncts are employed semester to semester on a contractual basis. Each adjunct receives a letter of offer that specifies the semester, course name, course number and section they are to instruct. The letter of offer also includes provision that their course could be canceled if enrollment numbers do not meet minimum requirements. Typically adjunct faculty are contracted for instructional purposes only. If additional responsibilities are required of an adjunct, they are financially compensated using a special services contract.

Adjuncts are provided several opportunities to understand their role at UM-Helena, participate in changes made at UM-Helena, and improve their own education. Prior to each semester, adjuncts are invited to an adjunct orientation. The orientation comprehensively covers institutional

policies and procedures, rights and responsibilities of adjunct faculty, support for adjunct faculty, and an opportunity to ask questions of administrators and department chairs. Adjuncts are provided presentations, handouts, and information regarding institutional policies and procedures as well as helpful tips on creating a syllabus, locating their email account, locating technical equipment and office cubicles, obtaining course supplies, and learning about the additional services provided to staff and students through the library and ACCESS Center. The information provided at orientations is available online. All adjunct faculty are invited to attend Instructional Related days, Faculty Resource Center trainings, department meetings, and all other offerings for full-time faculty (4.A.9).

In order to respond to community demand and operate within the available financial resources, UM-Helena utilizes adjunct faculty to supplement its full-time faculty expertise and teaching capacity. Adjunct faculty have specialized knowledge, recent industry experience, and the required credentials to teach the courses they are assigned. Using adjunct faculty allows UM-Helena to be more flexible in its course offerings and to add sections to meet higher demand for temporary periods of time. Adjunct faculty also are used in a non-instructional capacity to assist with short-term needs such as advising, specialized curriculum development and other areas that support students outside of the classroom.

UM-Helena primarily uses adjuncts for instruction in the general education and technical programs. During Fall 2009, general education employed eight full-time faculty who taught 117 credits and 35 adjunct faculty who taught 187 credits. The technical programs (Office Technology, Computer Technology & Accounting & Business Technology) employed seven full-time faculty who taught 99 credits and 16 adjunct faculty who taught 84 credits. One full time faculty member and two adjuncts taught in both general education as well as the technology programs; this workload amounted to 3 full time credits in general education, 6 adjunct credits in general education and 6 credits in the technical programs.

Currently, no policy exists at UM-Helena regarding the use of adjuncts. Because the use of adjuncts fluctuates based on student enrollment, faculty availability and expertise, and current workforce need, it is difficult to create a policy that is meaningful and directive without diminishing the ability to be responsive to the community. It is recognized that the use of adjuncts needs to be monitored to ensure that academic programs are receiving the faculty support needed (4.A.10).

Standard 4.B Scholarship, Research, and Artistic Creation

As a teaching, rather than research, institution, UM-Helena's faculty engage in scholarship that revolves mostly around professional development, including but not limited to maintaining certifications, keeping current in new technology, attending workshops, presenting at conferences and responding to community needs. While this is certainly important, it may limit the way in which faculty conceive of the idea of scholarship. This is an area that needs further contemplation and a more concerted effort with regard to education and encouragement should take place moving forward. (4.B.1).

UM-Helena does not have institutional policies specifically regarding scholarship, research and artistic creation (4.B.2). Although UM-Helena is not a research institution, the University of Montana-Missoula has requested the service of one faculty on their Internal Review Board. Dr. Nathan Munn, a psychology faculty member, is currently serving in that regard. The UM-Missoula IRB reviews all research policies and practices as they involve human subjects. Any and all information Dr. Munn gleans from that connection will be brought back to the UM-Helena campus and appropriately disseminated (4.B.3).

Prior to academic year 2008-2009, UM-Helena had a limited, inconsistent practice in place regarding professional development funding. This has been rectified and there is now a stronger process by which these funds are awarded and disbursed (refer to 4.A.3).

As stated in the 2006-2011 Strategic Plan, a key institutional directive is the development of institutional resources. Accordingly, UM-Helena has prioritized the proactive development of its fiscal, capital, technological and human resources to ensure the effective, efficient management of quality programs and services. A key action identified to achieve this directive is to support the excellence and growth of college faculty and staff members through professional development programs.

Faculty have the opportunity to supplement their education by utilizing fee waivers as described in the Policies for Engagement in Scholarship set forth in CBA 4.14, Fee Waivers, and Montana Board of Regents of Higher Education Policy 940.13, 6e Faculty and Staff Tuition Waiver.

Professional Development Opportunities are encouraged. UM-Helena has an institutional Professional Development Committee through which employees can apply for funding to attend specific educational classes or training (4.B.4).

UM-Helena does not have a research mission or research goals. UM-Helena's commitment to faculty scholarship and artistic creation are reflected in the inclusion of topics such as professional responsibilities, promotion and tenure and sabbatical in the CBA. As stated in section 4.8 the professional responsibilities of instructional faculty members may include but are not limited to the following: teaching, laboratory supervision, lab/shop/equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising (4.B.5).

The institution provides a framework within which faculty are encouraged to pursue scholarly activities through developing new courses, both in online and traditional formats, attending and presenting at conferences and keeping abreast of new techniques in field through keeping certifications current (4.B.7).

A process exists for faculty evaluations that is administered by the Associate Dean of Academic Affairs. A faculty assessment is conducted in accordance with the CBA 7.1, Faculty Member Evaluations, and Section 9.1, Tenure. A copy of the evaluation report is held in the employee's personnel file. Evaluation of all full time faculty is covered in the CBA. The evaluation process consists of a course assessment worksheet, a classroom observation as well as a self evaluation. The Associate Dean of Academic Affairs then meets with each faculty member to discuss either ways to improve or commend what they are

currently doing well. If there is room for improvement, a plan is worked out between the two and a timeline for this is agreed upon.

The CBA explains that Faculty member evaluation procedures are recognized to be a cooperative effort between the faculty member and his/her supervisor with the purpose of achieving excellence in the area of effective and purposeful instruction and job performance (Policy 4.1).

Strengths and Achievements:

- Highly qualified and diverse faculty, committed to teaching at the highest level possible.
- Faculty are unquestionably in charge of the curriculum, a highly important idea at a teaching institution.
- Faculty use professional development opportunities to stay current in field and show concern with improvement in all areas of teaching skill.
- There are many opportunities for faculty participation in institutional governance, especially through the Faculty Senate and membership on institutional committees.

Challenges and Plans for Improvement:

- Clarity on the concept of Academic Freedom needs to occur. Currently faculty are discussing the potential for creating a specific UM-H policy in the Academic Standards and Curriculum Review committee.
- The relationship between the CBA and academic practices, including promotion, tenure, evaluation and workload, needs to be approached and resolved in a manner that honors what the CBA defends but also takes into consideration who UMH is as an teaching institution.
- Academic infrastructure does not provide sufficient support for the breadth of activities and responsibilities. The chief academic officer, the Associate Dean of Academic Affairs, is responsible for all full-time faculty and many support staff. Supervisory responsibilities take much time from other administrative duties which cause deficiencies in areas such as instructor training, adjunct hiring, and even academic assessment.
- The process through which UMH employs adjunct faculty needs attention. Sections are often added at the last minute; although UMH attempts to orient adjuncts, the timeframe of their hiring does not always lend itself to these attempts being overly successful.
- UM-Helena needs to continue to support scholarship for faculty and to clarify the importance of these types of activities in academia.

Standard 5 - Library and Information Resources

The mission of UM-Helena's Library is to enhance instruction and learning by providing resources and access to information in support of the College's programs. The Library assists students in achieving success and contributes to the educational process by maintaining a balanced collection of materials in a variety of formats and by providing knowledgeable staff to help patrons with their information needs. 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.

Compared to a decade ago, the UM-Helena Library has changed beyond recognition in a way that reflects both the technological changes in information delivery and the shift in our student population with the addition of a transfer education program at our college. This has been a decade of significant growth for the Library in physical space, in resources, and in services. Moving from a cramped, converted garage area, a new library was opened in Fall 2007 providing students space for study and research with natural light, new comfortable furnishings, computer stations, a group study room, and wireless access. The Library has always maintained morning, afternoon and evening hours and has now extended hours to the weekends. The Library serves both campuses from the Donaldson location.

Reflecting the explosive growth of electronic resources, the largest increase of offerings has been in electronic resources – e-journal articles, e-books, and reference sources. Partnering with several consortia, the Library increased its databases from 17 in 2003 to 86 in 2009, expanding its offerings to 30,000 full text journal titles and 56,000 electronic books, far outpacing the growth of print resources. Since 2003, a proxy server has provided students access to these resources from on or off campus 24/7. The Library's core collection has been an improving part of the program. With increased funding and input from faculty the collection nearly tripled from 2002-2009 and is poised for significant growth with the recent approval of a library fee for purchase of materials for the collection

The improved access to resources, the new facility, the development of a virtual library of useful web pages, and an emphasis on staff training and organized operations have resulted in a steady growth in use of all library services, including circulation of materials, reference transactions, interlibrary loan, course reserves, and electronic resource sessions. The Library expanded its instructional services by providing individual research tutoring for students and by promoting increased use of curriculum integrated library instruction with instructors in core transfer classes. Also, the Library began promoting the cultural and life-long learning interests of students and the college

community by hosting book discussions, art exhibits, speakers, and an enjoyment reading collection.

Standard 5.A – Purpose and Scope

Currently the Library provides a core (i.e. print) collection of 8,000 volumes that reflect the variety and composition of UM-Helena's academic programs. This small collection is supplemented by a large electronic collection of 86 databases, including 56,000 e-books, 30,000 full-text journal titles, 2,400 audio books, and dozens of encyclopedias and reference sources. As measured by the Noel Levitz Student Satisfaction Surveys throughout the decade, students find library holdings to be sufficient and are "satisfied with the resources and services of the library", with this question ranking 4th highest in satisfaction in the 2009 survey, and the gap between importance and satisfaction shrinking from 1.01 in 2001 to .71 (2004) to .50 (2007) to .38 (2009).

The Library houses and manages material and electronic resources, which consists of DVDs, videos, books, electronic books, newspapers, and periodicals. The Library schedules the institution's audio/visual equipment that is supplemental to the equipment already installed in classrooms, but these pieces are maintained by the IT Department. The Library facility is open 57 hours per week, has five public use terminals with Internet access, wireless Internet, various study and reading areas, a group study room, and a photocopier. Book displays, art exhibits, book discussion groups, and lectures are sponsored by the library throughout the academic year.

The Library has a qualified professional and technical staff of 1.58 Full Time Equivalent, supplemented by approximately sixty hours per week of work study. Staff provides the essential service of organizing the electronic and print collections for convenient access, primarily through web-based access points. Direct services include reference service, interlibrary loan, course reserves – both print and electronic, one-on-one tutoring, classroom information literacy instruction, use agreements with area libraries, off campus access to electronic resources, and test proctoring for citizens in the community. Though staffing is limited, the Library consistently receives high marks in the Noel Levitz Student Satisfaction Inventory. In the 2007 survey, the question "Library staff is helpful and approachable," satisfaction ranked third highest among all questions for the campus.

UM-Helena's instructional media, computer centers, networks, and telecommunication facilities are housed and managed by the IT Department. Currently UM-Helena does not have a production center (5.A.1).

The current core collection is 8,000 volumes of books, journals and videos, which compares unfavorably to all other two-year institutions in Montana. The Library has recognized and made efforts to reduce this deficiency for several years, and the collection has doubled in size since the beginning of the decade, despite removal of outdated materials. A current proposal to enact a student fee for library collections was approved in June 2009 and will significantly impact the growth of the core collection. The Library has extensive information related resources such as journal databases and electronic books through cooperative agreements with the University of Montana-Missoula and belongs to a state-wide consortium making it comparable to a strong liberal arts library with 86 electronic databases, 56,000 e-books, and 30,000 full-text electronic journal titles (5.A.2).

The Library's "Collection Management Plan" explicitly specifies that items are selected based on program offerings and the goals of life-long learning. The bulk of the core collection supports the institution's largest program, General Education; however, trade and technical programs are represented roughly proportional to enrollment.

The on-line resources provide a number of choices for areas such as science, business, nursing, social sciences, and the arts and humanities. Because of the nature and remote physical location of some trade programs, those programs typically budget for and manage specific curricular resources at the program level. Resources for support of the trades instructional programs are primarily in the departments, and the Library's resources are only supplemental to these resources.

All services are available to all students through the website, telephone and e-mail, and in person. As a result of this self-study, the Library recognized that an internal advisory board would better ensure that all programs are represented in the development of information resources and services, and in Spring 2009 the current Library Advisory Board was reconfigured with internal representation (5.A.3) See further discussion and documentation in 5.B.4.

Standard 5.B – Information Resources and Services

Materials are selected to support the educational programs by involving users (faculty and students) in the selection process and by using standard selection tools such as recommended lists and reviewing tools. At least twice a semester, the Library solicits suggestions from faculty in all departments on which materials to purchase. On a rotating basis, specific departments are invited each semester to cooperatively assess the materials in their subject area and to make recommendations for purchase or replacement of materials. As a result of these efforts, an examination of how the materials budget is expended demonstrates that purchases for the collection are substantially determined by faculty input. At any time, students, faculty members, other college employees, and the general public may submit requests for purchase. As a result of this self-study, an online request form was implemented in Spring 2009 and prominently placed on the website to make users aware and to encourage submission of suggestions for purchase.

The Library Technician typically orders all collection purchases on-line (not-counting IT purchases). The Library Operations Manual dictates a process for checking-in received purchases, inventorying and cataloging all purchases in the Library's information system, and shelving items. The print collection is organized using the Dewey Decimal System and is shelved at the Library's location at the Donaldson Campus. The collection is fully indexed electronically and searchable using a web-based on-line catalog. The electronic book collection is also indexed in the Library's on-line catalog. Journal indexes and databases are accessible both on and off campus through the Library's website. They are organized on the web portal by categories and individual journals can be located using the in Full-text Journal Finder.

Materials are controlled by an automated inventory system and manually inventoried annually. Items are reviewed for removal one program area per semester on a rotating basis. Extensive "weeding" during the past decade has produced a collection where 60%

of the holdings have a currency of being purchased since FY 2002. Time sensitive materials, such as nursing resources, are reviewed and replaced more frequently. Print subscriptions are cataloged and tracked in a database, and are reviewed by faculty members, administrators and the Director of Library Services for re-subscription annually, prior to renewal dates. Electronic subscriptions, for the most part, are purchased cooperatively with the University of Montana Missoula library and effectively managed by Missoula and, in some cases, the Montana State Library. The inventory process has indicated that the Library experiences very little loss of print materials. An annual inventory report indicates the extant inventory and collection loss.

As previously discussed, the "Collection Management Plan" explicitly defines how materials are selected to support the educational programs. Consequently, though the existing core collection is small, it does reflect the mix of programs at the college and the current enrollment patterns. Also, electronic resources are available that support each instructional program.

The Library Operations Manual and "Collection Management Plan" have created a solid system that has worked well. They guide the Director of Library Services in balancing the collection according to needs and request. However, the Library realizes it needs to develop and implement a more formalized mechanism, like the existing procedure for the annual review of subscriptions and for the general solicitation of new purchases.

UM-Helena is split between two campuses by a distance of about two miles. At present, all print materials are shelved at the Donaldson campus and the Library has been considering what if any library services need to be situated at the Airport Campus and how it might actually implement such services. At the very least, the Airport campus has full access to the electronic resources. In Spring 2008, in cooperation with Student Senate, the Library surveyed students at the Airport campus and met with trades department faculty members to discuss options for providing Donaldson-based Library services to Airport students.

As space and staffing are limited, one approach under consideration is to establish a weekly half-day presence to foster contact with faculty and students (5.B.1).

The Library assists users and helps them develop the skills to use the library and its resources independently through staffing at the service desk, participation at new student orientation, web- based orientations, handouts and brochures, web resources on research skills, classroom instruction, and individual tutoring.

The Service Desk is open and always staffed during Library hours. Orientations to the Library's service are provided at New Student Orientations and to the sections of HR101 College Success, and on-line orientations to the Library and its services are available for students, faculty, and staff on the Library's web pages. Printed brochures and other research handouts are displayed prominently at the Service Desk.

The Library's homepage on UM-Helena's website is organized to direct users to categories of services and information, and those categories contain detailed instructions for usage. In particular, the web page on "Research Survival Skills" points users to tutorials, videos, planning tools, handouts, and other guides for organizing and conducting research.

The in-classroom instruction of students by the Library's professional staff member is integrated into the curriculum at the request of instructors of various classes, WRIT 101 College Writing I, COMM 131 Introduction to Public Speaking, WRIT 201 College Writing II, and others. During the past three years, an average of 26% of student FTEs received such instruction. Journal index and database usage statistics correlate directly with the delivery of instruction in the classroom. Students requesting advanced research assistance can use the "Book a Librarian" service for one-on-one tutoring (5.B.2).

The Library's programmatic policies and procedures are documented in the Library Operations Manual with a complete copy in print form at the Service Desk and in electronic form on the intranet employees' shared drive. The policies/guidelines on Collection Management, Course Reserves, Interlibrary Loan, Exhibits, and Borrowers are made available to the public on the Library's website.

The complete Library Operations Manual is reviewed annually by the Director of Library Services and undergoes constant revision as needed during the year. The final step in the review process is institutional approval, granted by the Associate Dean of Academic Affairs. The "Collections Management Plan" is reviewed and revised by the Director of Library Services every five years and is reviewed by the Library Advisory Board. Revisions are added to the public copies (5.B.3).

Faculty and staff provide input through the institutional budget process and in collection management based on scheduled queries from the Library. Students are provided an opportunity to give feedback on Library resources and services in the Noel-Levitz Student Satisfaction Survey. The Library has requested input from the Student Senate as issues arise. Library staff involvement on several committees also permits input from faculty, staff, and, on occasion, student input.

While the Library has maintained an external advisory board, it has lacked an internal advisory board comprised of members of the faculty, staff, and student body. As a result of this self study, the Library Advisory Board was reconfigured in Spring 2009 with broad-based internal institutional representation. Beginning with Fall 2009, the Director of Library Services began visiting the Student, Staff, and Faculty Senates to report, request input, solicit suggestions and discuss concerns. As a result of the self-study discussions, the IT Department is working on an on-line suggestion box at of the time of this writing (5.B.4).

The Library uses computing and communication services to bring information to users through databases, interlibrary loan, electronic books, and on-line catalogs (OPAC). The Library's collection of electronic resources has grown significantly over the past decade.

The Library homepage acts as the portal to all the electronic services and resources. Five computer terminals in the Library are dedicated solely for internet use to access these resources. Terminals may be used by students, staff, faculty, or the public at large.

As an affiliate library of the University of Montana, UM-Helena shares library information systems, and servers for circulation, cataloging and course reserves. This consortium provides students access to a web-based catalog to view our collection holdings and those of our affiliates. This

consortium also provides access to 40 distinct databases and provides students remote (off-campus) access to all our electronic resources through a proxy-server service. State-wide, the Library joins with other Montana libraries to collectively purchase audio books and 40 additional databases. This combined collection of more than 80 electronic databases is heavily used by students, with more than 7,000 sessions initiated on campus alone in FY 2008.

The Library belongs to the Bibliographic Center for Research (BCR) through which electronic databases and encyclopedias are purchased and the library staff participates in training.

As a member of the On-line Computer Library Center (OCLC), UM-Helena contributes holdings to that database and uses this network for borrowing and lending items ("resource sharing" or interlibrary loan) for students, faculty, and staff. This membership also provides our users access to a union catalog of libraries from around the world (5.B.5).

Standard 5.C – Facilities and Access

The physical facilities of the Library are accessible 8:30 a.m. to 8:30 p.m. Monday-Thursday and 8:30 a.m. to 5:00 p.m. Friday during the academic year and 8:00 a.m. to 5:00 p.m. during summer semester. The Library catalog (OPAC) is available on-line, 24 hours, seven days a week, as are all electronic resources such as databases, indexes, full-text journal articles, full-text books, encyclopedias, and reference tools. The ability to request interlibrary loan or to request a purchase are also available anytime on-line.

A new library facility, which opened in Fall 2007, is located at the main entrance to the Donaldson Campus. An increase from 1,400 to 3,200 square feet has provided space for an additional 72 linear feet of shelving, a service desk, a workroom for processing new materials and for storage of audiovisual equipment, a self-service printer/copier station for student use, a magazine reading area, five computer workstations, an area for display of new books and media, an art exhibit wall system, an administrative office, and a small multipurpose room for testing or group study. New furnishings, supplemented by donated furniture, provide seating for thirty-one library users. Since acquiring new furnishings, use of the Library as study space has increased. Electronic resources are purchased cooperatively with other libraries, and have passed a rigorous committee review process before being selected. Databases that were purchased independently have all been favorably reviewed, again in standard sources such as Library Journal E-Reference Ratings.

While the print core collection is small, the currency, quality, and level of print resources are good. A new funding stream, approved in June 2009, will grow the collection. Materials are selected using criteria stated in the "Collection Management Plan," requiring a positive review in a standard reviewing tool or professional recommendation or compelling need before being purchased for the collection. Materials are chosen to suit a technical or undergraduate college level program of study.

Library services at the Airport campus are limited to electronic resources and a handful of periodicals that are routed to that campus monthly. Print resources to support the programs at the Airport campus are not

readily accessible to students and faculty housed at that campus (5.C.1).

The Library has several cooperative arrangements with local, university system, statewide, and national associations that extend the resources available to users. Signed agreements exist with Carroll College's Corette Library, Lewis & Clark Library, Montana State Library, and the State Law Library of Montana specifying that UM-Helena students may use and borrow from the collections of these libraries.

As an Affiliated Library of the University of Montana, UM-Helena shares library systems software and cooperatively purchases journal databases and e-books. On the statewide level, UM-Helena is a member of the Montana Library Network and cooperatively purchases journal databases, reference sources, and audio books. At the national level, UM-Helena is an OCLC participant and, as such, can borrow materials from any library in the country. All arrangements are documented through signed agreements or contract fee agreements.

Externally provided information sources (electronic databases and e-books) supplement the core collection.
The Library launched a leisure reading collection of approximately 550 volumes through the use of a McNaughton subscription, faculty donations, and promotion of targeted items from the core collection in Fall 2009 (5.C.2).

Standard 5.D – Personnel and Management

The Library has one 0.83 FTE professional librarian, one .75 FTE library technician and about sixty hours a week of work study students during the fall and spring semesters to operate all library services Monday through Friday for a total of 57 open hours a week. During this time, the Library services as many as 200 person-to-person transactions a week in addition to administrative, operational, technical, and institutional activities. All library employees are called upon to provide services to patrons in addition to activities that result in planning and management conducted by the professional employees. Because of this, the Library is frequently staffed only by work study students during the 8 a.m. to 5 p.m. period and only staffed by students during evening hours. The current staffing level does not permit sufficient weekend hours, direct service at the Airport campus, or a well-developed research skills program.

A comparison of library staffing at similar two-year colleges in the region indicates that UM-Helena staff per FTE, even with the student workers, is low. As a result, professional employees from the adjacent Access Center often enter the Library during the absence of professional staff members to assist students with activities beyond the abilities of student employees. Additionally, students are often required to forgo specialized services or return later for professional assistance (5.D.1).

The Director of Library Services, has a Master of Arts in Library Science from the University of Iowa, an ALA accredited library program, has been credentialed at the Distinguished Member level by the Academy of Health Information Professionals, Medical Library Association, and has more than 30 years of professional experience. The Library Technician has a Master of Science degree in Education, three years of library experience and is in the process of pursuing Level III library certification from the Montana Certification

Program of the Montana State Library Commission.

Work study students receive an initial orientation and are provided a Workstudy Resource Manual and additional training through memos and tutorials. Professional staff CVs are published on the library website.

Job descriptions are in place for all positions and match the responsibilities and qualifications of the current employees. These descriptions are reviewed annually and revised as needed (5.D.2).

The Library staff has attended numerous provincial educational workshops and on-line opportunities, most provided through the Montana State Library or other regional organizations.

Commitment to involvement in professional organizations has been hampered both by the lack of budget for travel and by the need to be on campus to staff the library. The Director of Library Services does attend a roundtable meeting of state agency librarians several times a year and meets with an advisory committee of peers at least once a year. Allocations for professional development at the institutional level have increased over the past two years, and the Library staff has received funding to attend one state and one national activity (5.D.3).

The Library supports the mission of the college by providing an environment, services, resources and access to information that enhance the learning experience. Directly following the institutional mission and goals, the Library focuses on promoting the lifelong educational goals of learners by providing classroom information literacy instruction, providing audio books, and developing a plan and budget for a leisure reading collection, supporting workforce development by acquiring resources for all educational programs, most recently in Interior Space Planning and Design, Fire and Rescue, Accounting and Business, Nursing, and fostering community involvement in an accessible learning environment through evening and weekend hours, improved website design and database access, adequately trained staff, displays, exhibits, lectures, receptions, book discussion groups, test proctoring for the community at large, and a well-lighted and comfortably furnished space with an atmosphere conducive to study and reflection.

As of 2007, the Library was realigned under the Academic tier of the institution, which is appropriate since the Library provides academic service crucial to student success. Through being the one consistent voice on campus concerning information literacy as well as providing access to a multitude of resources, the Library is a crucial component in student academic development. The Director of Library Services does serve on the Information Technology Committee, and the Library coordinates several instruction support services (AV equipment) with the IT Department (5.D.4).

The Director of Library Services has served on the committee charged with curriculum development, and, in the fall of 2008, the by-laws of the Faculty Senate were amended to make the Director of Library Services position a standing member of the Academic Standards and Curriculum Review Committee (ASCRC). The Director of Library Services informally reports on the Library's existing resources whenever new courses are proposed and manages the collection accordingly.

A formal integration of curriculum development and core holding review will be proposed as a result of this self study. This would strengthen the connection that already exists between the library and information resources staff and the development of new courses or programs (5.D.5).

Budgetary support has increased overall during the decade – particularly in space allocation and furnishings. The materials budget increased substantially in the first half of the decade and provided for significant growth in the collection throughout the decade.

Early in the decade, the full-time librarian position was augmented with a technician position that was shared half-time with IT, resulting in staffing of 1.5 FTE for the library. In 2002 the Librarian position became .83 FTE and in Fall 2008, the technician position was increased from half-time to three quarter time, resulting in staffing of 1.53 FTE for the library, essentially a constant staffing level for the decade.

Annual theft of materials is low (.001%), averaging during the past 8 years a loss of 10 items per year by theft. With such insignificant loss, a security system at this time would not be a cost effective use of limited resources. The Library's information system protects the privacy of patron service transactions by erasing personal information on patron borrowing upon the return of materials (5.D.6).

Standard 5.E – Planning and Evaluation

Each year the Director of Library Services, in collaboration with the Library Advisory Board and the Library Technician, drafts departmental strategic goals, derived from the mission and institutional strategies of the college, the mission statement of the Library, and the previous year's assessment. Proposed goals are forwarded to Leadership for approval and are published on the website. At the end of each year, a final evaluation or reporting on progress toward these goals is prepared through semester reports and annual reports, which are also published on the website.
Each year the Director of Library Services prepares a budget request that is tied to stated departmental goals and also participates as a standing member of the Budget Committee.

Assessment Reports on library resources and services are prepared each year and are published on the website. The Library is transitioning to a student learning outcomes based assessment for the library program. The Library Advisory Board was reconfigured in Spring 2009 for broad-based internal representation as a response to this finding (5.E.1).

UM-Helena does not have a media production and distribution center. Instructional computing and telecommunications networks are managed by the IT Department. The Director of Library Services serves on the IT Committee and works closely with IT staff, both at the UM-Helena campus and the Missoula campus, for seamless access to electronic resources. The Director of Library Services also serves on the ASCR On-line Education Subcommittee (5.E.2).

The Library regularly and systematically evaluates resources and services through statistical monitoring, annual assessment activities, targeted studies, and surveys. Throughout the decade, the Library has consistently collected statistics on its resources and services and has used this

information to create monitors. These monitors are reported on and summarized in Semester Reports and Annual Reports and are tracked from year to year. Some of these monitors are used in the program's Assessment Reports. Semester and annual Assessment Reports are the most concrete evidence that the Library systematically evaluates its services, as the adequacy of the collection and the use of the resources and services are all items that are monitored in the assessment. Suggested actions for improvement from Assessment Reports are incorporated into subsequent semester or year's goals.

The Library also conducts targeted studies using benchmarks. For example, benchmarking the size of our materials budgets against those of similar colleges confirmed that the materials budget was small. A similar comparison was done on the actual size of the collections. As a result of these studies, enlarging the collection became a program budget priority, and a core collection budget was requested annually beginning Spring 2007 and again through a Campus Initiative in Spring 2008. Funding for materials purchases has increased, especially in the first half of the decade, and the collection has doubled in size from 2002 to 2008, partly supplemented by donations and acquisitions from other libraries.

Another targeted study tracked the impact of new furnishings on use of the library space. Though only a study of 6 months, there appeared to be a significant increase in use of the Library as a place to study, read, and relax.

The Library uses various evaluation activities (assessments plans, surveys, advisory board meetings, committee reviews, statistical monitoring, Noel Levitz Student Satisfaction Inventory, self-study, etc.) to identify areas for improvement. A list of changes/improvements that were implemented as a result of assessment activities demonstrates that the Library uses the results of evaluation to improve the effectiveness of services and resources (5.E.3).

Strengths and Achievements:

- The quality and professionalism of the staff of the library including the work study staff.
- The collection supports the programs.
- Electronic databases add a great deal to the library's offerings.
- The information on the web pages, including the information to patrons about services and research. The use of the library for cultural and artistic programs.
- The facility -- space, light, inviting, comfortable, quiet.
- Well organized and administered -- staff is able to do much with limited human/fiscal resources.

Challenges and Plans for Improvement:

- Small core collection which will be expanding as a new funding source has been created through a student fee.
- Inadequate staffing levels for sustained quality service to students--need more trained personnel and less reliance on work study students. Positions are being requested for the 2010-2011 academic year.
- Development of a collection that is responsive to reading for enjoyment. In Fall 2009, pleasure reading book were added to the collection.
- Expanded hours during academic semester weekends is a struggle due to staffing, but hopefully will be addressed with additional positions.
- Lack of comprehensive information literacy instruction curriculum component/program is being discussed with the General Education department in hopes of developing a plan for improvement which may include a formal course and informal training sessions.

Standard 6 - Governance and Administration

UM-Helena is a part of the Montana University System (MUS) which is governed by a seven member Board of Regents (BOR). The Regents are appointed by the Governor and create policies and procedures that all campuses of the MUS must follow. The Commissioner of Higher Education is appointed by the BOR and serves as the Chief Executive Officer of the MUS. The Office of the Commissioner of Higher Education (OCHE) serves as the liaison between the BOR and the campus units. The MUS is made up of the campuses of the University of Montana, the campuses of Montana State University and the community colleges. UM-Helena falls under the University of Montana umbrella, although is designated as a "stand-alone" College of Technology. Essentially what this means is that UM-Helena has a fair amount of autonomy, is separately accredited and is structured in itself as a whole campus; however, the Dean/CEO of UM-Helena reports to the UM-Missoula President and certain services and infrastructure (ie. legal counsel, student information system) are provided through the University of Montana campus.

UM-Helena maintains a governor-appointed Executive Advisory Council that has no governance authority but is actively engaged in working with the College to strengthen community connections. Each program area also works with appropriate business, industry and community members in an advisory capacity.

Standard 6.A Governance System

UM-Helena is part of the Montana University System (MUS). The MUS is governed by the Board of Regents (BOR), which has a comprehensive set of bylaws and a policy manual that describes its role and responsibilities to the institution. As a College of Technology, UM-Helena is not often specifically mentioned in BOR policy, but as a part of The University of Montana system it follows the guidelines set forth for UM in BOR policy (6.A.1).

The governance system's official documents clearly dictate the role of the governing board (BOR), but speak very little to the administrators, faculty, staff and students in relation to their respective roles at a College of Technology. UM-Helena does act in accordance with BOR policy as it applies. However, for further clarification, the roles of these respective elements are defined in specific documents. Administrators' roles are clearly defined by their approved job descriptions, faculty roles are clearly defined by the Collective Bargaining Agreement and Faculty Handbook, staff roles are clearly defined by their respective job descriptions and student roles are clearly defined in the catalog and Student Handbook. UM-Helena's mission statement and the core value statements direct the actions of all the members of the institution (6.A.2).

The Board of Regents, per policy 201.7, By-Laws, makes provisions for the consideration of faculty, students, and staff views and judgments at bimonthly meetings held on campuses throughout the state; the policy states:

"When an action item, other than a consent item for which no objections has been made, is called up on the agenda, the sponsoring regent, campus of representative of the commissioner's office shall present the item, the chair will invite comment from citizens, students, faculty staff, administrators and anyone else in attendance, followed by questions from the regents. The sponsor will then have the right to respond. The item may be acted upon by the regents at that time, or action may be delayed until after other action items have been presented. Items presented may be altered or amended, but not in such a manner as to change the original topic or subject."

The BOR meetings are open to the public and provide time during each session for public comment (6.A.3).

The role of the BOR is clearly outlined through its committee responsibilities, which all relate to individual campus administration. System policies, regulations, and procedures are clearly defined in the policies and procedures manual of the BOR (6.A.4).

Standard 6.B Governing Board

Policy 201.7 dictates the membership of the BOR. According to Article II of the Bylaws membership is made up of the following:

"The board consists of seven members appointed by the governor and confirmed by the Senate. Not more than four may be from one congressional district and no more than four may be affiliated with the same political party. One of the members of the board shall be a student appointed by the governor who is registered full-time at a unit of higher education under jurisdiction of the board. The length of the term of the student member shall be not less than one year and not more than four years. The student membership shall not be subject to congressional district nor the political party constraint mentioned above. Appointed members' terms are seven years. Vacancies shall be filled for the remainder of the unfilled term. This policy is posted for the public in the BOR bylaws (6.B.1).

The BOR conducts its meetings according to Robert's Rules of Order and further explains that a quorum must be present for any business conducted to be official. BOR's guidelines define a quorum as a majority of appointed members of the Board being present (6.B.2).

BOR policy 210.7, By-Laws, clearly defines the duties, responsibilities organizational structure and operating procedures of the governing Board. In addition, the Code of Expectations outlines the ethical conduct requirements (6.B.3).

In the MUS, UM-Helena is an affiliated campus of the University of Montana, and the Dean/CEO of UM-Helena reports directly to the President of the University of Montana-Missoula. The Chief Executive Officer of the University of Montana system is appointed by the BOR under policy 205.1, which states:

"Presidents of the units of the Montana university system shall be appointed by the board of regents on recommendation of the commissioner of higher education and the advice of the search and screening committee. The commissioner of higher education may authorize the hiring of a qualified search consultant to assist with the search."

Under BOR policy 705.2, the President of the University of Montana is annually evaluated in the spring of each year. In conjunction with this, the President of the University of Montana evaluates the

Dean/CEO of UM-Helena on a yearly basis as well (6.B.4).

The BOR approved UM-Helena's current mission in January 2001 and reviews the mission of the institution every three years in accordance with BOR Policy 219. Policy 303.1 dictates how institutions approve any new programs. This policy applies to all Associates degrees and Certificates that are more than 30 credits. Programs with 30 or fewer credits do not need to be approved by the BOR, but they do need to be filed with the Office of the Commissioner of Higher Education. Programs go through an internal review through the assessment process every year. They are required to submit a program review to the BOR once every seven years in accordance with Policy 303.3. These reports are submitted to the BOR through the Associate Dean of Academic Affairs Office and reviewed at the November meeting (6.B.5).

In accordance with policy 705.1, the BOR conducts a self-study every 3 or 4 years. The policy also dictates that the Commissioner of Higher Education and the Board "shall participate in a comprehensive joint-review process conducted by external consultants" once every five years.

The BOR meets regularly every other month. These meetings rotate throughout the university system and they are posted on the BOR website (www.mus.edu). The frequency of the meetings allows the policies to be reviewed or revised in a timely manner. The meetings are attended by representatives from all MUS campuses and are open to the public (6.B.6).

UM-Helena reflects traditional higher educational structure, having three divisions: Academic Affairs, Student Services and Business Services. These divisions are the responsibility of chief officers. These officers answer directly to the Dean/CEO of the institution. The Board of Regents grants UM-Helena, as well as every other institution within the MUS, autonomy in matters of organization and staffing. However, the Board does have final say with respect to the personnel budget. In this way, the governing Board has ultimate approval of organization and staffing (6.B.7).

The annual budget is approved by the BOR consistent with policy 201.7 article seven, which identifies the responsibilities of the Administrative, Budget and Audit Oversight Committee. This committee establishes, among other items, timelines for budget requests, criteria for budget priorities, formats for budget submissions, and reviews and recommends building and capital priorities and requests.

According to policy 930.1, the Board is only required to review audit reports "when the report contains a conclusion that there may have been a violation of institutional or system policy or of state or federal law". Periodic audits are performed by the State through the Internal Auditor's Office (6.B.8).

BOR policy 320.2 requires that UM-Helena notifies OCHE of accreditation status. The self-study is submitted to OCHE, along with any other accreditation reports. All site visits are reported to OCHE, as well as any findings from those visits (6.B.9).

Standard 6.C Leadership and Management

The Dean/CEO of UM-Helena is a full time position whose primary responsibility is the leadership and administration of the institution. Currently, UM-Helena's Dean/CEO is Dr. Daniel Bingham, who has served in this capacity since 2005 (6.C.1).

UM-Helena's administration consists of the Dean/CEO, the Associate Dean of Academic Affairs, the Assistant Dean of Fiscal and Plant, the Assistant Dean of Student Services and the Executive Director of Academic and Workforce Development. The Dean/CEO has ultimate responsibility for the institution and directly supervises the other four members of the Leadership Team as well as a position in Human Resources and the administrative assistant to the Dean/CEO. The Associate Dean of Academic Affairs is responsible for all academic programs, the Library, the Registrar's Office and the Academic Affairs Office. Currently, 40 full-time positions report directly to the Associate Dean. Adjunct instructors are also supervised by this position. The Assistant Dean of Fiscal and Plant is responsible for facilities, business services and information technology. This position currently has four direct reports. The Assistant Dean of Student Services is responsible for all student support areas and has seven direct reports. The Executive Director of Academic and Workforce Development is responsible for workforce development and Continuing Education and has three direct reports.

The behavior of all college employees is governed by state policy in "Code of Ethics: Standards for State Employees". This policy is restated in BOR policy section 700. UM-Helena, as part of the larger University of Montana system, follows UM-Missoula's policy 406.2 Ethical Standards of Conduct (6.C.2).

Based on individual job responsibilities, UM-Helena has defined and established the qualifications necessary to function at a high level. These qualifications include but are not limited to providing effective educational leadership and management. The Dean/CEO holds a PhD from The University of Texas-Austin's Community College Leadership Program. He has over twenty years technical instruction and administrative experience. The Associate Dean of Academic Affairs has been in college administration for 12 years and has nine years experience in the classroom. This individual holds a Master of Arts in Anthropology from Iowa State and was an Administrative Fellow at Harvard University. The Assistant Dean of Fiscal and Plant is a Certified Public Accountant and has over 21 years of accounting experience, with five of that being in administration. The Assistant Dean of Student Services has 10 years of experience in student and enrollment services and holds a Master of Arts degree from Cal State-Fullerton. The Executive Director of Academic and Workforce Development has a Master of Education degree, and twelve years of higher education and industry experience.

The Dean/CEO is evaluated annually by the President of the University of Montana System, which includes feedback from UM-Helena employees. All other administrators are evaluated by the Dean/CEO on an annual basis. For all administrators, the evaluation process includes supervisory observations as well as self evaluation and peer evaluations. Administrators are evaluated on leadership, fiscal management,

personnel administration, and diversity (6.C.3).

Currently, UM-Helena does not formally engage in development or fundraising activities. However, UM-Helena does engage in institutional relations. These mainly revolve around building community and business relationships as well as raising the community's awareness of the institution. The particular relationships identified are guided by the mission of the institution. For example, the Dean/CEO sits on the board of the local Chamber of Commerce, and the Executive Director of Academic and Workforce Development sits on the board of the local economic development corporation and is a member of the local building industry association. These memberships connect UM-Helena directly to business and industry served by its programs. UM-Helena seeks a variety of ways to inform the community about the institution, its programs and activities through its webpage, quarterly newsletters, print ads, radio and outdoor advertising (6.C.4).

UM-Helena's Leadership Team meets regularly and tracks all matters brought to their attention, removing items from the agenda only when they have been successfully resolved. In this way, critical decisions are addressed quickly and open items do not get forgotten, allowing for smoother running of the institution (6.C.5).

Administrators meet on a regular basis with their departments. These meetings help facilitate working relationships within the department and serve as a conduit for information passing in and out of leadership. Leadership meeting minutes are posted on the website and emailed to all campus members.

All-Campus meetings are also held regularly during the academic year hosted by the Dean/CEO. These meetings typically address the institution as whole and are not focused on any particular departmental concerns.

In order to improve coordination and communication between departments, a representative from Academic Affairs attends one monthly Student Services meeting and a representative from Student Services attends one monthly Academic Affairs meeting (6.C.6).

UM-Helena does not have a coordinated effort for institutional research. All areas have been charged with using data to drive decisions, but a significant gap has been identified in this area. Institutional Research efforts are done for activities such as IPEDS and Retention.

The institution struggles with not having a centralized office or person for institutional research; as a result, information is hard to come by and is often duplicated. It is expected that the College Council may provide a place for requests for information to be housed and so create a centralized location for information, or at least information requests (6.C.7).

UM-Helena follows all UM-Missoula policies for appointment, evaluation, retention, promotion, and/or termination of administrative and staff personnel. The policies are clearly posted on the UM-Missoula Human Resources website at http://www.umt.edu/hrs/ (6.C.8).

Administration and staff has stabilized over the last five years. The leadership team consists of administrators that have come to these positions all in the last six years and so there has been time necessary for the team to

gel completely as it is now. Compensation packages seem to be of the quality to attract appropriate staff (6.C.9).

Standard 6.D – Faculty Role in Governance

The role of faculty in the institutional governance, planning, budgeting, and policy decisions has evolved most significantly over the last 3 years. Most evident is the creation of the Faculty Senate in 2006. Faculty are members of the Budget Committee as well as the Academic Standards and Curriculum Review Committee, which deal with budgetary and academic policy decisions. All faculty are also given the opportunity to provide input on non-academic policies before final approval through institutional review.

Standard 6.E – Student Role in Governance

Student Senate is the student governance body at UM-Helena. The Student Senate bylaws clearly state the role of students in governance, planning, budgeting and policy development. Student Senate meetings are publicized on the campus reader boards and in the campus newsletter, Information Express. All students are welcome at Student Senate meetings.

Students also participate in committees such as Academic Standards and Curriculum Review, The College Council and a variety of hiring committees.

Any changes in student fees must go through Student Senate to ensure student input regarding decisions with fiscal implications.

UM-Helena follows institutional Policy 400.3 on Sexual Harassment and 400.5 on Non-Discrimination. There is also a statement of non-discrimination for students in the catalog (Policy 6.1)

UM-Helena does have Collective Bargaining Agreements with Faculty and Staff. Representatives from all areas of the campus were involved in the self-study, including individuals who are members of the CBA. Faculty union members and Leadership meet regularly through the Labor Management Committee to discuss implications of CBA issues on the quality and effectiveness of the institution. (Policy 6.2)

Strengths and Achievements:

- Committed administrative team who are appropriately qualified and consistently evaluated.
- Policies are developed and followed at each level of the governance system
- Affiliation with The University of Montana system

Challenges and Plans for Improvement:

- Although available, complete awareness of policies and procedures among faculty and staff is lacking. Efforts to communicate these practices more often will occur in both written and oral form
- Academic infrastructure does not allow for adequate delegation of faculty supervision. Discussions are occurring to address this issue that may include using faculty more for adjunct supervision and adding another level of academic administration such as Division Chair.
- Lack of specific policies for Colleges of Technology at the Board of Regents level has been communicated to the Commissioner's Office.
- Leadership inconsistencies prior to 2005

Standard 7 – Finance

UM-Helena College of Technology is a component unit of the University of Montana for accounting purposes. This means that the financial activity for the UM-Helena College of Technology is included in the financial statements for the University of Montana campuses which include the University of Montana in Missoula, Western Montana College in Dillon, Montana Tech in Butte and the Helena College of Technology. To facilitate the creation of the joint financial statements for the UM campuses, all of the campuses use the same Banner Finance software and same chart of accounts to record our financial activity. UM-Missoula houses and maintains the Banner software and the hardware to operate the system.

The University of Montana campuses are also a component unit of the Montana University System and as such must be included in the State of Montana's Comprehensive Annual Financial Report (CAFR). To facilitate this reporting the information from the University Banner system must be loaded into the State of Montana's accounting system referred to as "SABHRS". The data loads are done on a nightly basis throughout the fiscal year. The State of Montana maintains all the software and hardware for the SABHRS system.

The State of Montana has created the Montana Operations Manual which details the financial policies and procedures for the State of Montana and the component units. It is these policies and procedures that provide the basis from which the Montana University System and campuses formulate their specific financial policies and procedures. UM-Helena has taken the position of adopting the policies and procedures of UM-Missoula except in those rare cases where it makes more sense to have a campus specific policy or procedure.

The system of connectivity to the larger campuses and to the State of Montana is both the greatest strength of the financial system and an occasional weakness. By being connected to such a large system UM-Helena has access to experts in areas that could not necessarily be financed separately. The human networking and sharing of information allows UM-Helena to focus on the daily operational needs of the campus instead of spending large amounts of the time researching and developing policies and procedures that exist elsewhere. However, there are occasions when being the smallest campus in the system means that specific realities are over looked by the larger campuses. Fortunately, when that happens UM-Helena has been able to develop and get acceptance for campus specific policies and procedures that work.

Another benefit to UM-Helena of being part of the larger system is the financial savings accrued by not having to pay the full costs of the services received. UM-Helena contributes to the overall costs of maintaining the Banner system but that cost is minimal when compared to operating a standalone system. This hard cost savings and the soft cost saving of having access to

experts in a variety of fields puts UM-Helena in the position to focus more resources on the service of students and less on administrative overhead.

Standard 7.A – Financial Planning

UM-Helena has the responsibility to create balanced budgets for all funds including: current operating funds, auxiliary funds, restricted funds, designated funds, plant funds, endowment funds, agency funds and loan funds. The internal allocation of funds is at the discretion of the UM-Helena Leadership Team (Dean/CEO, Associate Dean of Academic Affairs, Assistant Dean of Fiscal and Plant, Assistant Dean of Enrollment Services and Executive Director of Academic and Workforce Development) based on recommendations made by the internal Budget Committee. The Budget Committee recommendations are based on the strategic needs of the campus. Partial funding of the Montana University System is authorized through the Legislature of the State of Montana as a lump sum amount to the Board of Regents (BOR) for the Montana University System (MUS). The Board of Regents authorizes the overall budgets for each campus to spend based on the annual operating budgets created by each campus. This process is facilitated through OCHE by the Deputy Commissioner for Fiscal Affairs/Chief of Staff (7.A.1).

The Board of Regents of the Montana University system establishes a system-wide strategic plan from which all campuses base their strategic plans. UM-Helena's financial planning revolves around the institutions' Strategic Plan. Resource allocation needs are directly connected to identified and stated directives. Biennial budget planning for FY2010 and FY2011 began in fall of 2007 and is now complete. Planning for FY2012 and FY2013 began in the fall of 2009.

Long range campus building needs are outlined in the Campus Master Plan. Requests for funding for buildings and deferred maintenance are submitted biennially to the Board of Regents where they are included in a prioritized listing for all the MUS campuses. The MUS listing is submitted to the biennial Legislature for consideration. The MUS also has the ability to issue bonds for capital projects. Capital funds are received through the Legislature or through the issuance of bonds or other debt instruments (7.A.2).

UM-Helena instituted a new budget process for fiscal year 2006. This change came about to better manage finances as well as increase transparency in the process. Prior to the change, budgets were presented to the Dean/CEO and a fiscal officer on an individual basis. In the new committee system, budgets are peer reviewed and discussed. The new system also uses a zero-based budget process. After a thorough review the Budget Committee makes recommendations to the Leadership Team for final approval. The approved budget is distributed at the beginning of each fiscal year to the campus through the Business Office. All budget policies and processes are available through the Business Office and the shared internal drive.

When the need to alter a budget within a fiscal year is identified, a reallocation request must be approved through Leadership and is placed on the agenda of the ensuing weekly Leadership meeting (7.A.3).

When it is deemed necessary to incur debt for capital outlay purposes, UM-Helena must first receive approval from the Board

of Regents. In addition, UM-Helena is part of the UM system and its Debt Service Committee, which reviews all new financing approvals. The Debt Service Committee is comprised of representatives from each of the UM campuses. The Debt Service Committee insures that all obligations are repaid in a timely manner. All debt is disclosed in the Financial Statements and presented in an annual report the Board of Regents.

All debt is disclosed in the Financial Statements. An independent auditing firm, chosen by a competitive bid process, audits bond indebtedness every year. Bond payments are made from pledged revenue sources derived from auxiliary operations and student fees. As a result, there is no depletion of resources for educational purposes due to bond payments (7.A.4).

Standard 7.B –Adequacy of Financial Resources

UM-Helena revenue sources include general tuition dollars, State Appropriated funds based on FTE, state appropriated one-time-only funds (special funding), student fees, sales and service fees, investment returns and grants. In the past 4 years, attempts to secure funding through grants, collaborative efforts and industry support have increased tremendously (see attached table). Although enrollment has grown at a higher rate than funding streams, UM-Helena has proven successful at not only maintaining the level of service to its students, but also has increased the types of services offered.

UM-Helena has also increased access to courses, increased course offerings and improved facilities. Thus, the funds have been managed to provide adequate support although more funding would result in better and more varied support for all programs and services already in place (7.B.1).

Adequate resources are available to pay short- and long-term debt. Debt service payments are made from net revenues generated through pledged auxiliary services. The quality of the educational programs is not adversely affected as the payments are not made from operating budgets. Adequacy of resources for debt-service requirements is monitored through annual audits and reporting of pledged revenues and expenditures. History of Borrowing is provided in the financial statements and other records. Debt-service schedules for bond payments are provided in the indenture and are maintained in the Business Office for the lifetime of the debt. Annual debt-service requirements are published in the footnotes of the financial statements (7.B.2).

UM-Helena maintains financial stability by being neither too risky nor being overly dependent on investment returns. All financial statements show a history of financial stability. Audited financial statements are consolidated for all units of University of Montana. Standard 7 tables, IPEDS, and unaudited supplemental information for UM-Helena provide evidence of financial stability. No current deficits and a history of clean audit opinions indicate financial stability (7.B.3). Negative fund balances must be reported to the BOR per Policy 901.11. Negative cash balances in sub funds are not allowed for a period longer than seven days per state law: *Section 17-2-107(7), MCA, requires each unit of the university system to maintain a positive cash balance in its higher education funds. A fund or subfund may carry a negative cash balance for no more than seven working days; transactions may not be processed in the fund.*

All transfers have been made within guidelines identified in the Montana Operations Manual Volume II Chapter 5000. Inter-fund borrowing is approved by OCHE and the State Department of Administration. UM-Helena follows Governmental Accounting Standards Board (GASB) and College and University Business Administration (CUBA) reporting requirements.

The Assistant Dean for Fiscal and Plant approves all major transfers. UM-Helena follows several sets of guidelines for recording and classifying transfers and inter-fund borrowing including GASB, CUBA, BOR Policies and Procedures, Manual Codes Annotated (MCA) and the Administrative Rules of Montana (ARM). Internal and external audits provide checks that guidelines and procedures are followed (7.B.4).

The adequacy of financial resources is demonstrated in published financial reports, including financial statements, budgets and audits. Academic programs requiring consumables for educational purpose charge a BOR-approved fee to the students enrolled. BOR Policy 940.12.1 covers this issue. This supplemental money, coupled with the general operating budgeted funds, provides adequate support for specialized programs (7.B.5).

UM-Helena utilizes a variety of financial aid sources including Federal and State programs, institutional scholarships, tuition waivers both statutory and discretionary as well as private scholarships and other funding streams. (See attached list.) BOR policy 940.13 governs the awarding of tuition waivers and establishes limits on the total waivers available by type. Annual reports are submitted to the Board of Regents that detail by type of the value of waivers granted in the prior year. Fee waivers are included in the annual budgets submitted to the Board of Regents for approval. The University submits the Fiscal Operations Report and Application to Participate (FISAP) for University based financial aid programs to the Federal Government annually. This report is used to detail the prior year's expenditure to the Federal Government and request funding for the future year (7.B.6).

UM-Helena retains a two percent reserve in the General Operating Budget to assure coverage of unexpected changes in revenue or expenses and to comply with BOR guidelines (7.B.7).

UM-Helena operates three primary auxiliary operations: Bookstore, Food Service and Parts Sales. The Bookstore is 100% self-funded. The Food Service and Parts Sales are supported by general operating funds because of the support they provide to the educational mission of the campus (7.B.8).

Standard 7.C – Financial Management

Operating budgets reflecting actual expenditures for the previous year with the projected current year are submitted annually to the Board of Regents. A report is made annually to the Board of Regents regarding long-term and short-term loans, all outstanding debt, negative fund and/or cash balances.

Audit reports, including those for revenue bonds are reviewed with the Dean/CEO. Audit opinions are reported to the Board of Regents. Any recommendations made in audits are responded to by the Assistant Dean for Fiscal and Plant and the Dean/DEO. A plan of corrective action is developed following the issuing of the report. During an audit review, auditors

review progress on addressing previous audit recommendations. The Dean/CEO brings major financial and administrative matters to the Board of Regents for their review and approval (7.C.1).

All fiscal operations are centralized under the Assistant Dean for Fiscal and Plant, who reports directly to the Dean/CEO. The Assistant Dean for Fiscal and Plant is a Certified Public Accountant with 25 years experience in finance, 5 of those at UM-Helena in the finance area. The Assistant Dean for Fiscal and Plant oversees the Business Office, which is comprised of an Accounting Manger, two Accounting Technicians and a Cashier that perform all the accounting functions for the college including: accounts receivable, accounts payable, cashiering, purchasing, accounting, reporting, payroll, recharges, investing, property management, and grant accounting. All employees in the Business Office are hired through UM-Missoula job description guidelines, which specify the skills and certifications necessary for employment. The Assistant Dean for Fiscal and Plant is directly responsible for budget development, monitoring, and reporting (7.C.2).

Expenditures and revenue are recorded in Banner, the University's Administration-Finance-Accounting System. The Banner System is audited by the Legislature Audit Division of the State of Montana. All revenues and expenditures are subject to the same laws, policies and procedures. Revenues and expenditures are grouped and reported by funds. All funds, including financial aid funds, are subject to audit by the Legislative Auditor's Office. Revenues and expenditures are controlled through a process of budget center approval, supervisory review, budgetary and internal controls, and adherence to federal, state, local, Board of Regents, and University laws, policies, and procedures. The Business Office Procedures guide is updated regularly to provide guidance to financial managers regarding the proper accounting and expenditure of funds (7.C.3).

UM-Helena has centralized cash collection sites located at the bookstore, food service, parts sales and the main cashiers office. UM-Helena follows the Montana Operation Manual volume 2 chapter 1200.a with regard to cash collections. UM-Helena invests its funds in accordance with State policies, and directs investments through the State Board of Investments or Bond Trustee. The Business Office Procedures guide provides guidance to the College for cash management procedures (7.C.4).

UM-Helena accounting records are processed through the Banner accounting system. The system has been designed to make it possible to present financial statements in compliance with Generally Accepted Accounting Principles (GAAP) as well as Governmental Accounting Standards Board (GASB). The College follows guidance in GASB 35, which substantially modified the previous financial reporting model. The College maintains its accounting system and prepares its financial statements in accordance with the guidelines established by College and University Business Administration, as published by the National Association of College and University Business Officers. Adjustments are made to comply with GAAP. The accounting system is audited by the Legislative Auditor's Office (7.C.5).

UM-Helena's funds are subject to governmental audit performed by the Legislative Auditor's Office. Title IV financial aid program monies may be audited by the Federal Government. Independent audits, contracted by the

Internal Audit Office in Missoula, are performed for revenue bonds (7.C.9). Financial aid funds are included in the regular audits by the Legislative Audit Division (7.C.10).

UM-Helena has a well-established system of internal controls dictated by the Montana Operations Manual Vol. 2, University of Montana-Missoula policies and procedures as well as UM-Helena's Business Office Operations Guide. Internal audits are intermittently conducted by the University of Montana-Missoula. Surprise cash counts are performed periodically at cash collection points. Internal controls are updated as system procedures are added, deleted or modified. Particular attention is given to maintain adequate separation of duties where appropriate to protect the institution's fiscal integrity (7.C.11).

Audit recommendations are addressed and responded to by the Dean/CEO and the Assistant Dean of Fiscal and Plant. The Dean/CEO and the Assistant Dean of Fiscal and Plant take every opportunity to work with the auditors to remedy the sources of or find solutions to the audit recommendations (7.C.12.). Audit reports are available for review by the Northwest Commission on Colleges and Universities on the State's Legislative Audit Division web site (7.C.13).

Standard 7.D – Fundraising and Development

UM-Helena follows BOR and UM-Missoula policies with regards to the acceptance of donations in any form (7.D.1). Endowment funds are under the administration of the Assistant Dean of Fiscal and Plant. All investments are maintained by the Montana State Board of Investments on behalf of UM-Helena. These items are recorded in the financial records of UM-Helena in accordance with Generally Accepted Accounting Procedures. Awards of these funds are overseen by the Director of Financial Aid (7.D.2).

Strengths and Achievements:

- Support from The University of Montana system
- Well-defined guidelines, rules and regulations
- Efficient internal zero-based budget process

Challenges and Plans for Improvement:

- Funding resources are limited and so efforts are being made through the Grants committee and other areas to identify new funding streams. Administration also continues to maximize efficiency by using assessment data to drive decisions.
- Ability to advocate for a small campus' needs at a state level remains a challenge, but efforts will continue to allow UM-Helena's voice to be heard.

Standard 8 - Physical Resources

The importance of creating a positive learning environment through physical space is recognized at UM-Helena. The College provides an accessible, learner-oriented and community friendly environment through its two campuses, Donaldson and Airport. The Donaldson Campus hosts the primary student support services, transfer, professional and technical programs, the Library, and most administrative offices.

The Airport Campus is home to the trades programs, the parts department and other administrative offices. In the Fall of 2007, a renovation was completed on the Donaldson Campus which has had a significant impact on the physical space available for learning, community gathering and student support services. It has also provided a "morale boost" to the campus with a renewed sense of pride and growth that has manifested itself in higher retention and enrollment numbers. The Airport Campus is currently undergoing its renovation which will improve classroom and lab space for Trades programs and room for industry training. It is believed that this physical improvement will also create the feeling of revitalization and positive growth experienced at the Donaldson Campus. Approximately 42,000 square feet will be added through these two renovations.

As a technical college, equipment plays a key role in instruction and great efforts have been made to improve the access to equipment available in and out of the classroom.

Standard 8.A – Instructional and Support Facilities

In keeping with the institution's mission and goals, UM-Helena recognized a need to enlarge its instructional facilities to meet increased demand. Over the past several years, UM-Helena has embarked on an aggressive building expansion and renovation program that will better meet the educational needs of the community. To help achieve student success, more physical space was targeted and achieved through a construction project beginning in Spring 2005 and completed in 2007. 27,084 square feet were added to the campus which provided additional instructional space, established two state of the art science labs with attached storage areas, expanded the library, created a larger, more open student access center, added a lecture auditorium, increased office spaces for administration and support staff, provided a cubicle area for full time and adjunct instructors, and enhanced two new wiring closet areas for IT infrastructure with one housing the student use servers. It also created space for four computer labs on the Donaldson Campus which allowed UM-Helena to cease using an off campus, rented facility and provide space for students, faculty, staff and community members under one roof. The campus became more unified as a result of the renovation project.

At the Airport Campus a new automotive repair shop and a construction technology shop were added, with expansion made to the lab area in machine tool technology. Office spaces for instructors were also added, as well as classroom space and a computer access lab. Currently, plans are in process for a new building project at the Airport Campus that will increase instructional space by 14,278 square feet. This project aims to create greater access to trade and technology programs, as well as provide space for industry training.

Working with college advisory councils, community leaders and instructors, UM-Helena has made use of their collaborative expertise in developing the project and the wise use of finite resources. With the completion of the Airport Campus, UM-Helena will have achieved a philosophical milestone in its evolutionary process from its Vocational-Technical high school roots to a comprehensive College of Technology; the new building will be a visual testament to the quality of education that can be obtained at UM-Helena.

The current square footage breakdown is as follows:

- Donaldson Campus 89,460 sq ft.
- Airport Campus 76,247 sq ft.
- Current classroom and lab space only (estimates):
    - Donaldson Campus 40,879 sq ft.
    - Airport Campus 60,997 sq ft.

To help provide unlimited and uninterrupted access for students, faculty and community visitors, both campuses now feature 54Mbps WI-FI capability in all areas of the buildings. In addition to the wireless access, every room at the Donaldson campus is wired for 100 Mbps internet access. Almost every area has wired capability at the Airport campus with the exception being the large shop areas (8.A.1).

Facilities are assigned for instruction based upon a course's pedagogy, necessary physical resources, technology needs, and enrollment capacity. Courses that are lecture based take place in an environment designed to maximize the learning capability of the students; these classrooms provide a white board, plentiful desk space for writing and taking notes and are designed so that an instructor is able to be heard throughout the entire room. Courses that require more hands on learning take place in classrooms where the necessary materials are present in a safe, spacious and secure environment. These types of instructional facilities include sciences labs, computer labs, nursing labs and all trades shops (8.A.2).

UM-Helena's facilities are adequately furnished for both work and study. The facilities have been recently upgraded and the renovation added new classroom space as well as space used for offices by faculty and staff and study for students. Most classrooms are equipped with projectors, screens and speakers and some of them have smart boards installed. The Student Center provides both faculty and students with a spacious, well lit room where individual work may be completed while also accommodating group projects as well.

Students, faculty and staff have access to computers throughout the campus. Faculty and staff have computers at their desks while students have access at both computer labs as well as computing stations in both the Library and the Access Center (8.A.3).

Instructional facilities are maintained by a staff of 5.5 FTE. In 2009-2010, a full-time maintenance supervisor will be hired to provide better management of the facilities

staff, which had been being supervised by the Assistant Dean of Fiscal and Plant.

A maintenance schedule is created annually to ensure continuing quality and safety. This schedule is determined by visual inspection, faculty and staff input and proscribed maintenance requirements. Immediate concerns are addressed and prioritized as the needs arise and funding then becomes available.

A half-time lab coordinator has been hired to manage the operational quality and safety of the science labs and to maintain the lab supplies and equipment (8.A.4).

The aforementioned maintenance schedule addresses identified health and safety issues. Fire extinguishers, eye wash stations, showers, first aid kits, and other safety equipment items are inspected regularly. Fume hoods are installed and maintained in the chemistry lab. Fire drills are handled by the Facilities & Safety Committee and typically scheduled twice during the academic year. Fire evacuation plans are posted in each room near the exit door(s). Each program is responsible for posting Material Safety Data Sheets in a readily accessible and conspicuous place in labs and shops. UM-Helena Facilities & Safety Committee is responsible for overseeing that the MSDS sheets are kept up to date. In addition, the Chemical Hygiene Plan, which provides direction for all matters of chemical safety and procedure, has been posted in a conspicuous and readily accessible place in each of the science labs. UM-Helena does have an emergency plan in place (Campus Emergency and Crisis Protocol Manual). In summer 2009 a computer application was purchased and installed to track MSDS numbers more efficiently and regularly.

UM-Helena conducted a self-evaluation of its physical facilities and programs during the Spring of 2006 to determine compliance with standards of the Americans with Disability Act. The team was charged with surveying the physical barriers and developing a plan for their removal and examining access. This self-evaluation was used to generate a list of barriers and plans to address them by UM-Helena.
This evaluation is ongoing and UM-Helena continues to evaluate and insure that there are no physical barriers (8.A.5).

Prior to Fall 2006, the Computer Technology program was taught at a rented off campus facility, which provided adequate lab, classroom and office space for its high enrollment. As the enrollment tapered off and to be more fiscally responsible as well as to increase integration of the institution, this program was relocated back to the Donaldson campus.

Currently the only program offered off-site is the Fire-Rescue program taught at The University of Montana- College of Technology in Missoula which is a separately accredited site. The Department Chair of Fire & Rescue, located in Helena, works with the on-site Program Coordinator to ensure appropriate facility scheduling through the Missoula COT (8.A.6).

Our current Dual Credit offerings, through partnership with area High Schools, allow students to garner college credit while attending high school. These classes are conducted at the high school location. All high schools currently offering Dual Credit meet the accreditation standard of the Montana Office of Public Instruction and Northwest Association of Accredited Schools.

UM-Helena offers two introductory computer courses at the Career Training Institute (CTI) through a Perkins Rural Reserve Grant. CTI maintains an up to date, twenty station lab that is adequate for these types of courses and instruction. The grant administrator, who is the Executive Director of Workforce Development, does periodic site visits as part of his management (8.A.7).

Standard 8.B – Equipment and Materials

UM-Helena has transitioned from a flat network to a segmented network, which helps separate traffic and enhances security. UM-Helena has added wireless network connectivity for all staff, faculty and student computers. This allows for greater accessibility and increases productivity for all users.

UM-Helena has increased from five to six computer labs during the recent renovation. The Access Center and Library also provide computer access for students. A student server room for coursework purposed has also been added where all student switches and servers are house. This allows students in certain fields the opportunity to work and learn in a more realistic environment.

All computing equipment is purchased to sustain the programs offered at UM-Helena based on current industry standards. UM-Helena has increased the bandwidth to the internet by transferring from a wireless link (at approximately 22Mbps) to a fiber connection that is rated at 45 Mbps and this is a much more stable and reliable network.

UM-Helena has four well equipped science labs. The labs provide a modern inviting atmosphere, conducive to learning and collaboration. The chemistry, life sciences and geology labs are wet labs, and the physics lab is a dry lab. Every lab contains sufficient and appropriate lab equipment and supplies to allow each student to participate in high quality, engaging laboratory experiences.

Learning outcomes guide the selection or acquisition/purchase of instructional equipment through consultation with faculty. Equipment access is based upon course delivery and program offerings. The Nursing department has two laboratories which house one simulation station. This simulation station includes a one-way window for faculty to observe students. Sim-man, Medi-man, Medi-kid, 6 manikins from various manufacturers, OB & Pediatric specific manikins, and various DVD's are available to students during regularly scheduled lab periods and simulation labs. Open labs with faculty support are scheduled each semester to enhance the learning of students. Each lab consists of 4 hospital beds with full medical equipment to simulate a patient room. Equipment includes IV poles and pumps, wall mounted sharps/glove compartments, mock O2 and suction wall panels, bedside stands and bedside tables. Teaching aids in each lab include TV monitors and overhead projectors (8.B.1).

Each program, with oversight provided by the Facilities & Safety Committee, is responsible for conducting safety inspections of their labs and shops every semester in accordance with Montana safety regulations. During these inspections, operating condition of items is determined, and, if necessary, those items are replaced or removed from active use. The Lock out/Tag out Policy 600.4 governs this procedure.

Additionally, UM-Helena maintains maintenance contracts for a variety of equipment including servers, boilers,

copiers, elevators and other instructional materials. Certain programs include maintenance and repair of instructional equipment as part of the curriculum. For example, the Diesel Maintenance Practices course performs annual inspection and repair of heavy equipment used in the Diesel and Construction programs.

UM-Helena manages all electronic equipment on a rotating schedule to ensure that machines are kept current with industry capability. The computer labs are on a three to four year rotation when funds are available. Faculty and staff computers are on the same three to four year rotation schedule. Servers are replaced on a five to seven year rotation schedule. The plan calls for replacing two servers every two years or on an as needed basis.

The IT department inventories all non-instructional electronic equipment on campus. All other material is inventoried by program. This has not occurred consistently across all programs. The Business office maintains departmental inventory lists of all major equipment (any single item originally costing over $5000). These lists are sent out annually to the various departments for verification. Each department is requested to review the list and note any discrepancies and return them to the Business Office. (These lists are sent directly to the faculty members responsible for the various programs.) An independent inventory review has not been conducted in recent years and should be done to verify the inventory lists.

The science program utilizes an electronic inventory program to track the purchase, storage, use and disposal of all chemicals. Additionally, a physical inventory of all chemicals and equipment is done annually. This inventory process ensures that expired chemicals and damaged or outdated equipment are appropriately disposed of and replaced where needed (8.B.2).
MSDS documents govern the use, storage and disposal of hazardous materials in and out of the classroom. The Lab Coordinator, in connection with the Facilities & Safety Committee, has created an MSDS master binder which will be updated by yearly audit. The individual science lab MSDS binders are revised as chemicals enter or leave the facility. An MSDS master list is also kept on the Employee shared drive. UM-Helena has adopted a Chemical Hygiene Plan (CHP) which clearly details the prescribed use, storage and disposal of all hazardous materials in accordance with applicable local, state, and federal regulations. Copies of the CHP are available in clearly visible locations in each of the labs. The Lab Coordinator is responsible for ensuring the policies and procedures outlined in the CHP are followed (8.B.3).

Standard 8.C – Physical Resources Planning

UM-Helena's Master Plan was created in 2002 as part of a presentation to the State Legislature for requesting funding. The plan represented the needs of UM-Helena with respect to maintaining and expanding the resources required to accommodate access for student and provide adequate instructional facilities to prepare students for transfer and/or employment. With the institution's Mission providing the primary direction, the Master Plan created the blueprint for determining where to concentrate the acquisition of funds for the fundamental purpose of satisfying the educational demands of students and the community.

The creation of the Master Plan provided an in depth review of facilities needed for the

development of both long and short range goals. Since its inception, UM-Helena has been the benefactor of several state funding allocations and has accomplished many of the items identified in the first rendition. The long term nature of the Master Plan does not lend itself to revision in short term increments although many of its tenets have been accomplished and the plan revised as more immediate needs are identified. As a process of continual examination, the plan is due for review and revision on its ten year cycle in 2012.

Examples of facility revisions that have occurred over the last six years which have sought improve the effectiveness of UM-Helena's educational programs: Ray Bjork elementary school was returned to the school district and Computer Technology programs brought into the Donaldson campus; local science labs were constructed to eliminate our use of the nearby Helena High School and the evening class scheduling limitation; nursing facilities were expanded to provide a more realistic training environment while providing superior class room amenities; and trades programs were co-located at the airport campus easing the parts inventory and delivery scheduling load at the main campus (8.C.1).

Physical facilities development and major renovations include financial support as a major part of the decision process. UM-Helena collects building fees from students that are used to fund smaller building and maintenance projects. UM-Helena has access to State Funds during the biannual Legislative process for larger projects. Depending on the value of the building project and the source of the funding, prior approval of the project may be required by UM-Missoula, Office of the Commissioner of Higher Education (OCHE), the Board of Regents (BOR) and/or the Legislature (8.C.2).

All major renovations and building projects follow the Americans with Disabilities Act and are approved through the State Architects and Engineers Department. An ADA audit was conducted in June 2009, by the Office of Civil Rights as part of their ongoing practice to randomly visit federally funded institutions to assess and rate access and compliance with the Americans with Disabilities Act. Site visit results are scheduled for release summer 2010.

All renovations and building projects take the necessary security measures into consideration during the planning process, including but not limited to exterior lighting, secure entryways and sufficient emergency exits. An Evacuation chair has been installed on the second floor of the Donaldson campus to provide easier evacuation for individuals with mobility issue should the elevator be out of commission (8.C.3).

BOR Policy 1003.7 Authorization for Building Projects provides guidelines for all major physical renovations costing more than $150,000 to UM-Helena. UM-Helena's Master Plan was developed with input from faculty, staff and community members. The current planning process for the renovations to occur at the Airport Campus have heavily relied on faculty's perspective on what is needed and desired to create an appropriate learning space. Administration and staff are also involved in the development and building phases. (8.C.4)

Strengths and Achievements:

- Significantly new and remodeled space which focuses on student learning
- Increased financial support of instructional equipment.
- Improved procedures and training to improve safety on campus through the Emergency Action Plan and the Chemical Hygiene Plan.

Challenges and Plans for Improvement:

- Maintaining adequate funding to ensure capacity for future growth
- Developing and maintaining an efficient inventory of classroom equipment.

Standard 9 – Institutional Integrity

UM-Helena prides itself on being an institution of integrity and holds high expectations for all members of the college community, including students, staff, faculty and administration. UM-Helena endeavors to adhere to the provisions of Institutional Integrity as outlined in NWCCU Policy 9.1 in its representation to its constituencies and the public; in its teaching, scholarship and service; in its treatment of its students, faculty and staff; and in its relationships with regulatory and accrediting agencies.

UM-Helena clearly and publicly declares its most esteemed characteristics in its Core Value Statements. These include Learning, Success, Community, Access, Growth and Service. These values come from the College's Mission Statement and help to derive the Strategic Plan which directs all activities on campus.

UM-Helena complies with policies regarding ethical standards that are governed by the UM-Missoula, BOR and the State of Montana. The College has worked diligently to communicate these expectations throughout the campus and to hold people accountable to them. The protection of UM-Helena's integrity is considered in making all decisions from the institutional level down to individual programs, including curriculum, hiring and resource allocation choices.

UM-Helena abides by UM-Missoula Policy 406.2 which states: "The University of Montana-Missoula adheres to ethical standards of conduct and conflict of interest provisions of state and federal law and Montana University System policy." UM-Helena has policies dictating conflict of interest and academic integrity, and follows BOR Policy 703 regarding non-discrimination. UM-Helena also has established policies dealing with sexual harassment, non-discrimination, and a drug free workplace.

Maintaining the health and well-being of all students and employees is essential to having a productive campus. UM-Helena provides an Employee Wellness Program and an Employee Assistance Program for staff and faculty who desire to take part in these resources. As discussed in Standard 3, new health insurance options are being pursued for students and a Mental Health Counselor has been contracted to provide short-term counseling services to students.

Since access to student and employee information is a regular and necessary part of many employees' work, maintaining privacy laws and policies is essential to the

College's integrity. UM-Helena follows the Family Educational Rights and Privacy Act guidelines for students and addresses employee issues of confidentiality with guidance through its Human Resources office.

All employees are required to have a Background Investigation done as part of the hiring process. Any background check that results in non-acceptable findings may be cause for reneging of the job offer or immediate dismissal. This procedure is outlined in UM-Missoula policy in order to help provide a safe and healthy work environment for everyone

UM-Helena expects its students to adhere to a high standard of academic integrity. Guidelines on violations of academic integrity are outlined in the Catalog and in the Student Handbook. Faculty approved the creation of an "FX" grade to be assigned to a student on the basis of academic dishonesty due to their interest in maintaining an accountable student body. There is also a process for appealing this grade and the removal of it by the successful completion of an approved Ethics course.

Students and staff are also held to the Acceptable Use of Electronics Resources as outlined in the Catalog. Students and staff are prohibited from violating copyright law, using computers to engage in theft, to violate others' privacy or to harass or intimidate others (9.A.1).

Over the last three years, UM-Helena has undertaken an effort to evaluate all of its policies and procedures which had previously not been formally adopted through a recognized process. The effort has been successful and institutional policies can now be found on the UM-Helena website. Although the policies are not complete, this is a promising start. Along with institutional policies, all departments have been charged with reviewing and documenting their policies and procedures to ensure the integrity of the process. As documented in its Policy 100.1, UM-Helena reviews all policies every three years (9.A.2).

Institutional publications are up-to-date and accurately represent the institution. The catalog is printed on a yearly basis, the brochures are typically printed every two years, schedules are printed on a semester basis, and any other marketing items are printed, revised and reprinted as needed. All publications go through multiple reviews by employees in appropriate divisions and departments in the institution to ensure accuracy and integrity. For example, the catalog is reviewed by faculty, the Registrar, Student Services and the Academic Affairs Office before publication.

The main tools UM-Helena uses for communication are: recruitment publications, catalogs, course schedules, an annual report, a quarterly newsletter and the website. All except the catalog contain some form of marketing material, which consistently uses the mission as its content guide. A Marketing and Communications Coordinator position primarily provides capacity for ensuring consistency in message of all published materials. Recruitment publications and the new quarterly newsletter are especially important in that their content specifically refers back to the mission principles (9.A.3 and Policy 3.1).

UM-Helena adopted a conflict of interest policy in 2007. This was in response to the BOR revising its Conflict of Interest Policy 770. This revision required all employees to have conflict of interest training and sign a

form indicating their compliance with the policy. Every employee at UM-Helena must now go through the conflict training and sign the form attached to the policy (9.A.4).

UM-Helena is committed to academic freedom. The Collective Bargaining Agreement article 4.15 discusses the importance of academic freedom. UM-Helena is also governed by BOR policy 302, which adapts the American Association of University Professors Statement of Principles on Academic Freedom for its campuses. UM-Helena follows UM-Missoula policy 101.4, which includes its commitment to academic freedom as well.

UM-Helena provides opportunity for periodic discussions on academic freedom for instructors. These seminars have been conducted by current faculty members and administrators.

Through this self study process, it has been recognized that UM-Helena may need to create, adopt and publish its own academic freedom policy for campus-wide clarification. The Academic Standards and Curriculum Review Committee has undertaken this task which began with creating points of discussion that will move the policy creation forward for anticipated approval in Spring 2010 (9.A.5).

Strengths and Achievements:

- UM-Helena is part of a system that provides explicit direction regarding ethical issues from a broad perspective based on best practices and trusted expertise.
- A full policy review that has resulted in the beginning of a clear set of guidelines and processes to ensure consistency and integrity in decision-making and behavior on campus.
- A creation of a process for policy approval that includes a formal opportunity for all campus constituents to provide feedback on policy proposals.

Challenges and Plans for Improvement:

- A lack of specific institutional policy on Academic Freedom which contributes to misunderstanding of this integral educational concept. The faculty are currently undergoing conversations that will determine if the creation of a policy within UM-Helena will address the concerns completely, or if other tactics need to be used.

Summary

Mission Fulfillment

UM-Helena believes in its mission and plans activities which are focused specifically on its fulfillment. The priorities for action in the Strategic Plan outline the ways in which resources are allocated to achieve goals and provide direction for individual programs and departments to expend their efforts. Some examples of how UM-Helena has worked to meet its mission are outlined below.

Strategic Plan Directions

Student Success

- Assist students in balancing life and school demands
  - Development of College Success course to teach pertinent academic and life skills
  - Creation of First Semester Advising program to provide more intense, developmental advising to incoming students in order to set up a plan for success depending upon the student's preparation, needs and abilities
  - Creation and support of student organizations to provide support networks for students
  - Contracting with a Mental Health Counselor to provide personal support to students
  - Hiring of Director of Retention and Advising to work with faculty to encourage student success and continuation in their programs
- Provide transition services for students from application through graduation
  - Development of holistic Student Services available to assist students through all processes to include admissions, advising, Financial Aid, and career guidance and placement
  - Approval for Academic Advisor position to focus on transfer advising for students who wish to continue onto baccalaureate level education
- Develop and evaluate quality educational programs
  - The development and implementation of a systematic assessment process for all programs
  - The implementation of a curriculum manual to guide in the development of new courses and programs
  - The hiring of qualified faculty, full-time and part-time, to provide guidance in the classroom to learners
- Increase access to student resources areas for the varying student populations
  - The scheduling of classroom, Library, computer lab and Learning Center hours in the evenings and on the weekends
  - The improvement of student communication through a new website, an informational campus publication, an email system for students

    - Growth of Dual Credit courses and On Campus Experience for high school students

Connect with the Community

- Work collaboratively with business and industry, local & state governments, community organizations, and educational partners to accomplish common goals for statewide economic development
    - Development of student home building association that connects with the Helena area builder's association
    - Development of Water Resources program in collaboration with Department of Environmental Quality of the State of Montana
    - Offering of credentials in Early Childhood Education and Business through partnerships with UM-Western and Montana Tech
    - Providing CNA training through Continuing Education for local employers
- Create communication avenues with the surrounding community
    - Publication of an annual report which is distributed throughout the community
    - CEO serving on the board of the local Chamber of Commerce
- Fully develop internships and service learning opportunities for students
    - Student internships with Summit Aeronautics
    - Student learning projects that support local non-profit websites
    - Construction students helping to build homes for the Salvation Army
    - Accounting students providing free tax preparation to low-income families
- Identify and incorporate community interests & business and industry needs in future planning
    - Reinvigoration of Continuing Education program in response to community need for short-term training and personal enrichment courses
    - Planning for early childhood center as a collaboration with educational partners, community organizations and K-12 body
- Foster faculty, staff, and student involvement in community organizations and events
    - Fire & Rescue students drove fire truck in local parade
    - Student organizations volunteer in highway litter pick-up and at the local homeless shelter
    - Campus community organizes Toys for Tots drive, feeding of local families, purchase of Thanksgiving dinners and Christmas presents for local families

Create Access

- Develop alternative delivery methods for courses and degree obtainment
    - Increase courses available through distance learning
    - Increase number of courses scheduled in the evenings and on weekends
    - Collaboration with Montana Tech to deliver Bachelor of Applied Science in Business and a Bachelor of Science in Business and Information Technology
    - Collaboration with UM-Western to deliver an Associate of Applied Science in Early Childhood Education
    - Articulation with MSU Northern to a Bachelor of Science in Automotive Technology for UM-Helena's AAS in Automotive Technology

- Lessen the financial burden of higher education through the development and marketing of scholarship opportunities
    - New scholarship website to communicate opportunities to students
- Improve access and services to people with disabilities
    - Renovation on Donaldson campus which has provided for better physical access to building and classrooms
    - Increase to assistive technology and hiring of sign language interpreter for deaf students

Develop Resources

- Improve technological infrastructure and services including electronic mail, wireless networks, and computers
    - Strengthening of technology available through a new infrastructure, new servers and new email system for students.
    - Wireless is now available on both campuses and computer labs have also been added.
- Develop criteria for managing enrollment
    - Creation of an Enrollment Management committee to direct institutional efforts in this area
- Expand the college's fiscal resources base
    - Increased efforts to pursue grant funding, both private and governmental. Small grants have been rewarded.
    - The resurgence of Continuing Education as a self-supporting entity which will ultimately bring more financial resources to campus.
- Support the excellence and growth of faculty and staff members through professional development programs
    - Creation of institutional Professional Development committee as part of the Budget Committee who is in charge of reviewing requests and allocating resources.
    - The commitment of increasing funds to professional development. It began at $5000 in 2007, and has increased to $35000 for the 09-10 academic year.

Ten years at UM-Helena have flown by quickly. The College has changed and grown in response to the various shifts in its surrounding community and in Montana's understanding of two-year education. The next ten years will be no different. UM-Helena will continue to be responsive to the training needs of local business and industry, to the variety of incoming student preparation levels, to the academic rigor necessary for transferable courses and programs, to the idea of accountability to its constituents, and to the development and growth of its faculty and staff.

Supporting Documentation

AN
EDUCATED
DECISION

Standard One Documentation

Mission Statement
Board of Regents Policy 219
Board of Regents Policy 730
Budget Committee Process/Form
Assessment Process

AN EDUCATED DECISION

MISSION STATEMENT

The University of Montana - Helena College of Technology promotes lifelong educational goals of learners, supports workforce development needs of employers, and fosters community involvement by providing a substantive, responsible, and accessible learning environment.

CORE VALUE STATEMENTS

LEARNING:
We uphold the principles of lifelong learning for our community of students, faculty, and staff.

SUCCESS:
We promote the success of our community in meeting individual and common goals.

COMMUNITY:
We foster our connections with partners in business, industry, government, local communities, and fellow educators.

ACCESS:
We provide access to higher education, employment opportunities, continuing education, and personal and career development.

GROWTH:
We encourage growth and progress of our community members, curricula, facilities, and resources.

SERVICE:
We serve our students, College, partners, and communities.

VISION STATEMENT

The University of Montana - Helena College of Technology will be recognized as a responsive regional center of technical and academic education, as a partner in economic and community development, and as a diverse and accessible community of learners. UM-Helena will promote excellence in education; maintain fiscal and operational integrity; and cultivate an environment of fellowship, inclusiveness, and respect.

INSTITUTIONAL STRATEGIES

STUDENT SUCCESS:
Direction: UM-Helena develops and offers instructional programs and student services that help students succeed in reaching their goals.

CONNECT WITH THE COMMUNITY:
Direction: UM-Helena builds connections with a broad range of groups to respond to the diverse needs of the communities we serve.

CREATE ACCESS:
Direction: UM-Helena makes access to higher education possible for the communities we serve.

DEVELOP RESOURCES:
Direction: UM-Helena proactively develops its fiscal, capital, technological and human resources to ensure the effective, efficient management of quality programs and services.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: GOVERNANCE AND ORGANIZATION
Policy 219 – Mission Statements; Montana University System
Effective: September 17, 1998; Issued: October 21, 1998

Board policy:

A. The office of the commissioner of higher education will maintain an accurate and current copy of all campus mission statements approved by the board of regents.

B. Revised copies of the mission statements will be distributed to the regents following every meeting at which changes in the mission statements are approved.

C. Mission statements shall be reviewed by the regents every three years.

History:

Item 100-002-R0798, Mission Statements; Montana University System (NEW), approved by the Board of Regents on September 17, 1998.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: PERSONNEL
Policy 730 - Minimum Qualifications for Faculty in Two-Year Degree Programs

Effective May 30, 2008; Issued June 23, 2008

Board policy:

This policy establishes minimum qualifications for all faculty in two-year degree programs under the supervision and/or coordination of the Montana Board of Regents of Higher Education.

1. *Faculty in transfer programs/disciplines.* The minimum requirement for faculty teaching general education or career/technical coursework designed for transfer as part of the Board of Regents' general education transfer policy, the Associate of Science degree or the Associate of Arts degree shall be a master's degree in the teaching field or a closely related academic discipline with at least nine (9) graduate-level semester credits in the academic discipline. General education faculty who teach related instruction or developmental course work need not have a master's degree, but must have a bachelor's degree in the teaching field or a closely related discipline. Faculty employed at the time of approval of this policy shall be considered exempt from its provisions. Under extenuating circumstances, approval of the Deputy Commissioner for Two-Year Education in the Office of the Commissioner of Higher Education must be obtained to employ faculty without the minimum qualifications.

2. *Faculty in career/technical disciplines/programs.* Minimum qualifications for career/technical faculty shall be three years' experience in the occupation to be taught or an equivalent number of years of postsecondary education in the career/technical discipline, combined with work experience in the career/technical discipline. Faculty employed at the time of approval of this policy shall be considered exempt from its provisions. Under extenuating circumstances, approval of the Deputy Commissioner for Two-Year Education in the Office of the Commissioner of Higher Education must be obtained to employ faculty without the minimum qualifications.

3. *Professional and continuing education faculty.* Professional and continuing education courses should be taught by faculty with related college work or specialty training. In all cases, teaching faculty in these programs and courses must have special competence in the fields in which they teach, as determined by the Chief Executive Officer of the institution.

HISTORY:

ITEM 139-103-R0508 approved by BOR May 30, 2008 [Supporting Material].

Table of Contents or Section 700 Contents

AY 2010 – 2011 Budget Process

Timeline for Budget Process:

October 28, 2009 – Committee Meeting
December 2 – Committee Meeting
January 15, 2010 -- Budgets due. Preparers submit budgets electronically.
January 20 – Budget Committee meets to review initial budget requests and discusses specific questions they will pose to budget presenter.
January 27 – Russ presents overall budget figures with differences between proposed expenditures and available funds. Committee will finalize the questions for budget presenters.
February 3 – A quarter of the budgets will be presented to the Budget Committee.
February 10 – Another quarter of the budgets will be presented to the Budget Committee.
February 17 – Another quarter of the budgets will be presented to the Budget Committee.
February 24 – Another quarter of the budgets will be presented to the Budget Committee.
March 3 thru April 21 – The Committee meets weekly as needed to review budgets and develop a balanced budget.
April 28 – The final balanced Budget is complete.
May 4 – Final budget is submitted to Leadership for review.

Instructions for Preparing Budgets:

Budgets are due January 15, 2010. Please submit electronically on the "Employee" network drive in the "H:\Finance\2010-2011 AY Budget\Budget Submissions" directory.

The budget templates will be available on the "Employee" network drive in the "H:\Finance\2010-2011 AY Budget" directory, please prepare a budget for the fiscal year July 1, 2010 to June 30, 2011. You will be using the same forms as last year. You will categorize each expense/line item according to the following words and definitions:

Necessary – those items necessary to function in 2010-2011
Enhancement – those items that will help grow the program in 2010-2011
Long-term – those items that you anticipate will become necessary between 2011–2016

You will be budgeting for all the funds you wish to spend during the 2010-2011 academic year including any program specific student fee money. You will need to tie the budget items to the strategic plan and provide a narrative justifying the expenses. Strategic goals can be found in the current Catalog.

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

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

Program Name and Number: (*Please use the name and number as it appears in FINDW.*)

Preparer(s): (*Name of the person(s) to be contacted with questions.*)

Type of Request: (*Short summary of the request; i.e. status quo, new program, expanded program, etc.)*

Budget Justification: (*Explain the program/function and why it is important to UM Helena College of Technology. Include a discussion of how this program/function fulfills the strategic goals of the college.*)

Staffing Narrative: (*If no changes are planned then indicate "No Change". Otherwise, provide a justification for any new or modified positions. Include a discussion of how this change fulfills the strategic goals of the college.*)

Operating Cost Narrative: (*List the individual activities and the justifications for those activities under each of the budget categories. Explain how the activity fulfills the strategic goals of the college. Provide any additional material you wish to regarding the information presented on the budget spreadsheet. Insert additional rows to each category for each new activity.*)

Budget Category	Requested Amount
Minor Supplies, Materials, Small Tools, Software and Equipment <$5,000	
	$

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

Repair and Maintenance	
	$

Communication (Cellphones, Postage, Delivery, etc.)	
	$

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

Professional Development, Training & Conferences	
	$

Subscriptions, Dues, Fees & Licenses	
	$

Contracted Services	
	$

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

Facility and Equipment Rent	
	$

Utilities	
	$

Other	
	$

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

Updated May 8, 2009

EVOLUTION OF THE ASSESSMENT COMMITTEE
UM-HELENA
2000-2010

ACADEMIC YEAR	PROCESS	ACCOMPLISHMENTS	DOCUMENTATION
2000-2001 1.A.1 1.B.2	Assessment process consisted of a two-year assessment cycle. Assessment Committee coordinated the evaluation activities. The Institutional Assessment Plan included five steps: 1. Identify Goals and Outcomes 2. Develop Assessment Tools 3. Apply Assessment Tools 4. Evaluate Assessment Data 5. Improve Program The committee used a simple matrix indicating by program the objectives, current indicators used, new indicators implemented, documentation within the program, planned changes for program improvement, how the program supported the mission of HCT, and consistency with the description in the catalog.	• Identification of a five-step process for institutional effectiveness with related activities. This Institutional Assessment Plan was linked to the program strengths and weaknesses, and recommendations were made for program improvement. • Administered Student Satisfaction Inventory	• *Institutional Assessment Plan—Helena College of Technology*, 6/5/2000. Paper copy. • *Institutional Effectiveness Assessment Plan Including Program Outcomes Assessment.* Paper copy. • *Assessment of Helena College of Technology, Institution, Academic Programs, Services, leading to Institutional Effectiveness.* Paper copy. • Library page of UMH web site—SSI Report for 2001.
2001-2002	Used same assessment process as previous year.		
2002-2003 1.B.8	During this academic year, the Assessment Committee was involved in preparing a progress report to the NWCCU addressing	Researched websites of other two-year institutions to determine methods of	• Memo from Chair Dave Jones to HCT faculty, 10/8/02. Paper copy.

	recommendations made in the Focused Interim Evaluation Report that we needed to demonstrate how we used the information learned in the assessment process to make changes in our institution and individual programs.	assessment. Focused on three institution/program assessment tools: • Student Satisfaction Index • Information available through Banner • Program Advisory Board Recommendations.	• Letter from NWCCU to Dean Steven Hoyle, October 10, 2002. Paper copy. • Assessment Committee Minutes, October 1, 2002, and October 22, 2002. Paper copy.
1.B.1 1.B.2 1.B.8	In March of 2003, *The Assessment Plan for the University of Montana – Helena College of Technology* was completed.	The plan included: • Goals and Objectives of Assessment • Organization of the Assessment Process • Foundation Documents for Assessment (College Mission, Core Value Statements, Vision Statement and Institutional Strategies, and the Strategic Plan). **The Strategic Plan was formally approved by the Board of Regents in Spring 2003.** The plan states that each of these documents will be reviewed and modified on a regular basis as part of the assessment process at the direction of the	*The Assessment Plan for The University of Montana – Helena College of Technology,* March 6, 2003. Paper copy.
1.A.1			

		Dean/CEO. • Assessment Process (Identify Goals and Outcomes, Develop Assessment Tools, Apply Assessment Tools, Evaluate Program Outcomes, Improve Programs). • Assessment Time Table	
2003-2004	The Assessment Committee focused on carrying out the procedures set forth in the March 2003 Assessment Plan.		
2004-2005 1.B.8 1.B.2	In spring of 2005, the Assessment Committee participated in composing the Regular Interim Evaluation Report and making recommendations to refine and implement its evaluation and planning processes to link evaluation information to the steps of planning and decision making. It also recommended refining and uniformly implementing systematic educational program assessment and planning processes to complete the cycle described in the plan. It was recommended that the college develop and implement regular and systematic evaluation of adjunct faculty performance consistent with the Commission Policy on Faculty Evaluation.	• Work began immediately within the Assessment Committee to link evaluation and planning and to complete the cycle in the assessment process. Forms and procedures were developed to evaluate adjunct faculty regularly at mid semester and at the end of each semester. • Administered Student Satisfaction Inventory.	*Regular Interim Evaluation Report, Spring 2005, The University of Montana – Helena, College of Technology.* Paper copy. Library page of UMH Web site for 2004 SSI.
2005-2006	The Assessment Committee developed an Assessment Report Matrix for every program to complete and submit each subsequent spring.	• The matrix was used as a tool to obtain consistent data to determine if programs achieved goals	*2005-2006 Assessment Report Matrix.*

1.A.1	Goals report submitted by Academic Dean to establish goals for AY 2006-2007 listing goal benefits and critical success factors.	set at the beginning of the year and described how they proceeded to collect measurable information.	*UMH Goal Details Report 4/5/2006.*
2006-2007 1.B.8

	every other year schedule.	• Recommended Noel Levitz survey to Leadership and submitted a budget proposal.	*Budget Request FY 2008*
	On March 7, 2007, the Focused Interim Report was submitted to NWCCU in response to Recommendations 1 and 2 stated in the Spring 2005 Regular Interim Evaluation Report.	• Assessment and goal setting training was held during IR days January 16, 2007.	*Focused Interim Report,* March 7, 2007, with appendices.

1.B.8	A representative from NWCCU visited to review activities resulting from the Focused Interim Report. An annual assessment report remained to be completed and submitted.
	
	A report was submitted by NWCCU outlining the findings from the April 11, 2007, visit.
		• Methods of improving UMH's assessment efforts were established:
		  • Providing ongoing training
		  • Revising the assessment plan and timeline to create a more streamlined circular path
		  • Holding programs accountable
		  • Improving communication
		  • Integrating the Assessment Plan with the Budget Process and Institutional Advancement.
			Northwest Commission on Colleges and Universities—A Focused Interim Report, April 11, 2007.

	An End of Year Report was submitted to Leadership by the Program Assessment Committee Chair.	Spring Accomplishments:	*Program Assessment Committee Report to Leadership 2006-2007* Additional documents contained in Assessment Binder 2006-2007: • UMH Strategic Plan 2006-

1.B.2.		• Training for faculty • Revision of Assessment Plan • Plans submitted timely • Submitted budget proposal • Administered Student Satisfaction Inventory to approximately 350 students	2011 • UM OPBA Strategic Directions 2006 Revision (Office of Planning, Budgeting & Analysis) • Montana Board of Regents 2006-2010 Strategic Plan • UM-Helena Assessment Plan 2006-2007 • Program Assessment Reports (Academic Program reports can be found on the H drive) • Program Goals
2007-2008 1.B.8 1.B.4	A new process was developed for a bi-annual assessment to be completed after each semester with summer semester courses being assessed in the fall. After each assessment is completed, program goals were to be set for the next semester, based on the findings of the assessment report. Budget requests are to be submitted based on the new goals set after fall semester, so that they may be considered during the spring budget meetings. Assessment and goals follow the standards set in the institutional strategic plan.	• Assessment committee goals were set for the academic year. • The timeline and cycle were established for a bi-annual assessment starting the following year. • Program goals were submitted timely. • The assessment matrix was revised for clarity and improved documentation. • Training was presented during IR days in January 2008 for faculty assessment.	• *Mid-Year Report to Leadership, Spring 07-08.* • *End-of-Year Report to Leadership, Spring 07-08.* • Meeting Minutes (Web Site): 10/23/2007 11/13/2007 12/07/2007 1/16/2008 2/11/2008 2/22/2008

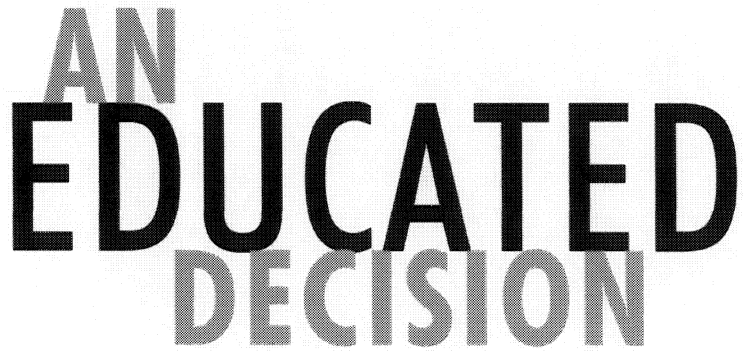
		• A survey was taken of Montana 2-year colleges on use of SSI tools. • A budget request was submitted for 2008-2009 to cover costs of administering the SSI survey and training. • Web pages containing assessment information was maintained creating transparency and accountability to faculty and staff.	
2008-2009 1.B.8 1.A.4	The Assessment Committee's Mission Statement was revised and posted on the Web site and the H drive. A new format was established for goal setting using the SMART criteria—Specific, Measurable, Attainable, Relevant, and Time Bound. A template was created to help faculty and staff follow the procedures for writing specific and effective goals. It was expected that writing clear, understandable goals would help determine assessment outcomes at the end of each assessment period. A special effort was made to establish goals and assessment for all standing institutional committees in addition to programs and departments.	• Assessment Committee chair presented training to faculty on effective goal setting using the SMART criteria in August 2008. • Assessment Committee member presented goal setting training to staff in March 2009. • Timeline was distributed and posted on Web and H drive. • Instructions for completing the matrix were revised and distributed and were posted on the Web site and H drive.	• *UM-Helena Assessment Committee Progress Report, Fall 2008* • *UM-Helena Assessment Committee Progress Report, Spring 2009* Assessment Committee Minutes: 10/10/08 10/24/08 12/05/08 02/09/09 03/02/09 03/16/09

1.B.2	The Assessment Committee established a "Buddy System" to assist faculty and staff set goals and complete assessment reports. The committee urged all to use the results of their assessment reports to prepare goals for spring. The assessment matrix remained the same as 2007-2008 except for the cover page. The General Education Department was advised to break down their department by program area when working with the matrix so that goals, processes, and results could more accurately reflect the success or needs of their areas. The emphasis in the fall assessment reports was to ensure that each program and department tied any budget requests to goals that they had set. The committee recommended that goals for the entire year of 2009-2010 should be set in May and a progress report would be submitted in December of 2009. The next full assessment would be in May of 2010. It was determined that the Noel-Levitz Student Satisfaction Inventory would be administered in spring of 2009 to measure the quality of education at UMH.	• Buddy system was implemented to assist faculty and staff in writing effective goals and completing assessment reports. • Budget requests were tied to goals on the assessment matrix. • Minutes were posted on the Web and H drive. • The Noel-Levitz Student Satisfaction Inventory was administered on April 1 and 2, 2009. • Goals were set for 2009-2010 academic year as a result of the spring assessment outcomes.	
2009-2010	The goal setting process remains the same except goals will apply to the entire year with a progress		

	report submitted mid-year. The assessment process is being restructured to coordinate seamlessly with the new accreditation process.		

Standard Two Documentation

Program Outcome Assessment
Degree Program Additions/Deletions
Degrees Granted by Program
General Education Rationale
Board of Regents Policy 301.12
Board of Regents Policy 303.3
Curriculum Manual
Board of Regents Policy 303.1
Board of Regents Policy 303.4
Board of Regents Policy 301.5
Board of Regents Policy 301.5.1
Board of Regents Policy 301.5.2
Board of Regents Policy 301.5.3
Board of Regents Policy 301.5.5
Board of Regents Policy 301.18



1. Instruments and procedures used to measure educational program effectiveness.

UM-Helena academic programs use a variety of instruments and procedures to measure program effectiveness. The wide spectrum of program disciplines results in a wide range of approaches to program effectiveness.

In an attempt to get an overall picture of program effectiveness at UM-Helena and gage faculty's perception of how their programs measure effectiveness, a survey was conducted with 33 faculty members. The following table shows the results of that survey:

Instruments	Responses
Pre and Post Test	11
Research Papers	9
Comprehensive Exams	14
Capstone Projects	17
Live Work Projects (externally driven projects)	17
Internships	16
Employer Surveys	11
Graduate Surveys	9
Advisory Committees	24
State or National Certifications	16
Accreditation by External Bodies	5
Others	FAA, transfer advising sheets, exit interviews, business plan competition, assessment, care plans, ATI's, practical tests

Although the results of the survey may not show an accurate picture of all instruments and procedures used to measure program effectiveness it does show a big picture of how faculty believe their individual programs are measured.

Associate of Arts and Associate of Science

Under the direction of the General Education department, the AA and AS degrees encompass seven required areas. The core is made up of courses in natural sciences, mathematics, written and oral communication, social and psychological sciences, humanities, and fine arts. Courses that address diversity, as well as a selected program of study are also required. Faculty use the statewide transferability efforts to ensure appropriate course outcomes. Students are assessed through a variety of measures and ultimately are required to enroll in a capstone course which incorporates all previous learning.

- Placement exams
- Annual Assessment
- Transferability Initiative
- Course evaluations

- Capstone courses

Accounting and Business Technology

The Accounting and Business Technology program area faculty work collaboratively to integrate multiple instruments of program effectiveness measurement throughout the academic year. These items are integrated into the annual assessment process and provide the program with a strong combination of instruments to measure effectiveness.

Instruments:

- Annual assessment
- Advisory council meetings
- Advising plans
- Course Evaluations
- John Ruffatto State Business Plan Competition
- Internship evaluation forms
- Articulation agreements
- Student Satisfaction Inventory
- Exit Interviews
- Capstone business plan (fourth semester, interdisciplinary approach)

Automotive Technology

The measures of program effectiveness for the Automotive Technology are closely tied to the accreditation, standards, and testing provided by the National Automotive Technicians Education Foundation. As an accredited program of NATEF, faculty assure that the delivered curriculum is in compliance with the prescribed requirements of NATEF. NATEF student testing at the completion of the program are also used to measure program effectiveness. In addition to the NATEF requirements the Automotive program uses a strong advisory council, annual assessment, available graduate surveys and other institutional data to measure their program effectiveness.

Instruments:

- Annual assessment
- Advisory council meetings
- NATEF accreditation
- NATEF testing
- Graduate surveys
- Student Satisfaction Inventory

Aviation Maintenance Technology

The measures of program effectiveness for the Aviation Maintenance Technology program are tied closely to the accreditation, standards, and testing required by the Federal Aviation Administration (FAA). CFR 14 Part 147 (Federal Aviation Regulation) sets forth the standards and guidelines that the program is required to follow in order to remain accredited and allow it to certify students to sit for the FAA mechanics examination. The effectiveness of the program to deliver the prescribed content areas

is best measured by successful completion of required FAA testing resulting in certification as an aviation maintenance technician.

Instruments:

- Annual assessment
- CFR 14 Part 147
- FAA accreditation
- FAA oral and practical testing

Construction Technology

Faculty responsible for the Construction Technology and Interior Space Planning and Design degrees use a wide variety of methods at different points in their program to measure program effectiveness. The combination of pre and post tests, annual assessment, and industry recognized certifications is complimented by projects and presentations. The most visible project on campus is the "Trade House" project where first year students in the Construction program build a house from the ground up, which serves as a type of capstone project throughout the first year of the program.

Instruments:

- Annual assessment
- Pre and post tests
- Industry recognized certifications
- Live work (housing projects)

Computer Technology

The Computer Technology program uses the annual assessment process along with a strong advisory group, the Student Satisfaction Inventory and capstone courses to evaluate program effectiveness. During the self-study process the Computer Technology program identified limited quantitative methods to measure program effectiveness as an area of needed improvement. The program faculty are currently working on a plan using quantitative measures to incorporate pre and post tests, capstones and internships, and graduate surveys with their existing instruments to create a more effective method of program effectiveness measurement.

Instruments

- Annual assessment
- Advisory council meetings
- Student Satisfaction Inventory
- Capstone projects

Diesel Technology

The Diesel Technology program relies heavily on input from outside sources to measure program effectiveness. The use of advisory council, interaction with recruiters and employers, and graduate surveys serve as a major source of this external information. In addition to external input to the

program the Diesel Technology faculty use "live work" projects in the Applied Lab Experience which serve as a type of capstone project requiring the use of skills learned throughout the program.

Instruments:

- Annual assessment
- Advisory council meetings
- Live work projects (capstone)
- Graduate surveys
- Student evaluations

Fire and Rescue

The Fire and Rescue program uses evaluation based on national standards recognized by the National Fire Protection Agency to determine student success. The program is taught by instructors who are currently employed in the field and actively engage in fire protection education. Faculty use live application of skills taught in controlled scenarios to support traditional instruction methods.

Instruments:

- Annual assessment
- Advisory council meetings
- Skills application tests
- National certifications (EMT, Fire Fighter I, Wildland Fire)
- Graduate surveys
- Student evaluations

Machine Tool Technology

The Machine Tool Technology program faculty use a combination of projects, industry recognized certifications, and input from advisory councils to collect information on the program's effectiveness. Industry recognized certification includes components of HAAS training and Mastercam U in the third and fourth semesters of the program.

Instruments:

- Annual assessment
- Advisory council meetings
- Industry recognized certifications
- Live work projects (capstone)

Welding Technology

The Welding Technology program relies heavily on practical skill demonstration to measure program effectiveness. These measures are best exhibited in the American Welding Society testing performed on numerous welding processes throughout the program, and the capstone-like use of "live projects" in the fabrication courses to demonstrate a comprehensive knowledge of welding practices. In addition to

those measures the program uses written and practical pre and post tests, informal input and feedback from industry and employers, and annual assessment.

Instruments:

- Annual assessment
- Live work projects (capstone)
- AWS certification
- Pre and post; written and practical exams

Office Technology

The Office Technology Program faculty work collaboratively to integrate multiple instruments of program effectiveness measurement throughout the academic year. These items are integrated into the annual assessment process where goals are evaluated and progress is documented. This assessment process demonstrates to faculty the areas of student, community and workforce needs and guides faculty in course development or adjustments that are determined. The faculty also determine the weaknesses and strengths of the program using other instruments.

Instruments:

- Annual assessment
- Advisory council meetings
- Graduation evaluations
- Faculty Course Evaluations
- Adjunct Course Evaluations
- Student Satisfaction Inventory
- Montana Transferability Initiative (alignment with other institutions)
- Capstone projects and presentations
- Capstone Evaluation forms from the community
- Medical Coding Certification

Practical Nursing

The measures of program effectiveness for the Practical Nursing program work collaboratively with accreditation, standards and testing provided by the Montana State Board of Nursing (BON). The most effective tool that measures program outcomes is the NCLEX pass rates for the PN graduates. Other measurement instruments are integrated into the annual assessment reports which goes to both the college assessment committee and the BON. In addition, the Practical Nursing program has an active advisory council who assesses the program from the community perspective.
Instruments:

- Annual assessment
- Advisory council meetings
- Certification through the Montana Board of Nursing
- NCLEX -PN pass rates
- ATI testing-pre and post tests

- Graduate surveys
- Student Satisfaction surveys
- NLNAC candidacy
- Course evaluations
- Clinical evaluations
- ATI comprehensive test- PN-NCLEX predictor
- Capstone projects

Registered Nursing Program

The measures of program effectiveness for the Registered Nursing program work collaboratively with accreditation, standards and testing provided by the Montana State Board of Nursing (BON). The most effective tool that measures program outcomes is the RN-NCLEX pass rates for the RN graduates. Other measurement instruments are integrated into the annual assessment reports which goes to both the college assessment committee and the BON. In addition, the Registered Nursing program has an active advisory council who assesses the program from the community perspective.

Instruments:

- Annual assessment
- Advisory council meetings
- Certification through the Montana Board of Nursing
- NCLEX-RN pass rates
- ATI testing-pre and post tests
- Graduate surveys
- Student Satisfaction surveys
- NLNAC candidacy
- Course evaluations
- Clinical evaluations
- ATI comprehensive test- RN-NCLEX predictor
- Capstone projects

Water Resources

The Water Resources program was approved by the Board of Regents in September of 2009. The development of this course was heavily driven by an advisory council populated by recognized experts in the field. This advisory council remains the major source of measurement for program effectiveness as the program develops preferred methods for measurement and a documented consistent use of those methods.

Instruments:

- Annual assessment
- Advisory council meetings

2. Inventory of documents that demonstrate the appraisal of educational program outcomes. The documents are to be available on campus for examination by the evaluation committee. *These items will be made available for the site team in a designated room during the visit.*

3. Inventory of degree programs that have been added or deleted in the past five years.

Program	Added or Deleted	Date
Associate of Science Registered Nursing	Added	Fall 2005
Associate of Applied Science Computer Technology—Network Architecture	Deleted	Fall 2006
Certificate of Applied Science Medical Assisting	Added	Fall 2006
Certificate of Applied Science Diesel Technology	Deleted	Fall 2007
Associate of Applied Science Welding	Added	Fall 2007
Certificate of Applied Science Interior Space Planning and Design	Added	Fall 2008
Associate of Applied Science Electronics	Moratorium	Spring 2009
Associate of Applied Science Water Resources (Quantity and Quality Options)	Added	Fall 2009
Certificate of Applied Science Legal Support Specialist	Added	Fall 2009
Certificate of Applied Science Computer Skills Specialist	Added	Fall 2009
Associate of Applied Science Admin Office Management Specialist	Added	Fall 2009
Associate of Applied Science Office Technology Specialist	Deleted	Fall 2009
Associate of Applied Science Legal Administrative Specialist	Deleted	Fall 2009

4. Number of degrees granted in each program for the last three years.

	04-05	05-06	06-07	07-08	08-09
Associate of Arts	1	10	7	11	13
Associate of Science	2	1	4	5	3
Accounting and Business Technology	21	26	26	16	23

Automotive Technology	5	4	7	3	5
Aviation Completion Technology	7	2	6	6	6
Computer Technology	16	21	19	18	13
Construction Technology	12	10	14	8	9
Diesel Technology	7	12	14	10	11
Electronics Technology	10	9	6	5	
Fire and Rescue	15	11	18	19	17
Interior Space Planning and Design					3
Metals Technology	9	7	6	11	10
Machine Tool Technology	2	0	1	2	
Welding Technology	8	3	7	6	7
Office Technology	18	15	17	13	20
Practical Nursing	31	35	37	21	23
Nursing		14	24		14
	164	180	213	154	177

5. Published statements or other written rationale for the general education program.

Page 21 of 2009-2010 College Catalog states:

General Education

Basic academic skills, interpersonal skills, technological skills, and critical thinking skills are vitally important to the success of the individual worker and the workplace that he or she enters.

To receive a Certificate of Applied Science in a technical program, students need to demonstrate competence in basic skills in mathematics, communication, and computer technology related to effective performance on the job. They must also demonstrate an understanding of the human relationships and attitudes that affect the quality of life and productivity in the workplace. To receive an Associate of Applied Science degree, students must go beyond competence in basic skills and knowledge. A.A.S.-level general education courses focus on critically selecting, applying, adapting, and/or synthesizing a range of sills and perspectives in response to the varied expectations and changing conditions of the modern workplace.

UM-Helena also offers a sizable component of general education coursework which emphasizes critical and creative thinking and expression; scientific inquiry; mathematical analysis; historical, sociological, psychological and artistic perspectives. Through studies in the major areas of knowledge, general education provides students with the broad educational background that is excellent preparation for careers, further education, citizenship and lifelong learning in a rapidly changing world.

General education coursework is required for both the Associate of Arts and the Associate of Science degrees, but the College encourages all students to challenge their abilities and broaden

their perspectives by taking general education courses to meet the related instruction and elective requirements of their technical programs.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.12 – Undergraduate Degree Requirements;
Associate Degrees and Certificates of Applied Science
Effective: November 17, 2006; Issued: November 27, 2006

A. Units of the Montana university system (MUS) and the publicly-funded community colleges may offer the associate of arts and the associate of science degrees. They may also offer the associate of applied science degree, and the certificate of applied science, in those academic and occupational areas approved by the board of regents.

B. Degrees designed for transfer.
   1. The associate of arts or the associate of science degree is designed for transfer to a four-year institution. Except as provided in paragraph B.2 below, the degree title carries no designation of field of study and is normally limited to 60 credits, which includes an approved general education program that satisfies the requirements of board policy 301.10.
   2. In rare cases, a compelling, externally imposed requirement may justify more than 60 semester credit hours and/or a designated field of study in the degree title in an associate of arts or associate of science degree. The unit requesting such a modification of degree requirements should address its request to the deputy commissioner for academic and student affairs. Upon receipt of such a request, the deputy commissioner shall refer it to the two-year education council for review and recommendation to the academic and student affairs committee of the board of regents. These designated degree programs may not satisfy board policy 301.10 on general education because of the number of specialized courses that make up the degree.

C. Degree and certificate designed for employment.
   1. The associate of applied science degree and the certificate of applied science are designed to prepare students for immediate employment. Except as provided in paragraph I.C. of board policy 301.11, which describes the bachelor of applied science degree, the associate of applied Science degree or the certificate of applied science does not transfer as a block of coursework meeting lower-division requirements toward a baccalaureate degree. Individual courses within the degree may transfer to meet course requirements at the receiving institution at the discretion of that institution.
   2. The certificate of applied science is a program of applied study primarily designed to prepare students for immediate employment in a job indicated by the certificate title. The certificate must ordinarily be approved by the board of regents under board policy 303.1. With the exceptions noted in paragraph C.3 below, the certificate of applied science is normally distinguished by the following characteristics:
      (a) a short program of study (30-45 total credits) with the expectation that the certificate can be completed in, at most, one calendar year; and
      (b) general education coursework that meets accreditation requirements and comprises no more than 1/3rd of the total credits in the certificate program.
   3. When the program of study for a proposed certificate of applied science does not meet the characteristics described in paragraph C.2 above, the institution must request an exception to the requirements for certificate programs through the deputy commissioner for academic and student affairs, citing a compelling reason for the variation and/or for culminating the program with a certificate of applied science, rather than an associate of applied science degree. Upon receipt of such a request, the deputy commissioner shall refer it to the two-year education council for review and recommendation to the academic and student affairs committee of the board of regents.

4. The associate of applied science degree combines applied and academic course work in a program of study designed to prepare students for career entry into a specific occupational area, as indicated by the degree title. The program design may combine a certificate of applied science program with additional required courses or may be a distinct curriculum unrelated to any co-existing certificate program. With the exceptions noted in paragraph C.5, below, the associate of applied science degree will have the following characteristics:
   (a) a program of study (60-72 credits) requiring at least four semesters to complete, but no more than two academic years, including a summer session between the academic years if necessary;
   (b) an occupational emphasis, achieved through a minimum of 2/3 of the total credits in the degree devoted to technical course work in the discipline specific to the occupational goal;
   (c) general education or related education courses that meet accreditation requirements and that align with the amount and level of general education required in similar associate of applied science degree programs in Montana.
5. When the program of study for a proposed associate of applied science degree does not meet the characteristics described in paragraph C.4, above, the institution must request an exception to the requirements for associate of applied science degree programs through the deputy commissioner for academic and student affairs, citing a compelling reason for the variation from the degree requirements. Upon receipt of such a request, the deputy commissioner shall refer it to the two-year education council for review and recommendation to the academic and student affairs committee of the board of regents.

D. In determining the number of credits in a degree program, under this policy, campuses will include every class that a student must complete to earn the credential, including (but not limited to) pre-requisite classes, classes that must be completed to apply for admission to a program and general education coursework. If remedial or developmental courses are appropriately required for an associate of applied science or certificate credential, they must be included in the credit total. Otherwise, they are excluded from the credit calculation.

History:

Action of the Board of Regents to adopt Two-Year Committee recommendations, July 11, 1997; Item 104-105-R0799 amended by action of the Board of Regents July 8, 1998; policy approved September 24, 1999. Revised May 20, 2005 (Item 127-103-R0505), clarified requirements for AAS and created new degree, format change. Revised November 17, 2006 (Item 133-101-R1106), approved November 17, 2006.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 303.3 – Program Review
Effective: May 20, 2005
Revised: November 16, 2007; Issued: December 3, 2007

Board Policy:

A. In order to ensure program quality and effective stewardship of resources, every campus of the Montana university system MUS) shall conduct regular internal reviews of all of its academic programs. Those reviews shall include all programs listed in the "degree and program inventory" maintained by the office of the commissioner of higher education, and shall include options, minors not associated with a major,an d certificates of more than 30 credits listed in the inventory.

B. This policy shall not apply to the three community colleges associated with the MUS Internal program review will be left to the local governing boards of those institutions.

C. Each campus will review all of its programs at least once every seven (7) years. The campuses will prepare a schedule of review for all of its programs, and file that schedule with the office of the commissioner of higher education. That schedule will be updated, when new programs are added to each campus' program offerings. In preparing the schedule, the campuses may use program accreditation reviews to satisfy the provisions of this policy, and the self-study prepared for that accreditation visit will serve as the internal review expected under this policy.

D. Each campus will report the results of its internal program review, for the preceding year, at the November meeting of the Montana board of regents. Those reports will focus especially on the decisions associated with the future of each program, following its review.

E. The report submitted to the Montana board of regents, under section D, shall include graduation numbers and student major numbers for each of the last seven (7) years for every program under review.

F. Upon receipt of the annual report, the Montana board of regents has the authority to ask for additional information, to justify the campus decision concerning a particular program. The board also has the authority to change the decision made by an individual campus, based on its internal program review process.

History:

Item 2-001-R0973 (Revised), October 19, 1973; Board of Regents of Higher Education, Minutes October 24, 1975, as amended October 28, 1977; Memo from I. E. Dayton to Curriculum Committee, October 18, 1977, entitled "Academic Program Review"; as revised November 18, 1999 (Item 104-103-R0999). Revised May 20, 2005 (Item 127-108-R0505), policy revisions, format change. Revised January 9, 2007 for minor editorial change. Revised November 16, 2007 (Item 137-102-R1107 |Suppor ting Material).

The University of Montana-Helena
COLLEGE OF TECHNOLOGY

UNIVERSITY OF MONTANA – HELENA

COLLEGE OF TECHNOLOGY

CURRICULUM POLICY AND PROCEDURES MANUAL

PREPARED BY THE ASCR COMMITTEE

REVISED MARCH 2008

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Chapter I. CURRICULUM OVERVIEW

CURRICULUM DEFINED

Curriculum at UM-Helena (College) is defined as any Degree, Certificate, or course that currently appears or may appear in the college catalog.

PURPOSE

The purpose of curriculum is to facilitate student learning through an integrated body of knowledge, principles, values and skills. Curriculum provides guidance for learning experiences that enable individuals to function effectively in school, workplace, home, and community. Curriculum reflects the educational goals and the stated mission of the college.

The purpose is fulfilled through the following curriculum objectives:

- To develop courses and programs that support the college's vision of an educated person and a commitment to education as a lifelong process
- To provide educational experiences designed to facilitate the individual's progress toward personal, academic and work-based goals
- To encourage the development of individual ideas, insights, the acquisition of knowledge and skills that together result in an appreciation of cultural diversity and a quest for further discovery;
- To respond to the changing educational, societal, and technological needs of diverse student and community populations.

FUNCTIONS

The functions of curriculum procedures include the following:

- To facilitate the planning, development, delivery, and evaluation of the courses and programs offered by the college
- To ensure the integrity of the college curriculum by communicating its goals, purposes and outcome measures with consistency, clarity, and efficiency
- To promote the continuous improvement and enhancement of the College curriculum through dialogue and collaboration with external and internal constituents of the College
- To provide faculty with a system that contributes to the effective and innovative delivery of skills, knowledge, values, and inspiration
- To provide a path for the approval of curriculum as follows.

ASCR COMMITTEE

Mission:
Academic Standards and Curriculum Review Committee (ASCRC) is established by the Faculty Senate (Senate) to:

- Make a continuing study of the academic standards and curriculum of the College;
- Review and recommend action to the Senate for all proposed alterations of the academic program;
- Make recommendations to the Senate regarding academic standards;

Procedures:

- Membership:

(1) This committee shall consist of five faculty and/or adjunct faculty members nominated by ECOS and elected by the Senate for staggered three-year terms, two students appointed by ASUM-Helena for one-year terms, the Associate Dean for Academic Affairs or deputy (ex-officio and nonvoting), and the Registrar (ex-officio and nonvoting). The Chair will be elected by the voting members of the committee and must be a faculty member.

(2) The committee may create as an ad hoc or a standing subcommittee, the Graduation Appeals Committee, empowered to grant exceptions to the faculty rules for graduation, admission, retention, and readmission, pending a policy review by the Associate Dean of Academics. The subcommittee shall consist of two faculty members and one student. The Registrar, or a deputy appointed by the Registrar with the concurrence of the subcommittee, shall serve as non-voting Recorder. The committee may create other standing subcommittees.

- Meetings:
  (1) The committee shall meet regularly as needed;
  (2) At the first meeting of each academic year, the committee should examine its statement of procedures and guidelines;
  (3) Academic initiatives (including, but not limited to new course offerings, new programs, academic policies and procedures) shall be sent to the chair who will schedule the proposal as an agenda item for an appropriate meeting and distribute copies to committee members for their advance review;
  (4) The committee shall develop general policies for its review and action and publicize those policies for the faculty and staff from time to time;
  (5) The recorder shall provide a draft copy of minutes of committee business to the chair of the committee for distribution to the members;
  (6) The chair shall maintain a record of committee business that is transportable to committee meetings (i.e. official records). The record shall include minutes, copies of proposals and reports, recommendations, or other relevant documents that record the committee's business;
  (7) The chair is responsible for ensuring the committee's minutes are available on the Senate website for the review by UM-Helena faculty, staff, Deans and other interested and appropriate parties;
  (8) The committee shall elect a new chair-elect at the last meeting of the year;
  (9) The chair is responsible for giving the committee's official records to the succeeding chair.

CURRICULUM POLICY & PROCEDURES DEVELOPMENT

Faculty is principally responsible for initiating curriculum procedures. The administration is responsible for action and implementation. Procedures regarding the development, revision, and maintenance of the curriculum will be reviewed and recommended by the ASCR committee annually. Proposed procedures and changes will be submitted to the Associate Dean of Academic Affairs for review and are subject to approval by the College Dean. Approved curriculum procedures will be included in the UM-Helena Curriculum Procedure Manual.

- Approval Process:
  (1) Procedures for the approval process for academic initiatives shall be on file in the committee's official records and the chair shall ensure that each member has a copy;
  (2) Procedures for the approval process for academic initiatives, including forms, and instructions shall be communicated to faculty and staff;
  (3) The committee shall work toward consensus on its recommendations to the Senate, but issues may be decided by a simple majority vote of the committee members. Nay voters may request to have their names' entered into the minutes
  (4) The chair shall notify the Senate of final committee recommendations of endorsement or rejection by memo and copies of notification memos will be entered into the committee's official records. Notification may include a brief summary of the proposal, a copy of the proposal, the committee's for its recommendation, and the vote by number if appropriate.
  (5) The chair shall be responsible for notifying the committee by memo or meeting report of a proposal's final disposition by the Senate. The chair shall enter the memo or report into the committee's official records.
  (6) The committee shall be responsible for the content of those portions of the College's catalog consistent with its duties.

Chapter II. CURRICULUM DEVELOPMENT DEADLINES

ANNUAL CALENDAR

An Academic Planning calendar, which includes, "Curriculum Development and Submission Dates" will be published annually. The calendar will include the Committee meeting schedule, catalog and schedule deadline dates, and the weekly deadline for agenda items. The ASCR committee will set the calendar. The calendar is available on the H:\Academic Standards Curriculum Review Committee/.

CATALOG DEADLINE

All curricular proposals to be implemented for the next catalog year must be submitted to the ASCR committee no later than the deadline to submit agenda items according to the Academic Planning calendar. Catalog production will begin in February of each academic year, and the Catalog will be published in May. **Early submission of proposals for inclusion in the College Catalog is recommended to ensure timely review.**

New courses, course revisions, new degrees/certificates, and degree/certificate revisions submitted and approved after the catalog deadline will not be implemented until the ***subsequent catalog year.*** The implementation of these curricula is dependent on the statewide process.

CLASS SCHEDULE DEADLINES

In order for a course to be considered for the Class Schedule, the proposal must be submitted for review by the Committee according to the following deadlines:

Fall and Summer Semester:
The approval deadline is the first meeting of the ASCR committee in February of the preceding semester.

Spring Semester:
The approval deadline is the first meeting of the ASCR committee in September of the preceding semester.

The Committee reserves the right of refusal to review proposals after the deadlines listed above. Inclusion on the agenda for proposals submitted after the deadline will be determined by the ASCR committee Chair.

Chapter III. CURRICULUM DEVELOPMENT PROCESS/ROLES

CURRICULUM DEVELOPMENT PROCESS

The curriculum of the College is the foundation for student learning. Faculty who have expertise in curricular areas are principally responsible for initiating curriculum proposals. Department Chairs and the Associate Dean of Academic Affairs are responsible for acting on curriculum proposals, including making recommendations to the ASCR committee or appropriate accrediting bodies, respectively.

CURRICULUM DEVELOPMENT – ROLES

Initiator

- Consults with appropriate faculty, Department Chair(s) and others concerning the development of a curriculum proposal
- Prepares a curriculum proposal consistent with the current strategic plan for review and approval
- Submits course revision and course statement

Department Chair

- Reviews proposal for accuracy and completeness
- Considers the impact of the proposal on the area (budgetary implications, availability of qualified faculty, duplication of subject matter, consistency with strategic plan, etc.)
- Assures that appropriate textbook is selected
- Recommends proposals and/or submits written concerns
- Approves textbook adoption proposals

ASCR Committee Chair

- Provides leadership to and coordination of the ASCR committee
- Ensures that policies and procedures regarding curriculum are followed
- Reviews and authorizes distribution of the ASCR committee minutes
- Reviews and authorizes the Curriculum calendar and deadlines for each academic year
- Reviews and authorizes the Committee meeting agenda
- Presents recommended proposals to the Associate Dean of Academic Affairs for further action
- Represents the ASCR committee and clarifies Committee action to the Associate Dean
- Communicates with initiator regarding ASCR committee action and procedures
- Ensures that committee actions are forwarded appropriately

ASCR Committee

- Evaluates curriculum proposals
- Verifies curriculum proposals conform with College curriculum standards and supporting materials provide adequate documentation
- Based on information contained in the proposal and the collective knowledge of the committee, the ASCR committee evaluates the impact of a curriculum proposal on other curricula of the College
- Determines if the proposal is educationally sound
- Recommends or does not recommend curriculum proposals

Associate Dean of Academic Affairs

- Responsible for the supervision of curriculum within the College
- Analyzes all curriculum proposals for appropriateness to the mission of the College
- Considers state-wide impact of proposals and consults with faculty/staff concerning the implications of curriculum on other instructional units

- Ensures that policies and procedures regarding curriculum are followed
- Submits recommendation of approval of selected curriculum proposals to the Dean, state-wide Chief Academic Officers, and Board of Regents, as appropriate.
- Recommends/does not recommend: new degree/certificate programs, degree/certification modifications, new course proposals, and credit hour modifications

Chapter IV. COURSE STATEMENT

COURSE STATEMENT FORM

A Course Statement provides a detailed overview of the course goals, objectives and content as well as identification parameters and instructional materials. The course statement should provide a new instructor with sufficient information for the design of a quality syllabus and teaching of a quality course. The course statement represents the minimum components that must be included in the course, without exception and are not subject to the discretion of the instructor. The course statement will also serve as the document for articulation assessment. The Course Statement form is found on the H:\Academic Standards Curriculum Review Committee\Curriculum Forms and Guide\ and in the end of this chapter. Samples of filled out forms are in the Appendix.

GUIDE TO COURSE STATEMENT FORM

A guide has been created to help navigate through the Course Statement. The Guide to Course Statement is found on the H:\Academic Standards Curriculum Review Committee\Curriculum Forms and Guide\ and in the end of this chapter. Samples of filled out forms are in the Appendix.

CURRICULUM REVISION FORM

A Curriculum Revision Form provides a detailed overview of the necessary information to have the course added, modified or deleted to the course bank. The Curriculum Revision Form is found on the H:\Academic Standards Curriculum Review Committee\Curriculum Forms and Guide\ and in the end of this chapter. Samples of filled out forms are in the Appendix.

HIERARCHY OF DESCRIPTIVE VERBS LIST

The hierarchy of descriptive verbs list is provided to assist in creating learning outcomes for the course statement. The list is found in the end of this chapter.

University of Montana – Helena College of Technology
Course Statement
Refer to Curriculum Manual or Guide to Course Statement
A Curriculum Revision Form must also be completed

Course Title:

Course Prefix: **Course Number:**

Total Hours: **lecture** **lab** **shop** **clinical**

Credits:

Co-requisites:

Prerequisites:

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

Course Description:

Suggested Textbook(s):

Learning Outcomes:

Upon successful completion of this course, the student will be able to:

University of Montana –Helena College of Technology
Guide to Course Statement

The following should help you navigate your way through your course statement. The electronic form (located on H:\Academic Standards Curriculum Review Committee\Curriculum Forms and Guide\) is designed for ease of data entry. Download the file to ***your Y: drive*** and Save As [*your course name*]. Begin by clicking on a darkened field. Each field will allow you to select a check (click), choose yes or no (drop down menu) or begin typing (text). Use the Tab key to move from field to field. The electronic form has been protected only allowing you to change those fields that you need to for your course.

COURSE TITLE
The title should clearly identify the course subject matter to both the public and other educational institutions. The title indicates the course content, level, and will differentiate it from similar courses.

COURSE PREFIX
The prefix designates the discipline to which the course belongs. Consult with the appropriate Department Chair concerning the assignment of an existing prefix or the adoption of a new prefix.

DIVERSITY
Courses may be designated as diversity courses. The current outcomes for diversity-designated courses are as follows: students will appreciate diversity across cultures and be able to reflect upon their own cultural values and systems; students will understand and be able to analyze the complex political, social, and economic relationships within and among cultures; and students will appreciate the creative works, values, and ways of life and/or history of a cultural group outside of their own culture. Please see the Department Chair for more details.

GENERAL EDUCATION CORE
The default for this is "no." The question refers to whether or not the course meets the requirements for the transferable General Education Core. General Education faculty should check with the General Education Department Chair. If a faculty member from another department believes his/her course meets the criteria of the General Education Core, he/she should check with the General Education Department Chair.

COURSE NUMBER
The number assigned to a course provides information about its sequence.

Numbers below 100-level are not intended for transfer to four-year institutions
Numbers 100-199 indicate a course which introduces a student to a subject and may contain 100-level pre- or co-requisites
Numbers 200-299 indicate more advanced courses that provide a deeper level of information, and require mastery and use of previously acquired skills and knowledge.

The Academic Dean's office will assign the specific number to the course.

TOTAL HOURS/CREDITS
Credit is a time-based and/or competency-based, quantitative measure assigned to courses or course equivalent learning.

Lecture Course Hour
In this educational setting, the student spends 15 course hours in class per one credit and a presumption of 30 course-related hours out of class for a total of 45 hours. Learning and instructional methods may vary.

Laboratory Course Hour
In this educational setting, the student spends 30 course hours in class per one credit and a presumption

of 15 course-related hours out of class for a total of 45 hours. Learning and instructional methods may vary.

Shop
In this educational setting, the student spends 45 course hours in class per one credit. Learning and instructional methods may vary.

Clinical
In this educational setting, the student spends 45 course hours in class per one credit. Learning and instructional methods may vary.

CO-REQUISITES AND PREREQUISITES
Co-requisites are those courses or requirements, which must be taken or met simultaneously with another course or requirement.

Prerequisite courses are those courses that must be completed prior to enrollment in another course. Prerequisite courses must be completed with a "C-" or better. Prerequisites may also be grades or consent of instructor.

Consent of Instructor:
When a faculty member initiates a curriculum proposal that includes "consent of instructor" in the course description, the instructor acknowledges that the standards established by the prerequisite are subject to the individual interpretation of each faculty member teaching the course.

CLEP/AP/CBE Credit
Students may be awarded credits through credit by examination through the following three options:

CLEP (College Level Examination Program)
Required scores on the respective CLEP exams will warrant full course credit in the equivalent UM-Helena Course. Official results must be sent directly from the CLEP Testing Center to Admissions and New Student Services.

AP (Advanced Placement)
A score of 3, 4, or 5 on an AP exam for any equivalent UM-Helena course will warrant the award of full course credit. Official results must be sent directly from the AP testing center to Admissions and New Student Services.

Credit By Exam
Students may receive credit through nationally recognized professional licenses or certificates gained through examinations. Students must be able to provide the original certification document and examples of the curriculum for the certification. The student must verify the certification through his/her advisor and the Registrar's Office. If curriculum and certification can not be verified, the student may be able to show competencies through the challenge process. Please see the Challenge Policy for more information.

A student will receive a grade of "EC" for any credits awarded through CLEP/AP/CBE. The total credits awarded for CLEP/AP/CBE for a student cannot exceed 25% of the credits required for his/her degree.

CHALLENGE
A student who has completed course work through experiential learning or non-accredited learning experiences has the option of earning college credit by challenging a course. The challenge must be completed within the first 10 instructional days if the course can be challenged. It is important to note that not all courses can be challenged. The instructor will determine if the student's previous course work and/or experience supports the challenge request. The request must be approved by the Department Chair or a full time faculty member and then validated through the Registrar's Office. The exam must be

completed with a grade of "B" or better in order to receive credits for the course. A grade of "CH" will be placed on the student's transcripts with successful completion of the examination. The grade received for the challenge does not affect the student's GPA. A student receiving a grade of "F", "NP", or "W" in a class at the college may not subsequently challenge the course. A student must register and pay tuition for any course being challenged. A student can not challenge more than 25% of the credits required for his/her degree.

COURSE DESCRIPTION
The course description is a brief explanation which will be printed in the catalog, written in phrases or complete sentences, clearly identifying critical or key content areas. Information about teaching methods, procedures not directly related to course content are not included in the description.

The following guidelines are designed to ensure the uniformity and completeness of all course descriptions in the College catalog:

- Write the description with the following criteria in mind: relevant content, correct prerequisites, accuracy, completeness, clarity, and proper emphasis
- Make the description student-oriented (i.e., help the student understand course content clearly)
- Avoid using unnecessary words or articles and technical or educational jargon
- Use phrases or short sentences, not long or complex sentences
- Include special notes (e.g., "Preparation for EMT Certification test")

SUGGESTED TEXTBOOK(S)
List the complete title, edition, author, publisher, date of publication. This information assists in state-wide articulation of transfer credits.

LEARNING OUTCOMES
Outcomes indicate what students will learn in a course and how they will be able to demonstrate mastery of knowledge or skill. Statements concerning learning outcomes are written in observable, measurable terms, and must be consistent with the course content.

How to identify and write course outcomes

- Review class resources, handouts, notes, textbooks, comparable courses at other institutions if appropriate, business and industry job requirements, or other pertinent items helpful in determining the minimum outcomes for the class;
- Describe knowledge and skills to be achieved by students in measurable terms;

Examples of Course Outcomes Wording

Example A:
Upon successful completion of this course, the student will be able to:
1.Demonstrate knowledge of historical, cultural, and philosophical framework that comprises each of the traditions studied
2.Identify, interpret, and evaluate the major themes of each tradition studied
3.Recognize the major religious figures of each tradition studied, and develop an understanding of the ideas and movements associated with them
4. Recognize both globally and on a more parochial level the comparative impact of diverse religious traditions upon each other and their respective cultures
5. Express, both verbally and in writing, an awareness of contemporary religious dynamics

Example B:
Upon successful completion of this course, the student will be able to:
1.List the advantages of computer-aided drafting over traditional drafting techniques
2.Identify the hardware components in a CAD workstation and describe the purpose of each
3.Describe how to load the AutoCAD program, name a drawing, and select menu items
4.Identify coordinates on the X and Y axis

5.Identify three types of coordinate inputs by drawing simple shapes
6.Demonstrate the procedures required to add and edit entities to the drawing editor
7.Load and save an existing drawing to and from a disk and hard drive
8.Create scaled drawings made up of basic AutoCAD entities
9.Apply AutoCAD's TEXT commands to working drawings
10.Demonstrate screen manipulation and viewing
11.Apply the plot/print capabilities in an AutoCAD drawing
12.Apply AutoCAD's OSNAP option
13.Describe the advantages/disadvantages in utilizing a prototype drawing
14.Use inquiry commands to list properties, location, and size of objects
15.List and describe the use of editing commands
16.Partially or completely remove objects in a given drawing
17.Move, copy, or produce mirror images of selected objects in a given drawing
18.Change the properties of selected objects
19.Alter the size/shape of given objects in a drawing
20.Manipulate individual layers and there associated properties
21.Adjust the scale of lines displayed in a drawing
22.Manipulate AutoCAD's Dimensioning menu by modifying, editing, and placing dimensions appropriately
23.Dimension arcs, circles, and angles on AutoCAD drawing

University of Montana – Helena College of Technology
Curriculum Revision Form

A. Please check (click) one of the options: ☐ **New Course** ☐ **Revision to Existing Course**

B. Submission Information:

1. Program/Department:

2. Course Prefix/Number:

3. Course Title:

4. Submitted by:

5. Date of Submission:

6. Effective Date of Proposed Course/Revision:

7. Rationale for Proposed Course/Revision:
In this section, provide a brief description of the need for the course or the revisions to an existing course. Please include any assessment tools that were used, as well as details of the department/program level process and discussions.

C. Attachments
Please complete a Course Statement form. For revisions to existing courses, simply fill in the relevant areas; for new courses, please complete the entire form.

D. Signatures
Please forward this form and appropriate attachments to your Department Chair.

1. Department Chair _____ Date: _____

2. ASCRC Chair _____ Date: _____

3. Associate Dean _____ Date: _____

HIERARCHY OF DESCRIPTIVE VERBS LIST

The hierarchy of descriptive verbs list is a guide to assist in creating learning outcomes for the course statement.

Note: Avoid the use of terms that cannot be seen or are difficult to measure. Use this list for reference, any measurable verbs may be used.

Knowledge	Comprehension	Application	Analysis	Synthesize	Evaluation
Cite	associate	Apply	analyze	arrange	Appraise
Count	classify	Calculate	appraise	assemble	Assess
Define	compare	Construct	calculate	collect	Choose
Describe	compute	Demonstrate	categorize	combine	compare
Draw	describe	Dramatize	compare	compose	critique
Find	differentiate	Employ	contrast	construct	decide
Identify	discuss	engage in	criticize	create	determine
Indicate	distinguish	Illustrate	debate	derive	estimate
Itemize	estimate	Interpret	deduce	design	evaluate
Label	explain	Operate	defend	detect	grade
List	express	Practice	detect	develop	judge
Locate	extrapolate	Schedule	diagram	devise	measure
Make	identify	Shop	differentiate	expand	order
Match	interpolate	Sketch	disintegrate	formulate	rank
Name	interpret	Solve	distinguish	generalize	rate
Perform	locate	Use	examine	integrate	recommend
Point	predict		experiment	manage	revise
quote	recognize		explain	modify	score
Read	relate		generate	organize	select
recall	report		induce	plan	test
recite	restate		infer	prepare	value
recognize	review		inspect	prescribe	
record	tell		inventory	produce	
relate	translate		question	propose	
repeat			relate	recombine	
select			separate	reconstruct	
state			solve	reorder	
tabulate			summarize	reorganize	
Tell			take apart	restructure	
trace			test	set up	
underline				specify	
Write				summarize	
				synthesize	
				systematize	
				write (essay)	

Chapter V. DEVELOPMENT PROCEDURES

The UM-Helena curriculum consists of various courses, certificates, and degrees, which are subject to procedures and differing levels of approval depending on the type of curriculum and action being proposed.

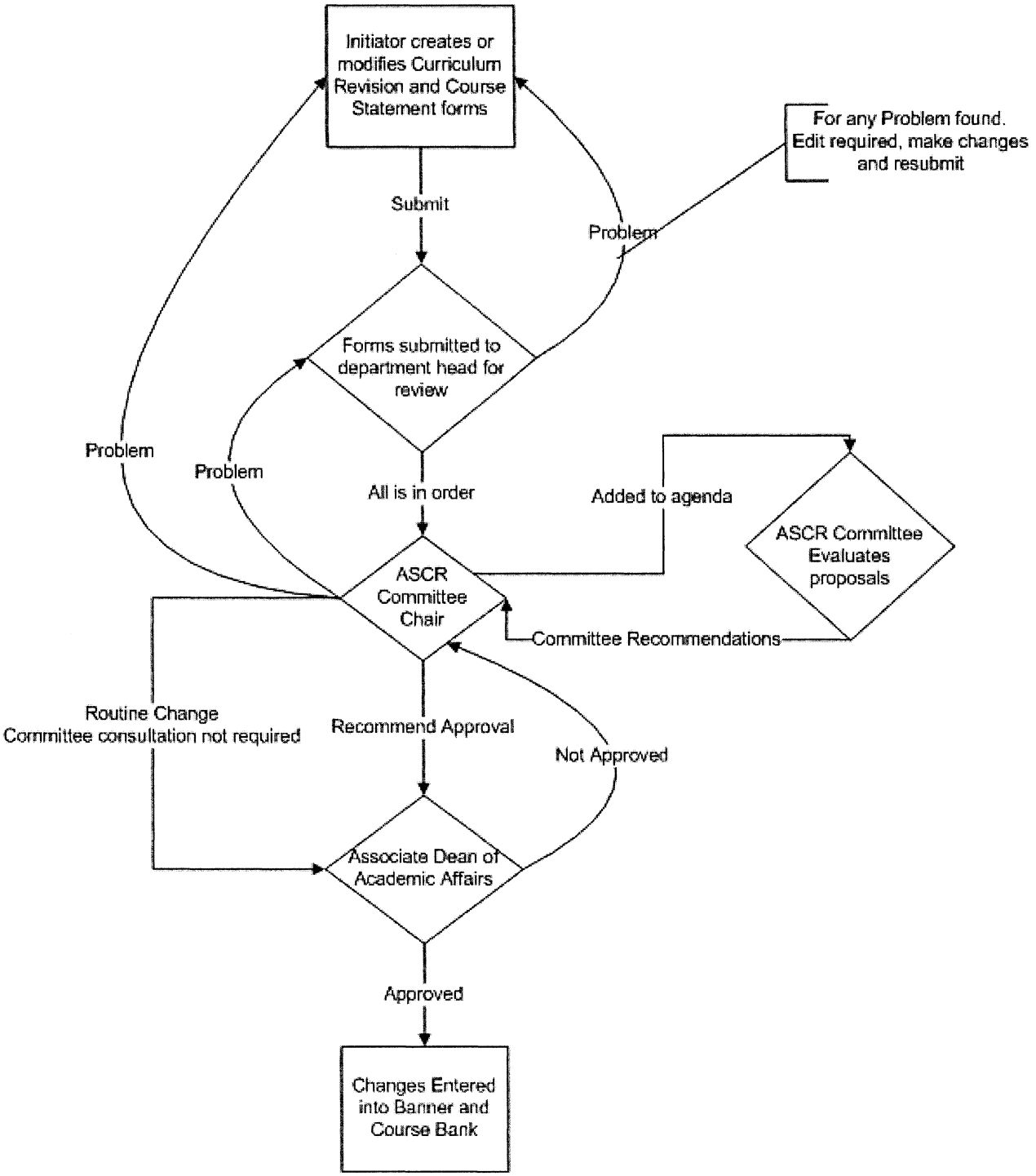
Curriculum procedures are organized according to:
1. Development of new curriculum
2. Revisions of existing curriculum according to type of curriculum and the level of change proposed
3. Deletion of a course from the College course bank
4. Reinstatement of a deleted course
5. Development of a new degree or certificate program (Chapter VI)
6. Modification of existing degree or certificate program (Chapter VI)
7. Termination of a degree or certificate program (Chapter VI)
8. Reinstatement of a degree or certificate program

The following sections outline the procedures for curriculum development and revision, descriptions of required documentation, criteria used in the review process, and procedures for approval by each individual and/or group included in the approval process.

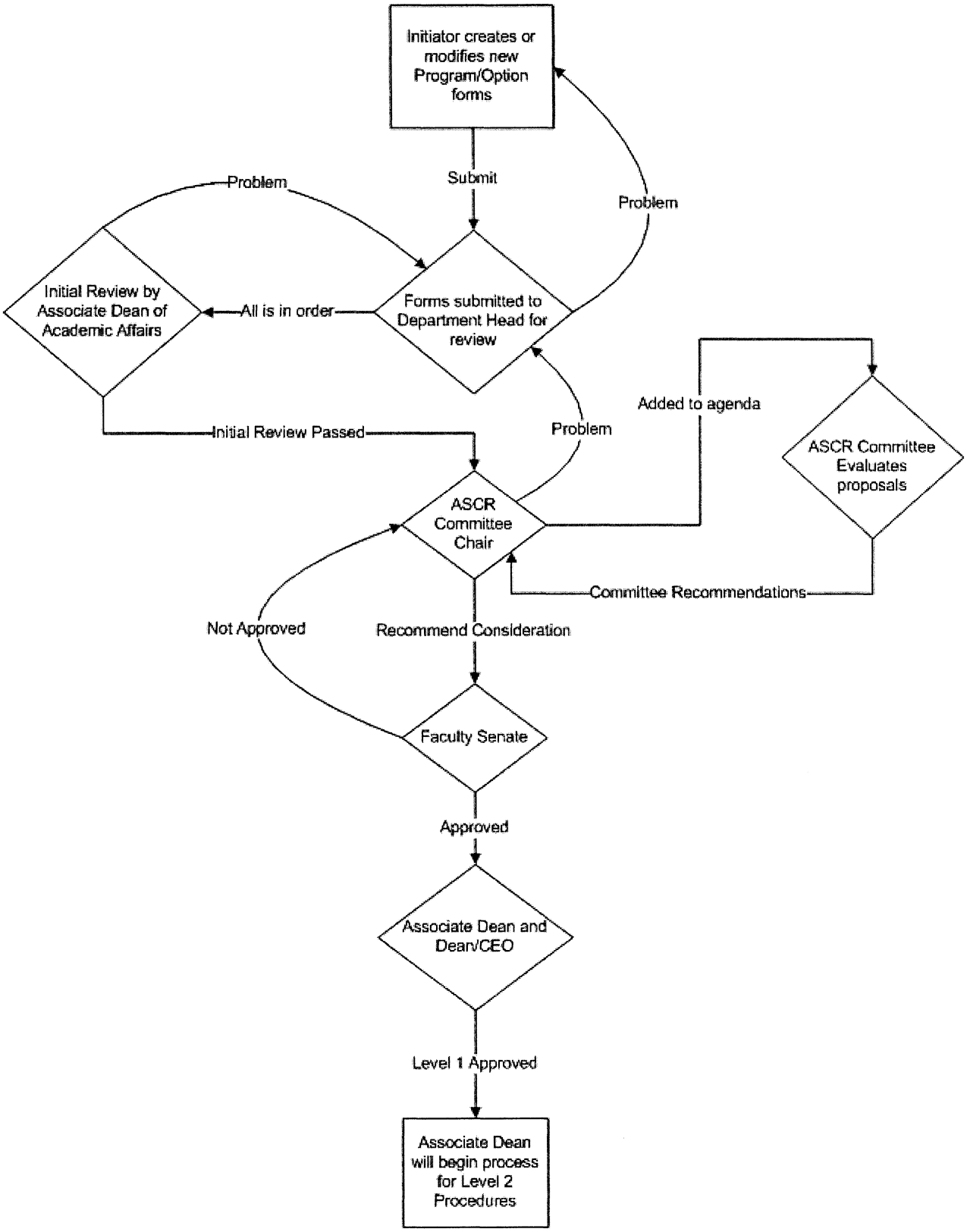
Each section includes:
- A procedural description of actions required for review and approval by the initiator
- A procedural description of action and criteria by individuals and/or groups reviewing and approving curriculum proposals

Copies of all curriculum form needed to initiate any proposal are located in the H:\Academic Standards Curriculum Review Committee\Curriculum Forms and Guide\ folder.

Curriculum Development/Revisions Flow Chart



NEW DEGREE/CERTIFICATE FLOW CHART



NEW COURSE DEVELOPMENT

The development of a new course is a means of adding a course to the College course bank. A new course proposal bundle consisting of a Course Statement and Curriculum Revision form must be completed for all new course proposals. Electronic copies of these forms must be submitted to the ASCR Chair after review and/or recommendation by the appropriate Department Chair. Calendar deadlines must be followed. The curriculum calendar is set in May and is available to all faculty in the H:\Academic Standards Curriculum Review Committee\ folder the following September.

Course Statement Form and Curriculum Revision Forms for new courses or course revisions
The Course statement and Curriculum Revision forms become part of the permanent documentation for a course and may be reviewed by professionals outside of UM-Helena, such as accrediting bodies. The forms are critical to the curriculum review and approval process and must be filled out completely. Provide accurate and specific information for each section of the statement.

COURSE DELETION

The course deletion process is used to remove courses no longer needed in the college curriculum. Course deletions are subject to the procedures for course revisions outlined below. The course deletion proposals follow the same procedures as those used for course revisions.

Course Statement Form and Curriculum Revision Forms for course deletions
The Course statement and Curriculum Revision forms become part of the permanent documentation for a course and may be reviewed by professionals outside of UM-Helena, such as accrediting bodies. The forms are critical to the curriculum review and approval process and must be filled out completely. Provide accurate and specific information for each section of the statement.

Deleting a course that is required in a degree/certificate
When deleting a course that is required for a degree or certificate, all affected degrees and certificates must be modified at the same time. The initiator reviews the Proposal and rationale statement with ALL affected Department Chairs and obtains electronic signatures. The deletion proposal must include Course Curriculum Revision form.

REVIEW PROCEDURES FOR NEW COURSES AND COURSE REVISIONS

The initiator reviews proposal and rationale statement with appropriate Department Chairs:

1. The initiator submits the curriculum to the Department Chair for review and recommendation and signature.
2. The proposal package is then submitted to the ASCR Chair for review. The proposal package shall be sent to the ASCR Chair who will schedule the proposal as an agenda item for an appropriate meeting and distribute copies to committee members for their advance review. The proposal is checked for completeness.
3. The ASCR Chair may invite the initiator to the scheduled meeting to answer questions that have not been addressed during the review process.
4. The ASCR Chair presents the proposal to the ASCR committee for action during a regularly scheduled meeting.
5. Proposals recommended for approval by the Committee are signed by the ASCR Chair are then routed electronically (and paper copies) via the current college e-mail system to the Associate Dean of Academic Affairs for action. Recommendation is by simple majority of the Committee members present. If there is a minority opinion, a statement may be prepared by the person voicing the opinion and attached to the proposal prior to its submission to the Associate Dean of Academic Affairs.
6. If a proposal is not recommended by the Committee, it is returned by the ASCR Chair to the initiator with reasons for the non-recommendation, further action needed, and/or resubmission if needed.
7. If a proposal is recommended for approval by the Committee but is not approved by the Associate Dean of Academic Affairs, it is returned electronically to the ASCR Chair with reasons for the non-approval. The ASCR Chair will decide in consultation with the Committee and/or initiator on an appropriate course of action.

ASCR Committee Review Criteria

Each Committee member should examine the course proposal by asking the following:

1. Is the rationale statement complete?
2. Does the course format meet the accepted requirements for prefix, number, and title?
3. Does the content of the course, as evidenced by the course statement, appear educationally sound and appropriate for the content?
4. Are the number of credits appropriate for the content?
5. Are the co-requisites and/or prerequisites appropriate for the content? Are the co-requisites and/or prerequisites present in the course bank and if so, are they currently being taught?
6. Does the description of the course adequately describe the goals and purpose of the course?
7. Does the rationale statement include an adequate assessment of enrollment potential or history?
8. Does this course fit into the defined programs of the discipline area?
9. How does this course impact existing degree and/or certificate programs?
10. Is the proposal supported by the appropriate areas?
11. How does the modification affect articulation?

CHAPTER VI. COURSE FEES

COURSE FEE DEFINITION

A course fee is money a student pays beyond tuition, to cover in whole or part, the cost of specific supplies, materials, and other items that are necessary for mastery of the course goals and objectives.

FEE APPROVAL

Course fees are approved by the Board of Regents on a two-year cycle. If an instructor is interested in attaching a course fee, contact the appropriate Department Chair.

CHAPTER VII NEW DEGREE/CERTIFICATE PROGRAM DEVELOPMENT/ DEGREE/CERTIFICATE PROGRAM MODIFICATION AND REVISIONS

CERTIFICATE PROGRAMS

UM-Helena offers certificate programs in selected areas. Certificates of Completion require less than 30 credit hours. Most Certificate of Applied Science programs require 30-45 credit hours. For a listing of current offerings, refer to the College catalog. The requirements for developing certificates of completion and certificates of applied science programs are found at http://mus.edu/asa/cao/CAOs_meetings.asp .

DEGREE PROGRAMS

UM-Helena offers three Associate degrees:

ASSOCIATE OF ARTS DEGREE

ASSOCIATE OF SCIENCE DEGREE

ASSOCIATE OF APPLIED SCIENCE DEGREE

The requirements for developing degree programs are found at http://mus.edu/asa/cao/CAOs_meetings.asp . For a listing of current offerings, refer to the College catalog. When creating degree programs, consult the appropriate Department Chair.

NEW DEGREE/CERTIFICATE PROGRAM PROPOSAL

Level I and Level II Proposals

Level I

Definition – Level 1: There are two types of proposals, Level I and Level II, which require internal and external approval. Level I proposals include campus initiatives characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System. They include changes such as: re-titling or eliminating existing majors, minors, and options; adding new minors where there is a major; departmental mergers and name changes; program revisions; and distance delivery of previously authorized degree programs. An amplified description may be found at: http://mus.edu/asa/cao/CAOs_meetings.asp

Procedure for Submitting *Level I* Proposals:

1. **Submission to the Academic Standards and Curriculum Review (ASCR) Committee:** After the review in the Academic Dean's Office, the proposal will be submitted to the Academic Standards and Curriculum Review Committee for recommendation to the Faculty Senate (Senate). Following the Senate's approval, the proposal will be submitted to the Associate Dean and Dean/CEO for final internal approval. The Associate Dean will submit the proposal to external parties.

2. **Submission to** the **Associate Dean's Office:** To submit a Level I proposal, additional procedures are required because forms and copies of the proposal are submitted to bodies outside of The University of Montana. Instructions are given below for completing the various forms and for formatting the proposal itself. (The BOR has also created a new site that provides this information: http://mus.edu/asa/cao/CAOs_meetings.asp

    a. Submit the proposal as a Word document, including all forms, the proposal itself, and any appendices.

b. Submit the following system-level form to the Associate Dean's Office: the Montana Board of Regents Level I Program Change Request form, http://mus.edu/asa/cao/CAOs_meetings.asp . (Notice that the item number and date of the BOR meeting will need to be left blank; the item number and date will be added in the Academic Dean's Office before final submission).

3. **Submission to the University of Montana Chief Academic Officers:** (UM-CAOs): The Associate Dean's office will submit the proposal to the UM-CAOs for approval.

4. **Submission to the Office of the Commissioner of Higher Education (OCHE): Following review by the UM-CAOs, the** proposal will be prepared by the Academic Dean's Office for submission to OCHE. The electronic copy of the proposal will be revised as necessary to conform to OCHE requirements. The system-level forms will be completed and submitted with the proposal.

5. **Review by MUS-CAOs:** This proposal will then be reviewed by the MUS-CAOs, who will make a recommendation to the Board of Regents for their final approval.

Level II

Definition – Level II: Level II proposals also involve both internal and external approval. They are initially approved internally and receive preliminary screening. A Level II proposal is a detailed explanation of the proposed new program, justification for the new program, description of fit within UM-H's mission, budgetary implications, etc. Submitting the documents and forms early in the process will help save time at the final submission. We ask that you submit the proposal as a Word document, including all forms, the proposal itself, and any appendices. The following link provides a description of Level II proposals, as well as a detailed outline for the format of Level II proposals set forth by the Board of Regents: http://mus.edu/asa/cao/CAOs_meetings.asp

Procedure for Submitting *Level II* Proposals

1. **Submission to the Academic Standards and Curriculum Review (ASCR) Committee:** After the review in the Academic Dean's Office, the proposal will be submitted to the Academic Standards and Curriculum Review Committee for recommendation to the Faculty Senate (Senate). Following the Senate's approval, the proposal will be submitted to the Associate Dean and Dean/CEO for final internal approval. The Associate Dean will submit the proposal to external parties.

2. **Submission to the Academic Dean's Office:** To submit a Level II proposal, additional procedures are required because forms and copies of the proposal are submitted to bodies outside of The University of Montana-Helena.

   a. The necessary system level forms can be found at: http://mus.edu/asa/cao/CAOs_meetings.asp

   b. Finally, a Cover page [Word version of UM's Cover Page] must be submitted with the proposal, with the appropriate signatures.

3. **Submission to the University of Montana Chief Academic Officers:** (UM-CAOs): The Associate Dean's office will submit the proposal to the UM-CAOs for approval

4. **Submission to the Office of the Commissioner of Higher Education (OCHE) and Board of Regents:** Following review by the UM-CAOs, the proposal will be prepared by the Academic Dean's Office for submission to OCHE. The electronic copy of the proposal will be revised as necessary to conform to OCHE requirements. The system-level forms will be completed and submitted with the proposal.

5. **Review by MUS-CAOs:** This proposal will then be reviewed by the MUS-CAOs, who will make a recommendation to the Board of Regents for their final approval. Faculty members may be asked to assist in the presentation to the MUS-CAOs .

An electronic link to a sample Level I and Level II proposal is found in the Appendix.

DEGREE/CERTIFICATE PROGRAM MODIFICATIONS

Program modification and deletion proposals are necessary any time the requirements for Level I and Level II documentation are required. Refer to the appropriate Department Chair and the Associate Dean for requirements.

DEGREE/CERTIFICATE PROGRAM DELETION

Program deletion proposals are necessary when a degree or certificate is being deleted from the catalog. Refer to the appropriate Department Chair and the Associate Dean for requirements.

REVIEW PROCEDURES FOR NEW DEGREE/CERTIFICATE PROGRAMS

The initiator reviews proposal and rationale statement with appropriate Department Chairs and Associate Dean:

1. The initiator submits the proposal to the Department Chair for review and recommendation and signature.
2. The proposal package is then submitted to the ASCR Chair for review. The proposal package shall be sent to the ASCR Chair who will schedule the proposal as an agenda item for an appropriate meeting and distribute copies to committee members for their advance review. The proposal is checked for completeness.
3. The ASCR Chair may invite the initiator to the scheduled meeting to answer questions that have not been addressed during the review process.
4. The ASCR Chair presents the proposal to the ASCR committee for action during a regularly scheduled meeting.
5. Proposals recommended for approval by the Committee are signed by the ASCR Chair are then routed electronically (and paper copies) via the current college e-mail system to the Associate Dean of Academic Affairs for action. Recommendation is by simple majority of the Committee members present. If there is a minority opinion, a statement may be prepared by the person voicing the opinion and attached to the proposal prior to its submission to the Associate Dean of Academic Affairs.
6. If a proposal is not recommended by the Committee, it is returned by the ASCR Chair to the initiator with reasons for the non-recommendation, further action needed, and/or resubmission if needed.
7. If a proposal is recommended for approval by the Committee but is not approved by the Associate Dean of Academic Affairs, it is returned electronically to the ASCR Chair with reasons for the non-approval. The ASCR Chair will decide in consultation with the Committee and/or initiator on an appropriate course of action.
8. Once the Associate Dean of Academic Affairs recommends the new degree/certificate, a hard paper copy of the proposal is packaged and then submitted to the appropriate MUS academic officers and appropriate accrediting bodies.

Appendices

THE CONTENTS OF THIS SECTION ARE LISTED BELOW:

- COURSE REVISION FORM – FILLED OUT EXAMPLES
- COURSE STATEMENT FORM - FILLED OUT EXAMPLES

University of Montana – Helena College of Technology
Curriculum Revision Form

A. Please check (click) one of the options: ☐ **New Course** ☒ **Revision to Existing Course**

B. Submission Information:

1. Program/Department: Computer Technology

2. Course Prefix/Number: CT216

3. Course Title: Introduction to Object Oriented Programming

4. Submitted by: Bryon Steinwand

5. Date of Submission: Feb 29 2008

6. Effective Date of Proposed Course/Revision: Fall 2008

7. Rationale for Proposed Course/Revision:
In this section, provide a brief description of the need for the course or the revisions to an existing course. Please include any assessment tools that were used, as well as details of the department/program level process and discussions.

Update curriculum based on updates to the Java Programming language and to reflect the additional content covered in the course.

C. Attachments
Please complete a Course Statement form. For revisions to existing courses, simply fill in the relevant areas; for new courses, please complete the entire form.

D. Signatures
Please forward this form and appropriate attachments to your Department Chair.

1. Department Chair _____ Date: _____

2. ASCRC Chair _____ Date: _____

3. Associate Dean _____ Date: _____

University of Montana – Helena College of Technology
Curriculum Revision Form

A. Please check (click) one of the options: ☐ **New Course** ☒ **Revision to Existing Course**

B. Submission Information:

1. Program/Department: Construction Technology

2. Course Prefix/Number: CSTR 125

3. Course Title: Construction Concepts & Building Lab

4. Submitted by: Mike Ceartin

5. Date of Submission: 1-16-2008

6. Effective Date of Proposed Course/Revision: 8-01-2008

7. Rationale for Proposed Course/Revision:
In this section, provide a brief description of the need for the course or the revisions to an existing course. Please include any assessment tools that were used, as well as details of the department/program level process and discussions.

Adopted a new text & workbook and doing away with almost all of the NCCER curriculum

C. Attachments
Please complete a Course Statement form. For revisions to existing courses, simply fill in the relevant areas; for new courses, please complete the entire form.

D. Signatures
Please forward this form and appropriate attachments to your Department Chair.

1. Department Chair _____ Date: _____

2. ASCRC Chair _____ Date: _____

3. Associate Dean _____ Date: _____

University of Montana – Helena College of Technology
Course Statement
Refer to Curriculum Manual or Guide to Course Statement
A Curriculum Revision Form must also be completed

Course Title: Introduction to Object Oriented Programming

Course Prefix: CT **Course Number:** 216

Total Hours: 75 **lecture** 45 **lab** 30 **shop** **clinical**

Credits: 4

Co-requisites:

Prerequisites: CT102

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: Yes

Course Description: This course offers a thorough introduction to the concepts behind object-oriented software development, including the terminology, and methodologies utilizing the Java Programming Language. This course provides the student with the fundamentals of programming with a focus on object-oriented techniques. These skills are needed to work effectively in the area of information technology. The ability to understand the relationship between data and the algorithmic manipulation of data is crucial in IT related fields.

Suggested Textbook(s): Head First Java 2nd Edition published by O'Reilly.

Learning Outcomes:
Upon successful completion of this course, the student will be able to:

1. Provide a brief history of the Java programming language.

2. Understand Object Oriented design principles including Encapsulation, Inheritance, and Polymorphism.

3. Understand primitive, wrapper and object data types in the Java language.

4. Understand and create classes, instances, properties and methods.

5. Work in the Eclipse Development Environment.

6. Create Java applications consisting of multiple classes.

7. Employ Java exception handling.

8. Create simple GUI applications with AWT and Swing classes

9. Use generic collections.

10. Create application documentation with Javadoc comments.

University of Montana – Helena College of Technology
Course Statement
Refer to Curriculum Manual or Guide to Course Statement
A Curriculum Revision Form must also be completed

Course Title: Construction Concepts & Building Lab

Course Prefix: CSTR **Course Number:** 125

Total Hours: 60 **lecture** 30 **lab** 30 **shop** **clinical**

Credits: 3

Co-requisites: No

Prerequisites: Yes CSTR 103

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

Course Description: This course is intended to be implemented in conjuction with lecture and lab settings for classes CSTR 103, CSTR 120 in a controlled lab setting to introduce and let the students practice the building procedures learned, along with the safety skills to be used on one of our building sites.

Suggested Textbook(s): Carpentry (Fourth Edition) Floyd/Vogt

Learning Outcomes:
Upon successful completion of this course, the student will be able to:

FLOOR SYSTEMS

Identify the different types of framing systems.
Read and understand drawings and specifications to determine floor system requirements.
Identify floor and sill framing and support members.
Name the methods used to fasten sills to the foundation.
Given specific floor load and span data, select the proper girder/beam size from a list of available girders/beams.
List and recognize different types of floor joists.
Given specific floor load and span data, select the proper joist size from a list of available joists.
List and recognize different types of bridging.
List and recognize different types of flooring materials.
Explain the purposes of subflooring and underlayment.
Match selected fasteners used in floor framing to their correct uses.
Estimate the amount of material needed to frame a floor assembly.
Demonstrate the ability to:
- Lay out and construct a floor assembly
- Identify and install rim joists
- Identify and install floor joists
- Install joist hangers
- Install a subfloor using butt-joint plywood/OSB panels
- Install a single floor system using tongue-and-groove plywood/OSB panels

WALL AND CEILING FRAMING

Identify the components of a wall and ceiling layout.
Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition T's, bracing, and firestops.
Describe the correct procedure for assembling and erecting an exterior wall.
Describe the common materials and methods used for installing sheathing on walls.
Lay out, assemble, erect, and brace exterior walls for a frame building.
Describe wall framing techniques used in masonry construction.
Explain the use of metal studs in wall framing.
Describe the correct procedure for laying out a ceiling.
Cut and install ceiling joists on a wood frame building.
Estimate the materials required to frame walls and ceilings.
Demonstrate the ability to lay out and assemble the wall components:
- Identify and install wall plates
- Identify and install studs (king, trimmers, cripple, etc)
- Identify, build, and install door & window headers
- Identify, build and install rough sills
- Identify, build, and install corners, U-channels, Partition blocking

ROOF FRAMING

Understand the terms associated with roof framing
Identify the roof framing members used in gable and hip roofs.
Identify the methods used to calculate the length of a rafter.
Identify the various types of trusses used in roof framing.
Use a rafter framing square, speed square, and claculator in laying out a roof.
Identify various types of sheating used in roof construction.
Frame a gable roof with vent openings.
Frame a roof opening.
Install a truss roof system.
Construct a frame roof, including hips, valleys, commons, jack rafters, and sheating (if time allows)
Estimate the materials used in framing and sheating a roof.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 303.1 – Curriculum Proposals
Revised May 31, 2007; Issued June 11, 2007

I. Board policy:

A. All new postsecondary educational programs (i.e. degrees, majors, minors, options, and certificates), substantive changes in those programs, delivery of programs in a distance format, changes in organizational structure, and revision of institutional mission shall be reviewed and approved by the board of regents. The amount of review and approval shall be determined by the level I and level II procedures adopted by the board, and that review shall begin with the academic and student affairs committee of the board.

B. Certificate programs of more than 30 credits will be reviewed and approved under the procedures established by this policy. Certificates of 30 credits or less may be implemented by the individual campuses of the Montana university system (MUS), without approval by the board of regents. All such certificates shall be reported to the office of the commissioner of higher education, however, and listed on the official degree and program inventory of the system. They will be removed from the inventory upon notice to the commissioner's office.

II. Procedures:

A. Level II proposals shall include documentation that sets out information in the following general categories:

1. an overview of the proposed program;
2. need for the program, including the anticipated student demand;
3. institutional and system fit, including the connection of the proposed program to other programs in the institution, the connection to the institution's strategic plan and the relationship of the program to similar programs in the MUS;
4. program details, including curriculum details, implementation plans and student estimates at each stage of the implementation process;
5. resources, including faculty needs and other, additional institutional needs with information on how those resources will be met;
6. the assessment plan;
7. the development and approval process for the program, including relevant parties who assisted with that program development.

B. Additional details concerning the level II proposal documentation can be determined by reviewing the curriculum proposal guidelines that were approved by the Montana board of regents as a supplement to this policy. Those guidelines are at: http://mus.edu/asa/LevelIIdocumentation.pdf.

C. In all cases the board of regents may require an appropriate report from outside, objective consultants to assist the board in analyzing the proposal and arriving at a just decision.

D. A copy of every curriculum proposal shall be forwarded to the deputy commissioner for academic affairs and to the chief academic officers of the campuses of the MUS as soon as it has been approved by the campus concerned. Copies of all proposals for associate degree programs and vocational-technical programs shall also be forwarded to the chief academic officers of the community colleges. In addition, proposals for vocational-technical programs shall be forwarded to the deputy commissioner for academic and student affairs and to the chief academic officers of the colleges of technology.

SUBJECT: ACADEMIC AFFAIRS
Policy 303.1 – Curriculum Proposals
Revised May 31, 2007; Issued June 11, 2007

III. Definitions:

A. Degree - A specific designation of letters representing the words on the diploma indicating completion or attainment, e.g., B.A., B.S., B.Arch., B.B.A., M.A., M.F.A., Ed.D., D.A., Ph.D.

B. Certificate - Awarded upon successful completion of entry-level programs, a specialty within an occupational area, and/or upgrading skills and knowledge within an occupation. Usually, certificate programs are no more than 60 semester hours in length.

C. Major - The specific field of concentration for the degree. A designated and coherent sequence of courses in a discipline, related disciplines, or professional area in which a student concentrates as a part of a baccalaureate degree program. The requirements of the major are usually defined by one academic department, but may be defined jointly by two or more departments in the case of an interdisciplinary major. Majors may range from 30 to 48 semester hours, half of which must be at the upper division level. Study in the major will conclude with a capstone, integrating experience in which the knowledge and skills learned in the major are applied or demonstrated.

D. Extended Major - Where required by professional expectations or specialized accreditation standards, extended majors may be offered in undergraduate programs. The extended major may require up to 80 hours.

E. Minor - The supporting or complementary field undertaken along with a major for a degree. A designated and coherent sequence of courses in a discipline, related disciplines, or professional area which provides support or enhancement of a student's major in a baccalaureate program. Minors may range from 18 to 30 semester hours of credit, one-third of which must be at the upper division level.

F. Option - One of two or more alternative tracks available to students in an associate degree, baccalaureate minor or major or graduate degree program. Each option consists of a core of required courses in the program plus required and/or elective courses in the specialty area indicated by the title of the option. The core of required courses must constitute at least one-third of the hours required for the program.

G. New postsecondary educational programs - All proposals for a new series of courses arranged in a scope or sequence leading to a certificate, option, major, or minor where a major does not already exist.

History:

Item 2-001-R0973, (Revised), October 19, 1973, as revised April 11, 1978; Item 24-001-R0579, Changes in Institutional Organization, May 30, 1979; Item 2-001-R0973, as revised June 14, 1990; November 18, 1999 (Item 104-103-R0999); September 21, 2000 (Item 108-101-R0700); March 18, 2005 (Item 126-103-R0305), and approved May 31, 2007 (Item 135-102-R0507).

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 303.4 – Program Termination
Effective: July 10, 1978; Issued: July 31, 1978

I. Board policy:

A. An institution may impose an academic program moratorium to allow for program review, to deal with a temporary shortage of faculty or facilities, to deal with student enrollment pressures beyond what the program can handle or for similar reasons. The imposition and removal of a program moratorium shall be reported to the commissioner's office. After a three-year period, an academic program moratorium becomes a withdrawal unless the board of regents approves continuation of the moratorium.

B. Academic program withdrawal requires approval of the board of regents. Subsequent reinstatement of a program also requires approval of the board of regents.

C. If in the past an academic program has been withdrawn without board of regent approval or an approved program has never been implemented, then the program remains in withdrawn status and board of regent approval is required to reinstate or implement the program.

II. Definitions:

A. Program withdrawal: the academic program has been (or will be) withdrawn from the catalog and no students will be admitted to the program.

B. Program moratorium: the academic program remains in the catalog and on the approved list of programs, but the institution has temporarily suspended admission to the program.

III. Cross-reference:

See section 303.1, curriculum proposals, Montana university system.

History:

Item 21-001-R0778, Program termination; Montana University System, July 10, 1978.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.5 – Transfer of Credits; MUS and Community Colleges
Effective: Fall Semester 2005; Issued: June 14, 2005

Board policy:

A. All college level courses from regionally accredited institutions of higher education will be received and applied by all campuses of the Montana university system (MUS), and by the community colleges, towards the free elective requirements of the associate and baccalaureate degrees.

NOTE: College level courses shall be defined as those courses that are applicable toward an associate of arts, associate of science or baccalaureate degree at their respective institution. The receiving institution will determine in advance of a student's enrollment which courses within an associate of applied science degree program will be credited toward a given associates or baccalaureate degree. In all cases, such courses shall not include remedial or developmental courses.

B. In relation to the major, minor, general education, distribution requirements, and free electives of the associate and baccalaureate degrees, all campuses of the MUS, and the community colleges, are authorized to determine the applicability of credits earned at regionally accredited institutions of higher education.

C. In administering the policy in paragraphs A and B an institution shall include the credits earned by a student from an institution which is a candidate for regional accreditation after the student has successfully completed 20 semester credits with a 2.0 cumulative grade point average at the receiving institution.

D. Campuses of the MUS, and the community colleges, may give credit for education received from non-collegiate institutions on the basis of recommendations published by the American Council on Education and the National Program on Non-collegiate Sponsored Instruction from the board of regents of the State of NY (NYSED).

E. Institutions may make exceptions to give credit if the criteria described above are not met. However, the following principles should be followed:

1. The chief academic officer, registrar, and admissions officer should review each case utilizing the following criteria:
   (a) There must be evidence that there is academic quality in the institution, both in the faculty and in program offering.
   (b) The student must earn at least a minimum 2.0 grade point average or its equivalent at the receiving institution.
2. Institutions may determine policies relating to the acceptance of college credit from other countries.

F. All campuses of the MUS, and the three (3) community colleges, shall establish an internal appeals process to review decisions concerning the transfer of credits. Because of the significant differences in size and organizational structure within the MUS, the processes will not be absolutely identical. The appeals procedures will have the following common features, however:

1. Decisions concerning the applicability of courses in a student's major, minor, option or certificate will be reviewed, using the academic structure and hierarchy in place on each campus. The review will begin with the appropriate academic administrator who is closest to the program where the credential is offered, and will end with the chief academic officer. On most campuses,

that means that the review may begin with a department chair, could include a dean, and would end with a provost or vice president for academic affairs.

2. Decisions concerning the applicability of courses in the institution's general education program will be reviewed by a faculty committee. That committee can be one that already exists on the campus; or it can be a committee created to satisfy the expectations of this policy. Any decision of the committee can be appealed to the chief academic officer of the campus, who will make the final review and decision for the institution.
3. Decisions concerning the applicability of courses as free elective credits at the institution will follow the procedure outlined in subsection 2 above.

The campuses are required to notify students of their appeal rights, under this policy, when a decision has been made about the applicability of their transfer credit coursework and that written decision is given to students. Board policy 301.5.1, system of controls, sets out most of those notice times.

If a student exercises the appeal rights set out in this policy, the review and a final decision must be completed by the class pre-registration date for the following academic term. The student must initiate the appeal process, in a timely manner, in order to give the institution time to complete its review before the deadline described in the preceding sentence.

History:

The Montana University System Transfer of Credit Policy as promulgated by the Commissioner of Higher Education, February 3, 1976; Item 27-009-R0680, June 23, 1980, as revised April 13, 1981, May 21, 1982, June 20, 1986, March 17, 1989, January 29, 1998, September 17, 1998, November 18, 1999 (Item 104-103-R0999), March 23, 2001 (Item 110-102-R0101), and March 3, 2003 (Item 117-104-R1102). Revised May 20, 2005 (Item 127-112-R0505), establishment of appeals procedure.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy: 301.5.1 System of Controls
Effective: March 3, 2006 Issued: March 15, 2006

I. Board Policy:

A. This policy establishes a system of controls and decision-making throughout the Montana university system (MUS) to ensure the fair and equitable evaluation of transfer credits for students. To that end, the policy requires each campus to:

1. make timely decisions about transfer credits and their applicability to program expectations at the new campus;
2. document its decisions about transfer credits and identify the individuals responsible for those decisions; and
3. maintain records concerning transfer credits in a central, safe location.

B. Board of regents policy 301.5, which establishes a waiting period for transfer credits from institutions that are candidates for regional accreditation, should be followed despite the timelines established in subsequent sections of this policy. In order to assist transfer students, however, the receiving institution should provide information about how the credits will be used if the provisions of policy 301.5.I.C are ever satisfied.

II. Procedures:

A. Transfer Applications.

1. Within five (5) working days of receipt of an application for transfer or an admissions file, the institution will send the student a communication indicating receipt of the documents and identifying what additional information is necessary to complete the transfer application.
2. Receipt of the application or admissions file by the priority deadline will facilitate the processing of transfer applications. The priority deadline is one month before the first day of classes for the term for which the student is applying. The deadlines set out in sections A.3 and A.4, under this Procedures section, assume that the application or admissions file is complete on or before the priority deadline. For a transfer student from an institution that is not part of the MUS, a complete file must include appropriate information so courses can be evaluated. That information shall include, at a minimum, official transcripts and catalogues from post-secondary institution(s) attended by the student. For courses that may be used to satisfy an out-of-system transfer student's major, minor, option or certificate, course syllabi may be required. The three (3) community colleges in Montana will be considered part of the MUS, for purposes of this policy.
3. Within ten (10) working days of the receipt of the completed transfer application, the student will be notified in writing of the admission decision, the total credits accepted for transfer to the receiving institution, and the transferability of the student's general education credits to the receiving institution. If the student has identified a major, minor, option and/or certificate, he/she will be provided with an explanation of the process and timelines for the review of the student's credits by the appropriate academic program(s).
4. The student will be apprised of the final credit decision, for purposes of his/her major, minor, option and/or certificate, no later than the last day on which it is possible to add courses for the term in progress.
5. The process for a student who does not complete the transfer application process on or before the priority deadline will be the same as that described in paragraphs A.3 and A.4 above, except that the deadlines will not be mandatory. A student who does not complete the transfer application process by the priority deadline, but who has completed the process by the start of classes for an academic term, will receive a complete transfer evaluation prior to the pre-registration date for the following academic term.

6. If a student applies to an institution, and then does not enroll, the transfer and admissions documentation for that student will be maintained for a period of one year from the first day of the term for which the student intended to enroll.

B. Standardization and Documentation of Course Evaluations.
1. The MUS units will utilize the *Banner* transfer module to record campus-based equivalencies and to document student transfer decisions. The course evaluation will detail the process used for the denial of transfer courses and record the reasons for the denial in *Banner* or, if necessary, by means of a paper record.
2. Current course transfer equivalencies for each campus will be posted online in *Banner* and updated at least annually. Changes to curriculum (courses and course descriptions) will be reported by each institution to the office of the commissioner of higher education (OCHE) by June 30 of each year, and will be posted electronically by OCHE for use by all of the institutions. OCHE will work with the community colleges to ensure that those institutions report their course transfer equivalencies in the same manner.

C. Location of Transfer Files.

The final transfer evaluation and documentation of transfer decisions, including the identities of the evaluators and the basis for the decisions, will be recorded in *Banner* and will reside in the campus advising center or in the student's permanent file in the registrar's office on each campus.

D. Compliance.

If an institution does not meet the applicable timelines established in procedures, paragraphs A.1, A.3, and A.4, a student's transfer credits will not be automatically accepted for major, minor, option, certificate or general education purposes. Campuses will be expected to monitor their compliance with this policy, however, and report their success in meeting the timelines to the board of regents.

History:

Approval of System of Controls, March 18, 2005, ITEM 126-104-R0305, as revised May 20, 2005 (Item 127-115-R0505 - procedural clarifications and changes), and revised March 3, 2006 (Item 130-104-R0306, Attachment).

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.5.2 – Outdated coursework
Effective: March 17, 2005; Issued: April 15, 2005

Board policy:

A. In evaluating coursework from postsecondary institutions, the campuses within the Montana university system (MUS) will:

1. guarantee that any postsecondary coursework taken within five (5) years of being admitted or readmitted to the campus will be included in the transfer analysis of specific required classes in a major, minor, option or certificate.
2. guarantee that any postsecondary coursework taken within fifteen (15) years of being admitted or readmitted to the campus will be included in the transfer analysis of general education coursework.
3. guarantee that any postsecondary coursework taken within fifteen (15) years of being admitted or readmitted to the campus will be included in the transfer analysis of elective coursework.

B. Coursework that falls outside these guarantee periods may be included in the evaluation, at the discretion of the individual campuses. Since it is a discretionary decision, it cannot be challenged by students.

C. Individual programs in the MUS may request a stricter standard for outdated coursework.

1. Such requests must be approved by the Montana board of regents.
2. If a program is duplicated throughout the MUS, all of those duplicated programs must agree to the stricter standard as part of the documentation submitted to the board of regents for approval. For instance, if one computer degree program on a campus requests a stricter standard, all computer degree programs of a similar nature must request the same standard.

D. The provisions of this policy will also govern the evaluation of "outdated" classes that have been completed at the institution doing the evaluation.

History:

Approval of Outdated Coursework, approved March 17, 2005, Item 126-103-R0305.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.5.3 – Minimum course grades
Effective: Fall Semester 2005; Issued: June 14, 2005

Board Policy:

A. All students in the Montana university system (MUS) and the three (3) community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

1. a "D-" or better in all classes that are used to satisfy so-called free or elective credits in an associate or baccalaureate degree program;
2. a "C-" or better in all classes that are used to satisfy a general education program;
3. a "C-" or better in all classes that are used to satisfy the pre-requisites or required courses in a major, minor, option or certificate.

B. Individual programs may establish grade standards that are higher than the minimums set out in paragraph A above, for some or all of the courses that are used to satisfy the pre-requisites or requirements for a major, minor, option, certificate or general education. Students will be notified of that expectation.

To assist with the notification expectation, campuses will provide the office of the commissioner of higher education with detailed information about the programs from their institution that have exercised this option. The commissioner's office will maintain a list of all such programs so the information is available to students and other units of the MUS.

C. All campuses of the MUS and the three (3) community colleges will adopt a grading system that includes the use of pluses and minuses, in addition to letter grades. The grade point average calculation will also be the same throughout the system.

D. Students are required to meet the overall MUS standard of a 2.00 grade point average for satisfactory academic progress, as specified in board policy 301.8.

History:

New policy (Minimum Course Grades) approved by the Board of Regents May 20, 2005 (Item 126-105-R0305).

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.5.5 – Equivalent Course Identification and Numbering
Adopted: November 16, 2007; Issued December 3, 2007

Board Policy:

The purpose of this policy is to facilitate the transfer of credits among units of the Montana university system (MUS) by implementing a process by which courses found to be equivalent throughout the system are identified with a common number and title.

A. The board adopts the following process for identifying equivalent courses within the MUS:
   1. The commissioner of higher education will oversee a process by which undergraduate courses in the MUS will undergo a discipline-based faculty review to determine, and periodically review, equivalency under this policy.
   2. Courses determined to be equivalent shall be accepted as if the courses had been taken at the receiving campus.
   3. The commissioner, after appropriate consultation within the system, shall assign each equivalent course a common course prefix, number and name.
   4. Courses will be presumed to have the same number of credits, with exceptions granted by the councils or the commissioner, as appropriate.

B. The commissioner of higher education will provide direction and assistance, establish progress measures, and report to the board of regents on the implementation of a system of applying common course numbers to equivalent courses.

C. The common numbering of courses will not affect or override individual campus requirements for acquisition of degrees at a campus, including the requirement that a student earn a certain number of credits at the campus awarding the degree.

History:

New policy approved and adopted November 16, 2007 (Item 137-107-R1107 | Supporting Material)

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.18 – Developmental Education
Adopted November 16, 2007; Issued December 3, 2007
Effective: Fall 2010

Board Policy:

A. Purpose. This policy is designed to ensure that:

1. Coursework is available to students who continue their education in the Montana university system (MUS), but need to develop the foundational skills to succeed in rigorous, college-level classes.
2. Developmental courses are clearly identified for students, other institutions and the general public.
3. Students are clear about how that coursework will be used in their degree programs.
4. Developmental education is delivered efficiently and effectively.

B. A Description of the Coursework. In general, a developmental course is any course designed to help students achieve competency at the level required for full admission to a four-year baccalaureate program and/or develop the basic skills needed to successfully complete college-level courses that satisfy the MUS core.

1. For purposes of this policy, developmental coursework is defined for mathematics and composition. While the goals of developmental coursework in both mathematics and composition focus on preparing students for college-level work, this policy does not suggest that these disciplines share the same instructional approaches and principles.
2. Developmental mathematics courses are any courses that enroll students with an ACT mathematics sub-score below 22, an SAT mathematics score below 520 (policy 301.17), or an equivalent score on a standardized placement test, such as COMPASS.
3. Developmental composition courses are any courses that enroll students with an ACT or SAT essay score below 7, a MUS writing assessment (MUSWA) score below 3.5, any other threshold score listed in policy 301.16, or an equivalent score on a standardized placement test, such as COMPASS.
4. The coursework described in this section of the policy is not considered college-level, and cannot be used in an associate of arts, associate of science or baccalaureate degree program.

C. Identification of the Coursework. Developmental courses shall have course numbers that begin with a zero (0). (I.E., 0XX.)

D. Providers of the Coursework. Colleges with two-year educational missions shall be the primary providers of developmental education in the MUS. Four-year campuses also have an interest in developmental education because they are permitted to provisionally admit students whose admissions examination scores are just below the proficient level. Four-year campuses are, therefore, expected to work closely with their affiliated two-year colleges to meet the needs of those students.

E. Monitoring the Policy. The office of the commissioner of higher education will produce an annual report on placement and remediation, using uniform data, including test scores and course enrollments, to evaluate and analyze developmental education in the MUS.

F. Associate of Applied Science Degrees or Certificates. Coursework defined as developmental by this policy may be appropriate for these credentials.

1. The coursework described as developmental, in section I.B. above, may be included in an associate of applied science degree or certificate of applied science. Associate of applied

science degrees or certificates of applied science may also required specialized coursework in mathematics and/or composition that targets skills needed for the degree.
2. Credit will be awarded for the coursework described in section F.
3. The courses described in section F may be numbered 1XXD.
4. Despite the special rules described in section F, the coursework will still not transfer into an associate of arts, associate of science or baccalaureate degree.

History

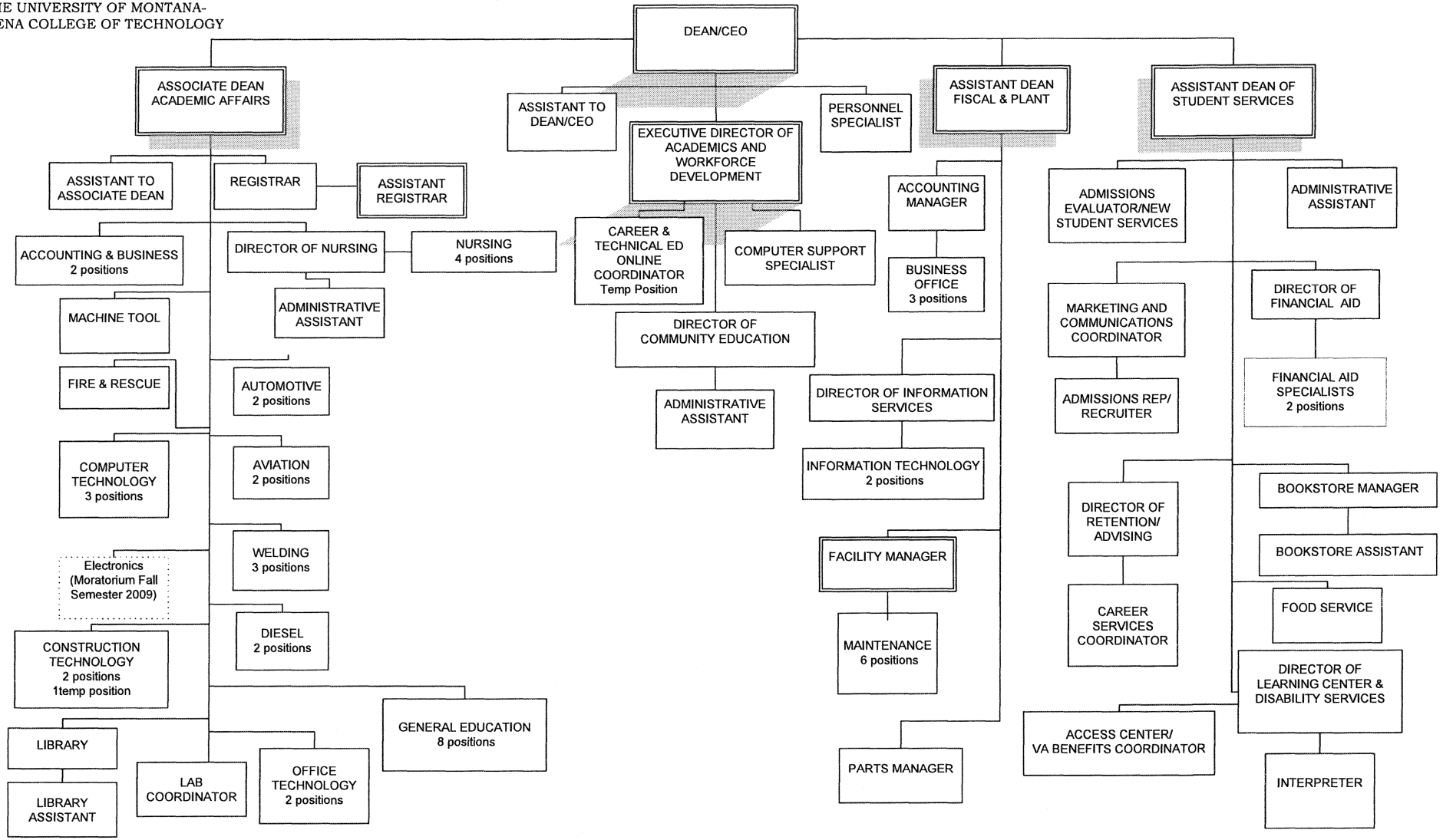
Item 89-003-R1195, *Proficiency Admission Requirements and Developmental Education in the Montana University System*, approved by the Board of Regents on November 17, 1995; *Evaluation of the Montana University System's Progress on Restructuring Goals,* Special Report to the Board of Regents, October 19, 2000 by James R. Mingle and Associates; *Registrar's Manual* (OCHE 2003), Interpretation of Item 89-003-R1195 and Mingle Report; Formation of Remediation Workgroup by the Board of Regents on September 28, 2006. Item 137-106-R1107 approved November 16, 2007 (supporting material)..

Standard Three Documentation

Organization Chart
Student retention and Graduation rates
Table #1 Admissions Report
Table #2 Student Affairs Staff Profile
UM-Helena Policy 100.1
Board of Regents Policy 301
Board of Regents Policy 301.15
Board of Regents Policy 301.16
Board of Regents Policy 301.17
Board of Regents Policy 506.1
Board of Regents Policy 301.8
Board of Regents Policy 301.9

AN EDUCATED DECISION

ORGANIZATION CHART
THE UNIVERSITY OF MONTANA-
HELENA COLLEGE OF TECHNOLOGY



Year to year retention rates for first-time students

Fall 2006 to Fall 2007	FT	PT
	47%	46%
Fall 2007 to Fall 2008	FT	PT
	59%	40%
Fall 2008 to Fall 2009	FT	PT
	57%	44%

Graduation Rates (150% Graduation rate for first-time-full time students)

Fall 2003 Cohort	35%
Fall 2004 Cohort	40%
Fall 2005 Cohort	36%
Fall 2006 Cohort	Pending

Source: Integrated Postsecondary Education Data System (IPEDS)

Standard Three – Students Admissions Report

	2009	2008	2007	2006
First-Time Freshman				
Applications	465	354	370	307
Admitted	464	348	370	307
Denied*				
Enrolled	344	251	249	232
Transfer				
Applications	242	151	142	137
Admitted	242	148	140	136
Denied*				
Enrolled	147	91	82	90
Readmits				
Applications	156	137	128	125
Admitted	156	137	126	125
Denied*				
Enrolled	128	106	85	86

*UM-Helena's open admission practice dictates that no students who provide a complete application are denied admission to the college. Students who fail to complete their applications prior to the published deadline for each semester are not accepted for admission for that term.

Standard Three – Students Table 2 Student Affairs Staff Profile				
	Professional	Support	Student	Other
Female	4	8		
Male	2	2		
Degrees: PhD, EdD				
MD, JD, MSW				
MA, MS	4	1		
BA, BS	1	3		
AA, AAS, Certificate, etc.	1	6		
Years Experience in field: None				
Less than 5		1		
5 - 10		6		
11 - 15	4	1		
16 - 20		1		
More than 20	2	1		
Full-time: 9/10 months		3		
12 months	6	7		
Part-time: 9/10 months				
12 months				

The University of Montana-Helena
COLLEGE OF TECHNOLOGY

Policy Number: 100.1

Policy Title: Formulation and Issuance of College Policies and Procedures

Subject: Section 100. Governance and Organization

Date Adopted: May 22, 2006

Date(s) Revised:

Approved by:

Daniel J. Bingham
Dean/CEO
The University of Montana – Helena
College of Technology

POLICY STATEMENT:

The University of Montana – Helena College of Technology (UM-Helena) employs a uniform, consistent approach and format to identify, develop, review/revise, approve, disseminate, and centrally maintain all official college policies. To be considered "official," a college policy must proceed through the process and procedures that accompany this policy.

All UM-Helena college policies shall adhere to and be consistent with relevant federal and state laws, rules, and regulations; with Board of Regents' policies and procedures; and with The University of Montana's policies and procedures.

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PROCEDURES:

For UM-Helena's purposes, a policy must adhere to the following criteria:

- It is a governing principle that mandates or constrains actions.
- It has campus-wide application.
- It helps ensure compliance with applicable laws and regulations, enhances the college's mission, promotes operational efficiencies, and/or reduces institutional risk.
- It changes infrequently and sets a course for the foreseeable future.
- It is broad enough to permit discretionary action in resolution of day-to-day situations yet specific enough to provide clear guidance.

Step 1: **Requests Submitted to Leadership Team for Proposed New or Amended Policies**

Requests for a proposed new or amended policy shall be submitted in writing to the Leadership Team with an explanation of (a) why the need exists for the creation of a new policy; and/or (b) why the existing policy is inadequate and needs to be revised, amended, or repealed. If desired, an individual or group requesting a new policy may attach a draft of the proposed new policy and/or any written documentation supporting its creation. Similarly, an individual or group requesting a revision or amendment to an existing policy may attach a draft of the existing policy that incorporates the suggested changes and may also include any written documentation supporting those changes. Reasons for suggesting a proposed new or amended policy may include, but are not limited to, identification of issues by employees, results of a legal review, or compliance with new or amended legislation.

Step 2: **Research and Analysis by Leadership Team**

Once an issue has been identified for a proposed new or amended policy, and the Leadership Team believes the issue has merit, the Leadership Team shall research the issue to determine the feasibility of proceeding to the policy creation or policy amendment stage. The research should include a review of similar policies at other Montana University System campuses, along with a review of State of Montana, Board of Regents, and The University of Montana policies, rules, and regulations. Based upon the results of the research, the Leadership Team shall develop an analysis and initial recommendation for the proposed new or amended policy.

Step 3: **Results of Research and Analysis Submitted to Institutional Leadership Group**

The Leadership Team shall provide the results of its analysis and its initial policy recommendation to the Institutional Leadership Group for the group's input.

Step 4: **Preparation of First Draft of Proposed New or Amended Policy**
Following input from the Institutional Leadership Group, the Office of the Dean/CEO will place the proposed new or amended policy and applicable procedures into the standard policy format used for all official UM-Helena policies (see pages 5 & 6 of this policy).

Step 5: **First Draft of Proposed New or Amended Policy Submitted to Leadership Team and Institutional Leadership Group**
The first draft of the proposed new or amended policy shall be submitted simultaneously to the Leadership Team and the Institutional Leadership Group for review within 10 working days. Revisions suggested by these two groups will be incorporated into the second draft of the proposed new or amended policy by the Office of the Dean/CEO.

Step 6: **Preparation and Posting of Second Draft of Proposed New or Amended Policy**
The second draft of the proposed new or amended policy shall be posted on UM-Helena's web site for 15 working days to provide advance notice and seek campus-wide input. An email will be sent to all UM-Helena employees to direct them to this version of the new or amended policy. Campus-wide revisions will be incorporated into the second draft by the Office of the Dean/CEO and routed back through the Leadership Team and Institutional Leadership Group prior to preparation of the final proposed new or amended policy.

Step 7: **Final Posting of New or Amended Policy**
An email shall be sent to all UM-Helena employees to direct them to the proposed final version of the new or amended policy, which will be posted on the college's web site for five working days for final review. *Any revisions suggested at this point shall be made at the discretion of the Dean/CEO with input, if needed, from the Leadership Team and/or Institutional Leadership Group.*

Step 8: **Final Approval of New or Amended Policy**
The final version of the new or amended policy shall be printed with UM-Helena's logo and signed by the Dean/CEO. The Office of the Dean/CEO will make a campus-wide announcement via email of the electronic availability of the policy and accompanying procedures. All policies that reach this stage will be considered "official" and maintained in a central repository as part of the UM-Helena Policies & Procedures Manual. To provide consistency and to avoid outdated or multiple versions of policies on other web pages, official campus policies shall be posted on UM-Helena's web site in one location only by the Office of the Dean/CEO. Links to this centralized location may be used as needed on other pages within the web site.

Step 9: **Periodic Policy Evaluation**
All campus policies shall be reviewed on a three-year rotation to assess the need for amendment or repeal.

STANDARD POLICY FORMAT:

To ensure consistency, a standard policy format (see pages 5 & 6 of this policy) shall be used for all official UM-Helena college policies. The use of this standard policy format at all levels of the college will ensure the adoption of clear, concise policies and procedures. The first page of each policy will carry the college's logo and the Dean/CEO's signature to indicate its "official" status.

POLICIES VERSUS PROCEDURES:

For those who merely need to know UM-Helena's policy on a given subject, the "Policy Statement" included on the first page of each policy should suffice. However, the official versions of the college's policies shall also include, as applicable, a set of accompanying operating procedures that support the policy and provide guidelines for its implementation.

INTERIM POLICIES:

The Dean/CEO is empowered to issue interim policies in situations where a college policy must be established within a time frame too brief to permit completion of the process delineated in this policy. Each interim policy shall include only a "Policy Statement" and will automatically be rescinded within 90 days of its adoption unless action is taken to extend its interim status or begin the process to move it through the new policy development procedures outlined in this policy.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301 – Admission Requirements; General Policies
Effective: July 10, 2003; Issued: July 24, 2004

Board policy:

A. This policy does not apply to colleges of technology and community colleges.

B. Campuses will adhere to the non-discrimination policy contained in section 703 of the policy and procedures manual.

C. Campuses may establish a cut-off date for the submission of complete credentials for admission, and any applicant who does not submit a complete application by that date may be required to delay entrance until a subsequent semester.

D. The requirement of high school graduation may also be satisfied by:
1. A high school equivalency diploma based on the GED. (general educational development) examination; or
2. Satisfactory performance on either the ACT (American college testing program) Asset or COMPASS examinations, for students who complete their secondary education through home schooling or at unaccredited secondary schools,
c. Standards for "satisfactory performance" on the ACT examinations shall be recommended by the admitting institution and approved by the board of regents. These scores shall not fall below scores which the U.S. Department of Education has published through the Federal Register as indicative of a student's "ability-to-benefit" from post-secondary education.

E. Campuses may establish procedures for the admission and simultaneous attendance of students in high school and a campus of the Montana university system (MUS), and admission of non-high school graduates prior to the time their high school class has graduated. Such admission shall be highly selective and shall be confined to students who present evidence of high ability and achievement and maturity to do college work. Such admission shall be based on providing educational opportunities that are not available in the high school setting. Such procedures must include the requirement that the high school principal or counselor approve participation of a student in the college program.

F. Campuses may establish procedures for the admission of applicants who do not meet the minimum requirements set forth in these regulations. Such procedures shall include submission of evidence of the ability to do college-level work and shall be subject to approval of the commissioner of higher education.

G. Campuses may establish the category of special or non-degree student. This category will allow admission for the purpose of taking a limited number of credits without the complete documentation required in a regular application for admission.

H. Students in credit continuing education courses must meet the same admission requirements and academic standards as students in regular academic courses.

I. Falsification or willful suppression by a student of any information called for on an application for admission may be grounds for cancellation of admission.

J. Any campus may deny or condition admission, readmission, or continuing enrollment of any individual who, in the judgment of the campus, presents an unreasonable risk to the safety and welfare of the campus and persons thereon. In making such judgment, the campus may, among other things, take into account the individual's history and experience relative to (a) violence and destructive tendencies, (b)

behavior on other college campuses, and (c) any rehabilitative therapy the individual may have undergone. A decision to utilize the authority conferred by this paragraph shall be communicated to the individual in writing. Each campus shall have a procedure by which such decisions may be appealed.

K. 1. All foreign students, except those qualifying for an exemption under part c below, entering any institution of the MUS must show a physician-validated immunization record for measles, rubella, diphtheria, tetanus, and skin testing for tuberculosis. This evidence must be presented before a student is permitted to register.

2. All non-foreign students, except those qualifying for an exemption under part c below, entering any institution of the MUS born after December 31, 1956, must show proof of immunization on or after their first birthday and after December 31, 1967, against measles and rubella. Immunization may be shown by the record of a physician, health agency or a school. Immunization against measles can also be shown by a physician's record of diagnosis of the disease. Such evidence must be presented before a student is permitted to register.

3. (a) Medical exemption. A person qualifies for a medical exemption when the person files a bona fide statement signed by a physician licensed to practice medicine within the United States verifying that the physical condition of the person seeking to attend school makes the required immunization unsafe and indicating the specific nature and probable duration of the condition. The exemption shall not extend beyond the period of the condition which contraindicates immunization.

(b) Religious exemption. A person qualifies for a religious exemption when the person files a notarized affidavit on an approved form that immunization is contrary to the religious tenets and practices of the signer.

L. All first-time entering first-year, traditional undergraduate students (those who enter college within three years of high school graduation or within three years from the date when they would have graduated from high school) will be required to take the ACT or SAT (Scholastic Aptitude Testing program) and submit the results to the institution.

M. First-time, first-year undergraduate students will be required to have completed the college preparatory program now recommended in board policy 301.7 effective fall quarter/semester 1990.

N. Minimum entrance requirements in addition to the college preparatory program also effective for the fall quarter/semester 1990 are identified in board policy 301.1 (in-state students) and in policy 301.2 (out-of-state students).

O. Any student seeking admission to a four-year program at one of the four-year institutions of the MUS must also satisfy the mathematics proficiency standard set out in board policy 301.15.

P. The commissioner's office will establish a procedure for monitoring performance of all students based on: ACT or SAT score, high school GPA, age, high school standing and course of study.

History:

Board action April 1, 1929 (rescinded); Item 18-002-R1077, Admission Requirements: General Policies; Montana University System, October 28, 1977 as revised April 13, 1984, May 3, 1985, December 1986, December 16, 1988, September 14, 1989, March 22, 1990, April 26, 1990, November 20, 1997, and January 28, 1999; editorial changes made July 14, 2004.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.15 – Mathematics Proficiency
Revised November 16, 2007; Issued December 3, 2007

Board Policy:

A. Beginning in fall 2010, any student seeking full admission to a four-year degree program at Montana State University-Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western must satisfy the mathematics proficiency standard. That standard is as follows:

1. a score of 22 or above on ACT mathematics;
2. a score of 520 or above on SAT mathematics; or
3. a score of 3 or above on the AP calculus AB or BC subject examination or a score of 4 on the IB calculus test.

B. A student whose mathematics score is 18-21 on the ACT or 440-510 on the SAT meets the mathematics requirement for admission without condition to any two-year degree program or provisional admission to a four-year degree program on any campus of the Montana university system (MUS).

C. A student whose mathematics score is below 18 on the ACT or 440 on the SAT may be admitted without condition to any two-year degree program of the MUS, but may not be admitted to a four-year degree program of the MUS.

D. In lieu of the indicators set out in paragraphs A and B above, students may offer CLEP subject examinations in selected topics [college algebra, college algebra-trigonometry, pre-calculus, calculus, or trigonometry] if their scores on the examination meet or exceed the ACE recommended score for awarding credit of 50.

E. Alternately, students may be excused from any testing in mathematics and deemed proficient if they complete a rigorous high school core including four years of mathematics in high school (algebra I, algebra II, geometry & a course beyond algebra II, as outlined in the matrix attached to this policy as appendix I) with grades of C or better in all courses.

F. Students who have been denied full admission to a four-year program in the MUS because they do not meet the mathematics proficiency standard set out in this policy may prove that they have the appropriate proficiency in the following ways:

1. within 3 semesters or 32 credits of enrolling, earn a C- grade or better in a college course entitled Intermediate algebra or algebra for college students, or in a college course that is the prerequisite to any of the courses described in paragraph F.2 below; or
2. earn a C- grade or better in a mathematics course that satisfies the general education program requirement described in board policy 301.10; or
3. earn a score of 22 or above on the mathematics portion of the ACT or 520 or above on the mathematics portion of the SAT; or
4. earn a score of at least 60 on the COMPASS algebra exam, or an equivalent score on another placement exam used by the campus, upon enrollment; or
5. complete an A.A. or A.S. degree.

The above-described standards will also be used to determine mathematics proficiency when students move from two-year programs or campuses to four-year programs or campuses.

G. Institutions in the MUS have authority to use the 15% pool of first-time, full-time undergraduates, established by the Montana board of regents' policy 301.1, Section I.E., to exempt students from the requirements of this policy. The following categories of students are also exempt from the requirements of this policy:

1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);
2. summer only students; and
3. part-time students taking seven or fewer college-level semester credits.

H. For fall 2008 and 2009, the previous mathematics proficiency policy applies, granting full admission to students with minimum mathematics (quantitative) scores of:

1. 18 on the ACT,
2. 440 on the SAT, or
3. 3 or above on the AP calculus AB or BC subject examinations.

Scores below 22 on the mathematics portion of the ACT or 520 on the SAT indicate placement into developmental mathematics courses.

History:

Math Proficiency Admissions Standards, approved July 10, 2003 (Item 119-104-R0503). Revised May 20, 2005 (Item 127-128-R0505), approval of math proficiency statement; editorial change June 30, 2006. Item 137-105-R1107 approved November 16, 2007 (supporting material).

APPENDIX I

COURSE	YRS	RIGOROUS CORE
Mathematics	3	Algebra I, II, geometry (or the sequential content equivalent of these courses, i.e., three levels of Integrated Mathematics).
	1	A course beyond Algebra II or beyond Integrated Math III/IV (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, Integrated Math V/VI). *All with grades of C or better.*
English	4	Written and oral communication skills, literature; a college-prep composition or research-writing course is recommended.
Science	3	Full year each: General, physical or earth science; biology; chemistry; or physics.
Social Studies	3	Global studies (world history, world geography), American history; government, economics, American Indian history or other third-year courses. Recommendation: one half year or more of other courses such as psychology, humanities.
Electives	3	Recommendations: 2 years of a second language, music, fine arts, speech/debate, career and technical education. (such as information technology, computer science).

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.16 – Writing Proficiency
Revised March 6, 2008; Issued March 17, 2008

Board Policy:

A. Any student seeking full admission to a four-year degree program at Montana State University-Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana and The University of Montana-Western must satisfy a writing proficiency standard. That standard is as follows:

For fall 2009 and the following years, students must earn a minimum score of:

1. **7** on the writing subscore or 18 on the combined English/writing section of the optional writing test of the ACT; or
2. **7** on the essay or 440 on the writing section of the SAT; or
3. **3.5** on the Montana university system (MUS) writing assessment; or
4. **3** on the AP English language or English literature examination;
5. **4** on the IB language A1 exam.

B. In lieu of the indicators set out in paragraphs A and B above, students may offer the (CLEP) subject examinations in composition if their scores on the examination meet or exceed the ACE recommended score for awarding credit of 50.

C. A student who has not yet demonstrated the ability to meet these standards may be admitted (without condition) to a two-year degree program or admitted provisionally to a four-year degree program on any campus of the MUS. The Montana board of regents has approved additional guidelines to assist students who have been provisionally admitted to a four-degree program under this policy. The most important guideline requires students to change their admission status from provisional to full very early in their academic career; and if they don't they cannot continue to work on a four-year degree. Those guidelines are entitled Operational Rules for the Provisional Admissions Status Created by Montana Board of Regents.

D. Before gaining full admission status to a four-year program, the student may prove that he/she has the appropriate proficiency in the following ways:

1. re-take one or more of the listed writing assessments to earn the required score;
2. earn a grade of C- or better in the composition course that is the prerequisite to the composition course that satisfies the general education program requirements described in board policy 301.10;
3. submit a letter to the admissions office documenting a disability that prevented him/her from adequately demonstrating proficiency in a test setting if no accommodation was provided at the time of the test.

E. A student receiving a score of 5.5 or higher on the MUS writing assessment will be issued a letter of recognition from the Montana board of regents for use in applying for college admissions or scholarships. High schools throughout Montana will receive:

1. certificates of appreciation from the Montana board of regents for their partnership activities with the Montana university system on behalf of the writing assessment project;
2. awards of merit from the Montana board of regents for the exemplary performance earned by their students on the writing assessment project.

F. The MUS will establish a uniform system to collect and report student data related to writing proficiency to provide evaluation and analysis of the writing proficiency requirement.

G. The following categories of students are exempt from the provisions of this policy:

1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);
2. summer-only students; and
3. part-time students taking seven or fewer college-level semester credits.

History:

Approval of Proficiency Admission Requirements and Developmental Education in the Montana University System, approved by the Board of Regents on November 17, 1995 (Item 89-003-R1195); Item 107-109-R0500, Report from Joint K-16 Composition Standards Committee on Writing Proficiency Standards for Admission and Graduation from MUS, approved July 6, 2000; Item 122-115-R0104, Writing Proficiency Recommendation (Background), approved January 15, 2004; Item 129-109-R1105, Writing Proficiency Policy, approved November 18, 2005; and Item 135-105-R0507 approved May 31, 2007. Editorial changes made, December 7, 2007. Item 138-105-R0308 (Supporting Material), approved March 6, 2008. Editorial changes made January 20, 2008.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.17 – Composition Placement
Adopted: November 16, 2007; Issued: December 3, 2007

Board Policy:

A. Composition placement policy is based on writing proficiency policy 301.16, which sets thresholds for full admission to the four-year programs at Montana State University-Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana Western. This placement policy applies to the programs listed above, as well as Montana university system (MUS) programs with open admissions and dual enrollment programs that offer composition courses for college credit.

B. This policy reflects the Montana board of regents' expectation that students should not be required to take multiple writing examinations as part of their initial matriculation in the system.

C. This policy provides campuses with the flexibility to select assessment measures based on their own course offerings, course content, and predictive studies. Campuses must clearly communicate their placement practices to students, counselors, staff, and advisors.

D. Students who earn the following **minimum** scores on tests taken during high school will be placed directly into a college-level freshman composition course without further testing:

1. **7** on the writing subscore or 18 on the combined English/writing section of the optional writing test of the ACT; or
2. **7** on the essay or 440 on the writing section of the SAT; or
3. **3.5** on the MUS writing assessment (MUSWA).

E. Students who score below the thresholds set in D will be placed into developmental courses. Campuses have the discretion to allow students who do not meet the thresholds in D, but scored at least 5 on the ACT or SAT essays or 2.5 on the MUSWA, to challenge this placement through one of the following approaches:

1. A campus-administered writing assessment modeled upon the MUSWA: Students are given 40 minutes to respond to a persuasive prompt and two trained scorers use the MUSWA six-point holistic scoring rubric to arrive at a score; or
2. A campus-specific measure, such as portfolios, approved by the writing proficiency steering committee; or
3. Regular and supervised participation in a tutoring program/learning center from which students can exit with the threshold scores set in section H of this policy.

F. Students will be placed into developmental courses, without further testing, if their writing scores are below 5 on the ACT or SAT or below 2.5 on the MUSWA or the campus-administered writing assessment modeled upon the MUSWA.

G. Students may be placed into advanced composition courses, where they are available, based on MUSWA, ACT, SAT, advanced placement, or international baccalaureate scores as determined by the English department of each campus.

H. Students without writing placement examination scores, students whose writing scores were earned more than three years before enrolling, or students exempted under section H of policy 301.16 writing proficiency (non-traditional students, summer-only, and part-time students) are placed into college-level composition by taking examinations offered by the two-year or four-year campuses and earning the minimum scores listed below. Students with scores below these thresholds are placed into developmental composition courses:

1. **50** on the CLEP general examination with an essay; or
2. **7** on the COMPASS E-write examination; or

3. **90** on the COMPASS writing skills test until a proficiency measure is put into place on the campus; or
4. **71** on the COMPASS writing skills test if a proficient essay is also submitted, or
5. **3.5** on a campus –administered writing assessment modeled upon the MUSWA: Students are given 40 minutes to respond to a persuasive prompt and two trained scorers use the MUSWA six-point holistic scoring rubric to arrive at a score.

History:

ITEM 89-003-R1195 Proficiency Admission Requirements and Developmental Education in the Montana University System, approved November 17, 1995; ITEM 107-109-RO500 Report from Joint K-16 Composition Standards Committee on Writing Proficiency Standards for Admission and Graduation from MUS, approved July 6, 2000; ITEM122-115-R0104 Writing Proficiency Recommendation, approved January 15, 2004; ITEM 129-109-R1105 Writing Proficiency Policy, approved November 16, 2005, ITEM 135-1110R0507 Revisions to Policy 301.16, Writing Proficiency, approved May 31, 2007.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: STUDENT AFFAIRS
Policy 506.1 - Student Participation in Fee Decisions
Effective May 29, 2003; Issued June 24, 2003

Board policy:

The associated student governments of the Montana University System will be given opportunity to take part in discussion with the Board of Regents concerning any changes in tuition or fees. Before approving or increasing any fee, the Board of Regents will give the duly constituted student government organization the opportunity to express student opinion regarding the fee. Such expression will be based on formal actions of the student senate or a student referendum.

Procedures:

1. Each associated student government of the Montana University System will be sent notification of proposed changes in the aforementioned fees and the individual institutions will make a formal presentation to the respective associated governments prior to the time the Board of Regents is notified of these proposals.
2. Included in the individual campus request for proposed changes in the aforementioned fees to the Board of Regents will be a copy of the notification to the associated student government and documentation of the formal presentation. It is the intent of the Board of Regents to not entertain any proposals regarding any fee changes or initiation of new fees without the aforementioned notification and documentation of the presentation.
3. The Board of Regents, in its deliberations on fee changes or initiation of new fees, will review any information presented to the Board by the associated student governments.

History:

Item 49-002-R0985, Student Participation in Mandatory Fee Decisions; Montana University System; October 25, 1985, as revised January 23, 1997 and January 17, 2003 (ITEM 118-110-R0103) and May 29, 2003 (Item 119-107-R0503).

Table of Contents or Section 500 Contents

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.8 – Academic Probation; Montana University System
Effective: Fall 1993; Issued: November 11, 1993

I. Board Policy:

Students will be placed on academic probation at the end of any semester in which their cumulative GPA drops below 2.00 on a 4.0 scale, and will be so notified as part of the campus' normal grade reporting procedures or other appropriate written manner.

II. Definition:

A. For the purpose of this section, cumulative GPA means the grade-point average which is computed by dividing the summation of grade points earned by the summation of credits carried, except that neither the credits nor the grade points shall be counted for the following:

1. non-credit, remedial, developmental, or other subcollege-level courses;
2. courses passed on a grade-basis of pass/fail; and/or,
3. transferred coursework.

History:

Item 78-002-R0393, Academic Probation; Montana University System, May 3, 1993.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 301.9 – Academic Suspension; Montana University System
Effective: November 18, 1999; Issued: December 10, 1999

I. Board Policy:

Students will be suspended academically at the end of any semester if they had been placed on academic probation during their prior semester of attendance and their cumulative GPA remains below 2.00 on a 4.0 scale. At the option of the individual campus, an exception may be made if the student has earned a semester GPA of 2.00 or better for the semester without raising the cumulative GPA to 2.00, whereupon the student will remain on academic probation. Students suspended may not re-enroll until they have been reinstated. Campus administrations are authorized to work with the relevant faculty committees to develop policies and procedures for reinstatement, but reinstatement will require, at a minimum, one full semester of non-enrollment at any campus of the Montana university system.

II. Definition:

A. For the purpose of this section, *cumulative GPA* means the grade-point average which is computed by dividing the summation of grade points earned by the summation of credits carried, except that neither the credits nor the grade points shall be counted for the following:

1. non-credit, remedial, developmental, or other subcollege-level courses;
2. courses passed on a grade-basis of pass/fail; and/or,
3. transferred coursework.

History:

Item 78-003-R0393, Academic Suspension; Montana University System, May 3, 1993; as revised November 18, 1999 (Item 104-103-R0999).

Standard Four Documentation

Table #1 Institutional Faculty Profile
Table #2 Number and Source Terminal Degrees of Faculty
Faculty evaluation
Summary of faculty scholarship
The University of Montana Policy 101.4
Board of Regents Policy 302

AN EDUCATED DECISION

Standard Four – Faculty Table 1 Institutional Faculty Profile																			
Rank or Class	Number		Full – Time Faculty																
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	Less than Bac	Prof License	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Level IV	2			2			1	53665	54758	55851	15	20.5	26	16	21	26		16	
Level III	10		3	5	1	1	3	41720	46643	52088	9	14.5	30	13	20.8	33	12	14.3	15
Level II	12		1	8	1	2	4	38046	41069	43914	1	5.3	20	1	7.5	20	5	11.5	16
Level I	11				3	8	5	35237	37246	40467	.5	4.6	12	.5	8.9	36	8	14	21

Standard Four – Faculty Table 2 Number and Source of Terminal degrees of Faculty			
Institution Granting Terminal Degree	**Number of Degrees**		
	Doctor	**Master**	**Bachelor**
Baylor University		1	
Cal State University Long Beach		1	
Carroll College			1
Central Research Institute of Machine Building	1		
Florida Atlantic University		1	
Lewis University		1	
Montana College of Mineral Science and Technology			1
Montana State University – Bozeman	1	1	2
Montana State University – Northern		2	

Standard Four – Faculty Table 2 Number and Source of Terminal degrees of Faculty			
Institution Granting Terminal Degree	**Number of Degrees**		
Portland State University		1	
St. Joseph's College		1	
University of Montana – Missoula	1	3	
University of Montana – Western			1
University Of Phoenix		1	
University of Washington	1		
University of Wisconsin – Eau Claire		1	
Walden University		1	

2009 Faculty Evaluation Procedure:

Full time tenured faculty receive a course assessment every semester for each class and perform a self evaluation when they are officially evaluated (every three years). Probationary faculty also receive a course assessment every semester for each class and perform a self evaluation in conjunction with being annually evaluated. Adjunct faculty receive an instructor assessment twice a semester, once midterm and again at the end of the term. Adjuncts are observed on a semester basis and perform the same self evaluation as full time faculty.

UM-Helena follows BOR policy 705.3 (attached below) concerning observing faculty and article 7 of the CBA (attached below) also outlines the evaluation procedure. At current UM-Helena does not have a policy mandating the procedures described below. At current, there is an ad-hoc committee charged with reevaluating the evaluation process.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: PERSONNEL
Policy 705.3 - Performance evaluation; student evaluation of faculty teaching
Effective July 6, 2000; Issued July 25, 2000

Board policy:

1. Evaluation of the performance of all personnel involved in direct instruction within the Montana University System shall be conducted regularly and shall include student evaluation of teaching in accordance with these procedures.

2. Student evaluation of teaching is an important component of faculty performance review and should be taken into account in appointment (where practical and reliable), reappointment, tenure, promotion and post-tenure reviews at the department, college and university level.

Procedures:

1. Each campus shall establish a regular cycle of student evaluation of teaching and use the results of these evaluations in faculty performance evaluations for reappointment, tenure, promotion and, where applicable, post-tenure review.

2. For student evaluation of teaching, the following guidelines shall be observed:

a. There should be some student evaluation of each faculty member's teaching every year he or she is engaged in instruction.

b. When surveys or other instruments are used to collect student input on teaching, these must be administered and collected from the students by someone other than the faculty member under review.

c. The results of student evaluations of teaching should be shared with the faculty member only after final grades for the course(s) evaluated have been submitted for posting by the registrar.

3. The administrator or designated evaluation committee of a faculty member's academic department or division will meet with him or her to review his/her student evaluations in the context of other evaluations of teaching.

a. At this meeting, the reviewer(s) will indicate any specific issues that need to be addressed with respect to improvement of teaching in the next review period.

b. As appropriate, the reviewer(s) will offer the faculty member such professional development assistance as resources permit and the two deem helpful or necessary.

c. Copies of the student evaluations or a summary shall be retained in the faculty member's personnel file or other appropriate file and used in department, school/college and/or university performance reviews for no more than seven years.

FACULTY MEMBER EVALUATIONS AND PERSONNEL FILES

7.1 FACULTY MEMBER EVALUATIONS

Faculty member evaluation procedures are recognized to be a cooperative effort between the faculty member and his/her supervisor with the purpose of achieving excellence in the area of effective and purposeful instruction and job performance. If substantive changes to the evaluation instrument or process are contemplated, an ad hoc committee shall be established to make recommendations for change to the President or designee. Such committee shall be composed of an equal number of faculty members appointed by the union and employer representatives appointed by the Dean.

A. Formal evaluations result in a written document which is placed in a faculty member's official personnel file. Formal evaluations may include components such as self-evaluation, supervisory evaluation, and student evaluations. Faculty assessment will be conducted on an annual basis for non-tenured faculty except during the final year of employment and once every three (3) years for tenured faculty. Faculty or administration may request an additional evaluation for purposes of consideration for merit, tenure, and promotion.

B. Informal Evaluations: The parties recognize that the evaluation of faculty members is an ongoing process, and that there may be a need to keep informal records of critical incidents and other performance related matters. It may also be appropriate to discuss performance problems or exemplary achievements of faculty members outside of the formal evaluation process. Nothing in this agreement may be construed to restrict such activities.

C. Conditions of Faculty Member Evaluations:

1. Evaluations shall be conducted fairly and in a manner in which faculty members are fully aware of the process and tools to be used.
2. Faculty members shall be notified at least five working days prior to commencement of the formal evaluation process.
3. Each faculty member shall be given a copy of his/her formal evaluation at the time it is completed.

4. Faculty members shall have the right to respond in writing to their formal evaluations. The response shall be attached to the evaluation included in the personnel file. The faculty member response shall also be forwarded to the administrators receiving the evaluation or report.

5. In the case of an unsatisfactory evaluation, or upon request of the faculty member, a conference between the faculty member and the Dean and evaluator shall be initiated to discuss the evaluation.

6. Supervisors shall assist employees in their development and provide suggestions for improvement for areas considered to be in need of improvement.

7. Faculty members shall have the right to ask for a review by a higher-level supervisor of any evaluation that they feel contains inaccurate or misleading information.

Faculty Member:_____

FACULTY CLASSROOM OBSERVATION WORKSHEET

RAPPORT/INTERACTION

X	Observation	Okay, could improve	Does just fine	Comments
	Makes eye contact with students			
	Encourages questions, comments, discussion, and other contributions to the lesson			
	Uses positive reinforcement			
	Addresses individual students by Name			
	Helps individual students with problems			
	Shows tolerance of other points of view			
	Invites students to share			
	Relates in a positive way with Students			

PROFESSIONALISM

X	Observation	Okay, could improve	Does just fine	Comments
	Demonstrates a command of the Material			
	Maintains adequate but flexible control of the class			
	Presents desirable role model of leader/officer			
	Promotes desirable officership/			

	leadership attitudes			

ORGANIZATION/PACE

X	Observation	Okay, could improve	Does just fine	Comments
	Gives preliminary overview			
	Relates topic to whole course			
	Uses outlines, charts, steps, etc, to organize ideas			
	Keeps "on track" of major theme of lesson			
	Listens to students' questions, thinks before answering, and answers questions asked.			
	Polls for student understanding before moving on			
	Indicates transition from one topic to the next			
	Reviews or summarizes key Points			
	Lesson is well organized, including boards and slides			

PRESENTATION

X	Observation	Okay, could improve	Does just fine	Comments
	Uses concrete, everyday Examples			
	Presents challenging and stimulating examples, ideas, problems			
	Points out practical applications			

PRESENTATION CONT.

	Explains subject matter in familiar language			
	Defines new or unfamiliar terms			
	Reinforces difficult concepts by repetition or by use in multiple examples			
	Stresses important points (pausing, speaking slowly/loudly)			
	Speaks clearly and at an appropriate Volume			
	Speaks at appropriate pace			
	Moves about the room			
	Varies activities			
	Varies presentation media			
	Promotes good student work Habits			

Faculty: _____ Evaluator: _____

Course: _____

Date: _____

PERFORMANCE INDICATORS

RESPONSIBILITY AREA: INSTRUCTION

Classroom Observation	*Comments*
1. Has an organizational plan for the lesson.	
2. Demonstrates ability to communicate effectively.	
3. Demonstrates knowledge of subject matter.	
4. Uses correct grammar in oral and written communications.	
5. Maintains a positive learning environment in the classroom.	
6. Reports to class on time.	
7. Holds class for the assigned time.	
8. Uses a variety of teaching methods.	
9. Shows respect for students as individuals and adults.	
10. Demonstrates concern for safety and health of others in lab, shop, and clinical settings.	

General	*Comments*
11. Makes fair and adequate evaluation of students.	
12. Provides a syllabus to students at beginning of course which includes the course objectives (expected learning outcomes) and the criteria which will be used to evaluate student progress and final grades.	
13. Uses evaluation methods and instruments which are related to course content as outlined in the syllabus.	
14. Maintains accurate records of students' academic performance.	
15. Promotes gender equity in all interactions between faculty and students.	

16. Maintains scheduled office hours.	
17. Participates in recruiting students.	
18 Attends and participates in faculty, department, and advisory committee meetings.	
19. Assists department chair by furnishing necessary information for the preparation of class schedule, department budgets, and short- and long range department plans.	

RESPONSIBILITY AREA: CURRICULUM DEVELOPMENT

Curriculum Development	***Comments***
1. Maintains contact with occupation/industry employers and former students to obtain input for updating the curriculum.	
2. Reviews curricula and updates curriculum guides and instructional materials.	
3. Reviews curricular materials and assignments to assure gender-neutral messages and makes revisions as necessary.	
4. Communicates to the administration the staff time, equipment, and materials needed to update curricula.	

RESPONSIBILITY AREA: SERVICE

Service	***Comments***
1. Serves on a Standing or Special committee of the College	
2. Chairs a committee.	
3. Serves as officer in a professional organization.	
4. Prepares and participates in an external grant.	
5. Sponsors a student organization.	
6. Serves as a lead faculty or program coordinator.	

7. Actively serves as a member of an occupational association related to teaching assignments.	
8. Gives presentations for the College.	

RESPONSIBILITY AREA: PROFESSIONAL DEVELOPMENT

Professional Development	*Comments*
1. Selects and participates in activities for own professional development in educational skills in consultation with supervisor.	
2. Takes one or more courses related to occupational education.	
3. Writes an article for an educational publication.	
4. Selects and participates in activities for own professional development in occupational skills in consultation with supervisor.	
5. Attends workshop or seminar related to occupational field.	
6. Works as an intern, employee, or consultant in the occupational field.	

RESPONSIBILITY AREA: STUDENT ADVISING

Student Advising	*Comments*
1. Maintains current knowledge of College offerings and services to effectively advise assigned students.	
2. Maintains posted student advising office hours.	
3. Reviews student progress toward graduation or students' goals with assigned advisees.	
4. Makes referrals for tutoring or counseling where indicated.	
5. Assists in job placement activities for assigned advisees where appropriate.	

RESPONSIBILITY AREA: PROFESSIONAL CONDUCT

Professional Conduct	***Comments***
1. Maintains professional appearance appropriate to classroom environment.	
2. Maintains constructive interactions with other faculty, staff, administration, students and the public.	
3. Follows established administrative channels to resolve problems.	
4. Responds to requests in a timely and dependable manner with quality work.	
5. Reacts constructively to criticisms and suggestions.	
6. Follows institutional policy, procedures, and actions.	

Summary of the most significant scholarly activity and representative examples of institutional and public impact of faculty scholarship:

Five faculty have been recently awarded NISOD Teaching Excellence Awards (May 2008 and May 2009). Two more faculty will be named recipients this coming year (May 2010).

Various faculty participated in the MUS Transferability Initiative (various disciplines)

Nursing Faculty have developed and applied clinical simulation using human patient simulators (hps) for RN and PN students.

Various faculty have provided assistance and expertise to local agencies (Lewis and Clark Sherriff's office, United Way, Association on Higher Education and Disabilities (AHEAD) of the Northern Rockies, the JMGF Americorps Program to name a few) concerning helping build and maintain computer databases and electronic equipment.

Faculty have responded to community need by developing new degree and certificate programs (the Mental Health Direct Care degree and Medical Coding certificate for example).

Faculty have produced films, the documentary "Suicide Under the Big Sky", a 52 minute movie addressing the suicide epidemic in Montana.

Faculty have published books, including "Sacred Bundles of the Ioway Indians", "The Indians of Iowa", "Speaking Ill of the Dead: Jerks in Montana History", "Spirit Tailings: Ghost Stories from Virginia City, Butte and Helena", "Conveniences Sorely Needed: Montana's Historic Bridges", and "Montana's Historical Highway Markers".

Policy Number: 101.4

Policy: Rights and Responsibilities of Academic Personnel

Date Adopted: 07/99

Revision Date: 08/04

References: MUS 302, 702.1; CBA

Approved By: George M. Dennison, President

All faculty employed by The University of Montana shall enjoy certain rights and responsibilities. Faculty subject to the Collective Bargaining Agreement with the University Faculty Association will be governed by the provisions of that contract. The faculty of the School of Law will be governed by the rules established in that unit. All other faculty will be governed by this policy to the fullest extent applicable regarding the terms and conditions of employment.

I. ACADEMIC RESPONSIBILITIES

The concept of academic freedom must be accompanied by an equally demanding concept of academic responsibility. The concern of the University and its faculty for academic freedom safeguards must extend equally to requiring responsible service, consistent with the objective of the University. Every faculty member is at one and the same time (1) a teacher, (2) a member of the faculty of the University, and (3) a scholar. By virtue of a faculty position in the University, the individual shares all three of these functions, each of which is of great importance.

As a teacher, every faculty member is responsible for the effective instruction, including evaluation, of students at the University. In keeping with this all faculty members shall prepare a syllabus for each course they teach. A current copy of each syllabus will be filed with the Registrar, who will have it placed in a central file in the Mansfield Library. Aspects of effective instruction include teaching classes in accordance with official descriptions and meeting classes in accordance with published schedules at on-campus locations, off-campus locations germane to the subject matter, or at other locations approved by the dean or the dean's designee. No classes may be taught off-campus or at unscheduled locations at any time by any faculty member without prior approval of the appropriate dean or the dean's designee.

The faculty member should have both a depth and breadth of knowledge in the discipline and be able to communicate this knowledge effectively to the students. The faculty member should maintain an active interest in the advances and current thinking in the subject being taught and be able to relate such information to teaching in an organized manner through incorporation into course materials. Moreover, the faculty member should maintain a critical attitude toward teaching and should strive continuously to improve it. Obviously, the faculty member shall avoid persistent intrusion of totally unrelated material into classroom presentations. The effective teacher feels and exhibits enthusiasm for his/her subject and creates an environment that stimulates imaginative thinking.

Faculty members should have a deep interest in the students' progress and welfare, which includes counseling and advising assigned advisees as well as other students on their program of study and other academic matters, and maintaining a responsible, professional relationship with the students. The faculty member will carefully ensure equal application of class standards and requirements. Faculty shall preserve the records necessary to compute final grades for one academic term including records of student attendance. For one full semester following the semester a student receives a grade, faculty will retain all academic course materials used as the basis for a student's semester grade (papers, tests and/or other written or printed materials), which are not returned to the student. Fall Semester grade records and course materials will be kept until the end of the next Spring Semester; while Spring Semester and any summer course grade records and course materials will be kept until the end of the next Fall Semester. Each faculty member has obligations and responsibilities to assist in the proper administration of University affairs. Faculty members may be called upon to serve on committees, attend University functions, and render public service in the areas of professional competence.

As a scholar, the person is responsible to the University and to society to keep informed about advances in knowledge and to engage in an active program of research or creative activities as judged by peers. This activity, though in general not formally scheduled, is nevertheless essential. In large measure the welfare of society depends on it. Although the artist faculty member may be a scholar, the faculty member should have the unqualified option of being a productive artist. Creative work in any field, such as literature, music, art, and drama, through its contributions to our cultural life, ranks equally with research and scholarly publications.

These functions and responsibilities should not be thought of as mutually exclusive, but as overlapping and complementary. Thus, active participation in the work of learned societies is related to a person's work as both scholar and member of the faculty. Similarly, preparation of papers for publication, which is an example of a person's function as a scholar, may well grow out of the faculty member's work as a teacher.

II. ACADEMIC FREEDOM

The University of Montana has had a long tradition of, and a deep commitment to, academic freedom. The welfare and strength of the University and of society at large depends upon the free search for truth and its free expression. To this end The University of Montana shall recognize and protect full freedom of inquiry, teaching, research, discussion, study, publication, and, for artists, the creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or reprisal. This right extends to other facets of campus life to include the right of a faculty member to speak on general educational questions or about the administration and operation of The University of Montana and the Montana University System. The right of academic freedom shall be the right of every faculty member whether tenured or untenured.

This policy recognizes that each faculty member is also a citizen and a member of a learned profession, as well as an employee of an educational institution. When the faculty member speaks or writes as a citizen, the faculty member shall be free from institutional censorship or discipline. When acting as a private citizen, in writing, speech, or actions, the faculty member has an obligation to make it clear that the action, speech, or writing is as an individual and not as a representative of The University of Montana or the Montana University System.

III. STUDENT COMPLAINT PROCEDURE

All faculty members, as noted above, shall be accorded the protection of the procedure outlined in Section 21.000 of the CBA.

No Applicable Procedure

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 302 – Academic Freedom
Effective: March 11, 1963; Issued: April 8, 2004

Board policy

The portion of the 1940 statement of principles on academic freedom and tenure of the American Association of University Professors (AAUP) set out below is endorsed by the board of regents of higher education. That statement was revised by the governing bodies of the AAUP and the Association of American Colleges in November 1989 and January 1990, in order to remove gender-specific references from the original text. Those revisions have been incorporated into the statement.

"Academic Freedom"

> "(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
>
> "(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
>
> "(c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

The regents place particular emphasis on paragraphs (b) and (c) of the above statement relating to the responsibilities as well as the privileges which members of the profession and professional organizations associate with this important concept of American life.

History:

Minutes, State Board of Education, ex officio Regents of the University of Montana, March 11, 1963. Editorial changes made April 8, 2004, to incorporate revised statements by the American Association of University Professors and the Association of American Colleges.

Standard Six Documentation

Board of Regents Membership
Organization Chart
Board of Regents Policy 320.2
The University of Montana Policy 406.2
The University of Montana Policy 400.3
The University of Montana Policy 400.5

Standard Operating Procedures

Board of Directors Information
Organizational Chart
Board Design Principles
The Governing Process Model
The Vision Statement
The Mission Statement

Board of Regents Members

Regent	Mailing Address & Phone	Term Expires
Lynn Morrison-Hamilton	P.O. Box 1941 715 9th St. West Havre MT 59501 406-265-2724 (H)	Feb. 1, 2013
Stephen M. Barrett **Chair**	4343 Sourdough Rd Bozeman, MT 59715 406-522-4529 (O) 406-586-4110 (H)	Feb. 1, 2012
Lila Taylor	PO Box 595 Route Kirby Busby, MT 59016 406-757-2236	Feb. 1, 2010
Clayton Christian **Vice Chair**	320 W. Broadway, Suite A Missoula, MT 59802 406-728-1500 (O) 406-728-6191 (H)	Feb. 1, 2015
Todd Buchanan	Buchanan Capital 201 N. Broadway Billings, MT 59101 406-294-3000 (W) 406-294-3003 (FAX)	Feb. 1, 2014
Dr. Janine Pease	409 B Street West Post Office Box 752 Poplar MT 59255 406-768-6300 (O) 406-256-0410 (H)	Feb. 1, 2011 (completes Mike Foster's term)
Robert Barnosky Student Regent	1117 N 19th Apt. 2 Billings Mt, 59101 406-853-0780	June 30, 2010

Ex-Officio Members:

Sheila M. Stearns, Ed.D.
Commissioner of Higher Education
2500 Broadway St.
Helena MT 59620-3201
406-444-0311

The Honorable Brian Schweitzer
Governor of Montana
State Capitol
Helena MT 59620
406-444-3111

Denise Juneau
Superintendent of Public Instruction
State Capitol
Helena MT 59620
406-444-5658

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: GOVERNANCE AND ORGANIZATION
Policy 217.1 – Local Executive Boards
Effective: November 16, 2001; Issued: November 27, 2001

I. Board policy:

A. Each campus shall have a local executive board appointed as provided in 20-25-303 M.C.A. Local board functions relating to institutional management or staff are limited to such as may be conferred by the board and are subject always to the supervision of the latter.

B. Functions - The functions of each local board shall include consultative and advisory service to the CEO of the institution as well as other duties as may be duly specified and communicated to them by, or on behalf of, the board, CEO, or the commissioner of higher education.

C. Each local board is expected to:

1. Function as liaisons between the local units and their constituents.
2. Foster increased public awareness of the contributions and value of their associated units to their local areas and to the state as a whole.
3. Encourage discussion and support of steps and plans to enhance the system units' ability to carry out their missions, especially through contact with community opinion leaders.
4. Utilize factual information from the commissioner of higher education, CEOs of individual units, and other qualified sources as needed to accomplish these duties.
5. Become knowledgeable on materials and issue communications provided by the regents or commissioner of higher education.
6. Each member is expected to faithfully attend and participate in local executive board individual and group meetings.

D. As a group the local boards are expected to:

1. Act as advocates for the university system as a whole.
2. Work in concert with each other to coordinate their efforts effectively.
3. Engage in free discussions of ideas to enhance the provision of the consultative and advisory services expected of them.

E. Compensation - Each member of a local executive board may be compensated as provided by § 20-25-303(5).

F. Meetings – Each local board shall meet at least once each calendar quarter (see § 20-25-304 MCA) and shall keep minutes of its proceedings (see § 2-3-213 MCA).

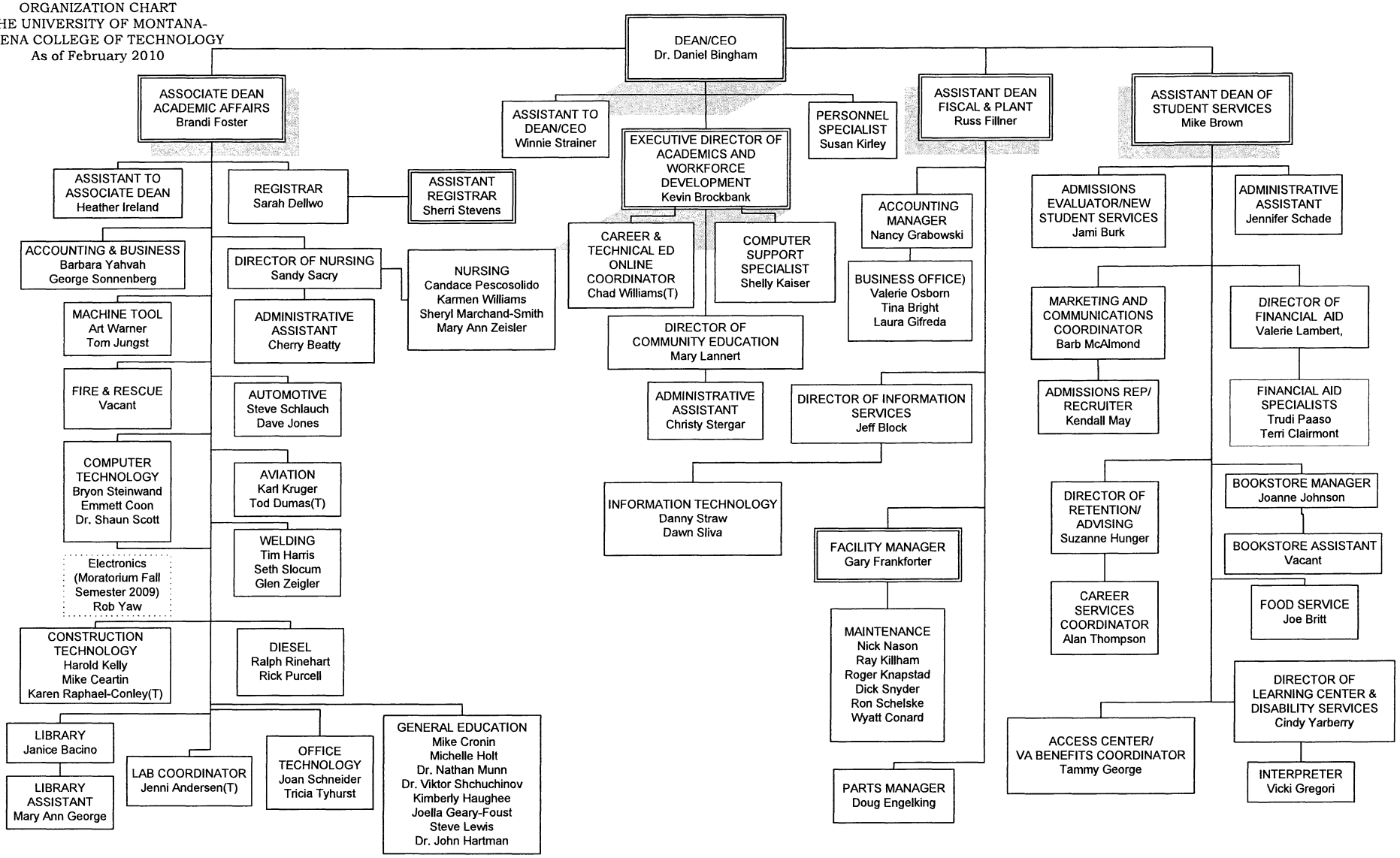
II. Definitions:

The board of regents of higher education is referred to herein as the "board"; and local executive boards are referred to as "local boards". When "institution" is mentioned in the singular or plural, it means the particular institution with which a particular local board is concerned.

History:

Item 3-016-R0174, Regulations Respecting Local Executive Boards for Institutions of the Montana University System Subject to the Jurisdiction of the Board of Regents of Higher Education as revised April 11, 1978, July 26, 1985, November 18, 1999 (Item 104-103-R0999), and November 16, 2001 (Item 112-111-R0901).

ORGANIZATION CHART
THE UNIVERSITY OF MONTANA-
HELENA COLLEGE OF TECHNOLOGY
As of February 2010



MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
Policy 320.2 -- Accreditation; Montana University System Units and Community Colleges
Effective: May 17, 2001; Issued: May 31, 2001

I. Board policy:

A. The campuses of Montana university system and the community colleges under the supervision of the board of regents must maintain accreditation by the northwest commission on colleges and universities.

B. Institutions may apply, with the concurrence of the commissioner of higher education, for accreditation of professional programs by agencies recognized by the council on higher education accreditation.

II. Procedures:

A. A copy of any self-evaluation or other information document submitted in connection with an accreditation review shall be filed with the commissioner of higher education.

B. The commissioner of higher education shall be notified by the president, chancellor or dean of all site visits by accreditation agencies.

C. The commissioner of higher education or designee shall be given an opportunity to meet with the accreditation committee and/or participate in the exit conference.

D. A copy of each site visit report, accreditation report or accreditation status letter received by the unit shall be sent to the commissioner of higher education.

E. The commissioner shall report to the board, through its academic and student affairs committee, on each accreditation visit or change in accreditation status.

History:

Item 16-004-R0577. Accreditation; Montana University System units and community colleges (Revised), July 11, 1977; as revised November 18, 1999 (Item 104-103-R0999) and May 17, 2001 (Item 110-104-R0301). Editorial change December 5, 2006, to reflect name change of NCCU.

Policy Number: 406.2

Policy: Ethical Standards of Conduct

Date Adopted: 3/99

Revision Date: 4/02

References: MCA 2-2-101, 2-2-202, 2-2-304; MUS

Approved By: Robert A. Duringer, Vice President for Administration & Finance

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The University of Montana-Missoula adheres to ethical standards of conduct and conflict of interest provisions of state and federal law and Montana University System policy.

No Procedures Available

Montana Code Annotated 2009

2-2-101. Statement of purpose. The purpose of this part is to set forth a code of ethics prohibiting conflict between public duty and private interest as required by the constitution of Montana. This code recognizes distinctions between legislators, other officers and employees of state government, and officers and employees of local government and prescribes some standards of conduct common to all categories and some standards of conduct adapted to each category. The provisions of this part recognize that some actions are conflicts per se between public duty and private interest while other actions may or may not pose such conflicts depending upon the surrounding circumstances.

History: En. 59-1701 by Sec. 1, Ch. 569, L. 1977; R.C.M. 1947, 59-1701.

Provided by Montana Legislative Services

Montana Code Annotated 2009

2-2-202. Public officers not to have interest in sales or purchases. State, county, town, township, and city officers must not be purchasers at any sale or vendors at any purchase made by them in their official capacity.

History: En. Sec. 1021, Pol. C. 1895; re-en. Sec. 369, Rev. C. 1907; re-en. Sec. 445, R.C.M. 1921; Cal. Pol. C. Sec. 921; re-en. Sec. 445, R.C.M. 1935; R.C.M. 1947, 59-502.

Provided by Montana Legislative Services

Montana Code Annotated 2009

2-2-304. Penalty for violation of nepotism law. A public officer or employee or a member of any board, bureau, or commission of this state or any political subdivision who, by virtue of the person's office, has the right to make or appoint any person to render services to this state or any subdivision of this state and who makes or appoints a person to the services or enters into any agreement or promise with any other person or employee or any member of any board, bureau, or commission of any other department of this state or any of its subdivisions to appoint to any position any person or persons related to the person making the appointment or connected with the person making the appointment by consanguinity within the fourth degree or by affinity within the second degree is guilty of a misdemeanor and upon conviction shall be punished by a fine not less than $50 or more than $1,000, by imprisonment in the county jail for not more than 6 months, or both.

History: En. Sec. 3, Ch. 12, L. 1933; re-en. Sec. 456.3, R.C.M. 1935; R.C.M. 1947, 59-520; amd. Sec. 1, Ch. 253, L. 1989; amd. Sec. 37, Ch. 61, L. 2007.

Provided by Montana Legislative Services

The University of Montana-Helena
COLLEGE OF TECHNOLOGY

Policy Number: 400.3

Policy Title: Sexual Harassment

Subject: Section 400. Personnel

Date Adopted: August 24, 2009

Date(s) Revised:

Approved by:

Daniel J. Bingham
Dean/CEO
The University of Montana – Helena
College of Technology

POLICY STATEMENT:

The University of Montana – Helena College of Technology considers behavior such as Sexual harassment unacceptable in the educational (student) and academic work place and is furthermore a violation of state and federal equal opportunity and nondiscrimination regulations.

Disciplinary action will be taken when instances of sexual harassment are identified and confirmed. Retaliation against persons who file complaints is also a violation of laws prohibiting discrimination and will lead to disciplinary action against offenders. Supervisors who knowingly condone or fail to report incidents of harassment will themselves be subject to discipline.

All UM-Helena college policies shall adhere to and be consistent with relevant federal and state laws, rules, and regulations; with Board of Regents' policies and procedures; and with The University of Montana's policies and procedures.

PROCEDURES:

Definition (not inclusive)

Sexual harassment in education or employment covers a broad spectrum of behavior, ranging from sexual innuendoes and gender-based comments made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. In its extreme form, sexual harassment occurs when a person in a position of influence over the job, career, or grades of others uses his/her authority to coerce another person into sexual relations or to punish that person for rejecting or reporting such advances.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

Mitigation and Prevention

It is helpful for the victim to inform the harasser directly that the conduct is unwelcome and must stop. The victim shall use college employer complaint mechanism(s) or grievance system available.

When investigating allegations of sexual harassment, EEOC/Human Resources shall look at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employees, students and quests are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to the offending party that sexual harassment will not be tolerated.

All employees of the College are required to receive Sexual Harassment training once every three years. Such training shall be provided by the Human Resources office. Each employee shall indicate to this office that they have been trained on the interval prescribed.

Employees or students who wish to report incidents of sexual harassment should contact the College Personnel Specialist and EEO/Affirmative Action Officer or may pursue complaints through appropriate grievance procedures.

It is unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII. Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964

The University of Montana-Helena
COLLEGE OF TECHNOLOGY

Policy Number: 400.5

Policy Title: Non-Discrimination Policy

Subject: Section 400. Personnel

Date Adopted: August 24, 2009

Date(s) Revised:

Approved by:

Daniel J. Bingham
Dean/CEO
The University of Montana – Helena
College of Technology

POLICY STATEMENT:

The University of Montana-Helena College of Technology rigorously pursues affirmative action to provide to all people the equal opportunity for education, employment, and participation in college activities without regard to race, color, religion, national origin, sex, age, marital or family status, disability, or sexual orientation and seeks to employ and advance in employment qualified disabled veterans and veterans of the Vietnam Era. Responsibility for effecting equal opportunity accrues to all college administrators, faculty, and staff. This responsibility includes assurance that employment and admission decisions, personnel actions, and administration of benefits to students and employees rests exclusively upon criteria that adhere to the principle of Equal Opportunity. The College will protect against retaliation any individual who participates in any way proceeding concerning alleged violations of laws, orders, or regulations requiring equal education and/or employment opportunity.

PROCEDURES:

The University of Montana – Helena College of Technology has a Grievance Procedure (UMH Policy 400.2) for any faculty member, student, non-academic employee, or applicant for employment or admission who alleges unlawful discrimination because of any college regulation, policy, practice, or official action of any college employee. Persons alleging discrimination at The College should contact the Personnel Specialist at the College within 60 calendar days of the alleged discrimination. The process for adjudicating the grievance shall follow the College's grievance procedure.

Standard Seven Documentation

Table #1 Current Fund Revenues
Table #2 Current Funds Expenditures and Mandatory Transfers
Table #4 Sources of Financial Aid
Table #9 Operating Gifts and Endowments
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Debt Service Schedule
Endowment and Life Income Fund Report
Board of Regents Policy 901.11
Board of Regents Policy 940.12.1
Board of Regents Policy 940.13

EDUCATE

STANDARD SEVEN – FINANCE TABLE 1 CURRENT FUNDS REVENUES – PUBLIC INSTITUTIONS ONLY

Source (IPEDS Report)		Actual								Projected			
		Year 1 (2007)		Year 2 (2008)		Year 3** (2009)		Year 4*** (2010)		Year 5 (2011)		Year 6 (2012)	
		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees		1,882,646.00	24.7%	2,200,440.00	26.9%	2,645,914.00	28.0%	2,584,898.00	27.2%	2,884,898.00	29.9%	2,884,898.00	30.3%
Government Appropriations			0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Federal			0.0%		0.0%		0.0%	882,475.00	9.3%	882,475.00	9.1%		0.0%
State		3,142,269.00	41.3%	3,633,001.00	44.2%	3,823,163.00	40.4%	3,123,027.00	32.8%	2,963,027.00	30.7%	3,724,502.00	39.1%
Local			0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Government Grants & Contracts			0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Federal	Unrestricted		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Restricted	1,252,392.00	16.5%	1,202,483.00	14.6%	1,661,820.00	17.5%	1,810,531.00	19.0%	1,810,531.00	18.8%	1,810,531.00	19.0%
State	Unrestricted		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Restricted	154,109.00	2.0%	209,048.00	2.5%	259,786.00	2.7%	105,972.00	1.1%	105,972.00	1.1%	105,972.00	1.1%
Local	Unrestricted		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Restricted		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Private Gifts, Grants, Contracts	Unrestricted		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Restricted	3,000.00	0.0%	18,000.00	0.2%	16,100.00	0.2%	2,500.00	0.0%	2,500.00	0.0%	2,500.00	0.0%
Endowment Income	Unrestricted		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
	Restricted		0.0%		0.0%	(3,096.00)	0.0%	2,000.00	0.0%	2,000.00	0.0%	2,000.00	0.0%
Sales and Services of Educational Activities		517,479.00	6.8%	605,363.00	7.4%	676,976.00	7.1%	690,005.00	7.3%	690,005.00	7.1%	690,005.00	7.2%
Auxiliary Enterprises			0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Hospitals			0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other Sources		660,559.00	8.7%	343,503.00	4.2%	391,093.00	4.1%	313,945.00	3.3%	313,945.00	3.3%	313,945.00	3.3%
Independent Operations			0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Current Funds Revenues		7,612,454.00	100.0%	8,211,838.00	100.0%	9,471,756.00	100.0%	9,515,353.00	100.0%	9,655,353.00	100.0%	9,534,353.00	100.0%
IPED Totals		7,612,454.00		8,211,838.00									
CHE's						9,471,756.00		9,515,353.00					
Variance		-		-		-		-					

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN – FINANCE TABLE 2 CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS – PUBLIC INSTITUTIONS ONLY

Functions (IPEDS Report)	Year 1 (2007) Amount	%	Actual Year 2 (2008) Amount	%	Year 3** (2009) Amount	%	Year 4*** (2010) Amount	%	Projected Year 5 (2011) Amount	%	Year 6 (2012) Amount	%
Education and General Expenditures												
Instruction	2,886,919.00	37.9%	2,975,069.00	36.2%	3,357,674.00	35.4%	3,416,506.00	35.9%	3,716,506.00	38.5%	3,616,506.00	37.9%
Research		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Public Service		0.0%	35.00	0.0%	120.00	0.0%		0.0%		0.0%		0.0%
Academic Support - (Excluding Libraries)	436,350.00	5.7%	527,674.00	6.4%	706,042.00	7.5%	700,127.00	7.4%	700,127.00	7.3%	700,127.00	7.3%
Library Expenditures	105,478.00	1.4%	119,292.00	1.5%	148,476.00	1.6%	137,308.00	1.4%	137,308.00	1.4%	137,308.00	1.4%
Student Services	851,185.00	11.2%	967,672.00	11.8%	919,337.00	9.7%	1,062,940.00	11.2%	1,062,940.00	11.0%	1,062,940.00	11.1%
Institutional Support	590,745.00	7.8%	752,793.00	9.2%	846,251.00	8.9%	762,836.00	8.0%	762,836.00	7.9%	762,836.00	8.0%
Plant Operations & Maintenance	721,211.00	9.5%	1,032,064.00	12.6%	741,646.00	7.8%	637,532.00	6.7%	637,532.00	6.6%	637,532.00	6.7%
Scholarships and Fellowships		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Awards from Unrestricted Funds	78,766.00	1.0%	123,737.00	1.5%	252,004.00	2.7%	201,614.00	2.1%	201,614.00	2.1%	201,614.00	2.1%
Awards from Restricted Funds	684,807.00	9.0%	737,280.00	9.0%	1,006,723.00	10.6%	1,102,491.00	11.6%	1,102,491.00	11.4%	1,102,491.00	11.6%
Educational and General		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Mandatory Transfer	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Total Educational and General Expenditures/Mandatory Transfers	6,355,461.00	83.5%	7,235,616.00	88.1%	7,978,273.00	84.2%	8,021,354.00	84.3%	8,321,354.00	86.2%	8,221,354.00	86.2%
Auxiliary Enterprises (Including Transfers)	475,663.00	6.2%	533,110.00	6.5%	572,086.00	6.0%	621,673.00	6.5%	621,673.00	6.4%	621,673.00	6.5%
Hospitals (Including Transfers)		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Independent Operations (Including Transfers)		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Current Funds Expenditures & Mandatory Transfers	6,831,124.00	89.7%	7,768,726.00	94.6%	8,550,359.00	90.3%	8,643,027.00	90.8%	8,943,027.00	92.6%	8,843,027.00	92.7%
IPEDS	6,831,124.00		7,768,726.00									
CHE's					9,147,069.00		9,239,737.00					
Variance	-		-		(596,710.00)		(596,710.00)					
Tuition Discounting and Allowances	420,973.00		457,625.00		596,710.00		596,710.00		596,710.00		596,710.00	

UMDW			CHE 2008	Variance	
3,032,917.00	(57,848.00)	-1.94%	2,993,286.00	(18,217.00)	-0.61%
				-	
	35.00	100.00%		35.00	100.00%
646,466.00	(118,792.00)	-22.51%	591,471.00	(63,797.00)	-12.09%
				119,292.00	
927,959.00	39,713.00	4.10%	785,863.00	181,809.00	18.79%
916,196.00	(163,403.00)	-21.71%	878,370.00	(125,577.00)	-16.68%
1,002,850.00	29,214.00	2.83%	1,194,264.00	(162,200.00)	-15.72%
1,404,579.00	(1,404,579.00)	#DIV/0!	126,844.00	(126,844.00)	#DIV/0!
				123,737.00	
				737,280.00	
				-	
				-	
7,930,967.00	(695,351.00)	-9.61%	6,570,098.00	665,518.00	9.20%
546,081.00	(12,971.00)	-2.43%	536,838.00	(3,728.00)	-0.70%
				-	
				-	
8,477,048.00	(708,322.00)	-9.12%	7,106,936.00	661,790.00	8.52%
				661,790.00	
				-	

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN – FINANCE TABLE 4 SOURCES OF FINANCIAL AID – PUBLIC AND PRIVATE INSTITUTIONS

	Actual								Projected			
	Year 1 (2007)		Year 2 (2008)		Year 3** (2009)		Year 4*** (2010)		Year 5 (2011)		Year 6 (2012)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	45,624.48	1.2%	31,535.00	0.8%	18,885.00	0.4%	16,550.00	0.3%	16,550.00	0.3%	16,550.00	0.3%
Governmental State Aid	145,297.54	3.9%	167,022.82	4.2%	206,603.00	3.9%	217,021.86	3.6%	217,021.86	3.6%	217,021.86	3.6%
Federal Aid (PELL, SEOG, WS) ACG?	1,017,262.06	27.0%	1,072,574.29	27.0%	1,497,739.31	28.0%	1,526,248.00	25.5%	1,526,248.00	25.5%	1,526,248.00	25.5%
Endowment Earnings (Non-Foundation)	172.75	0.0%	160.79	0.0%	915.26	0.0%	2,000.00	0.0%	2,000.00	0.0%	2,000.00	0.0%
Institutional Unfunded Aid	53,701.77	1.4%	116,691.76	2.9%	170,486.93	3.2%	185,941.25	3.1%	185,941.25	3.1%	185,941.25	3.1%
Federal Student Loans (if applicable)	2,480,753.30	65.9%	2,563,138.26	64.5%	3,431,485.00	64.2%	4,000,000.00	67.0%	4,000,000.00	67.0%	4,000,000.00	67.0%
Nonfederal Workstudy Aid	22,285.00	0.6%	22,735.00	0.6%	22,735.00	0.4%	26,381.00	0.4%	26,381.00	0.4%	26,381.00	0.4%
Total Financial Aid	3,765,096.90	100.0%	3,973,857.92	100.0%	5,348,849.50	100.1%	5,974,142.11	99.9%	5,974,142.11	99.9%	5,974,142.11	99.9%

*Percentage of Total Financial Aid **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year/financial aid estimate

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STANDARD SEVEN – FINANCE TABLE 9

OPERATING GIFTS AND ENDOWMENTS – PUBLIC AND PRIVATE INSTITUTIONS (If Applicable)

	Actual			Projected	
	Year 1 (2007) Amount	Year 2 (2008) Amount	Year 3** (2009) Amount	Year 4*** (2010) Amount	Year 5 (2011) Amount
Annual Gifts					
Operations Restricted	3,000.00	18,000.00	16,100.00	15,000.00	20,000.00
Operations Unrestricted					
Endowments Exclusive of Foundation Gifts					
Plant					
Total					
Ratio of Annual Gifts to E & G					
Endowment Fund Balance					
Permanent	78,260.00	73,475.00	65,433.00	66,000.00	67,000.00
Term					
Quasi					
Total	78,260.00	73,475.00	65,433.00	66,000.00	67,000.00

*Most recent fiscal year for which audited financial statements are available **Budget for Current Year

Note: If applicable, explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the institution.

STANDARD SEVEN – FINANCE TABLE 10 CAPITAL INVESTMENTS – ALL INSTITUTIONS

DO NOT INCLUDE DEPRECIATION EXPENSE	Actual			Projected		
	Year 1 (2007)	Year 2 (2008)	Year 3* (2009)	Year 4** (2010)	Year 5 (2011)	Year 6 (2012)
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Cost	388,228.00	388,228.00	388,228.00	388,228.00	388,228.00	388,228.00
Additions						
Deductions						
Ending Cost	388,228.00	388,228.00	388,228.00	388,228.00	388,228.00	388,228.00
Buildings						
Beginning Cost	3,458,199.00	3,608,489.00	3,608,489.00	12,533,130.00	12,533,130.00	12,533,130.00
Additions	150,290.00		8,924,641.00			5,875,975.00
Deductions						
Ending Cost	3,608,489.00	3,608,489.00	12,533,130.00	12,533,130.00	12,533,130.00	18,409,105.00
Furniture and Equipment						
Beginning Cost	1,318,758.00	1,633,530.00	1,906,416.00	2,073,797.00	2,229,910.00	2,529,910.00
Additions	314,772.00	272,886.00	167,381.00	156,113.00	300,000.00	200,000.00
Deductions						
Ending Cost	1,633,530.00	1,906,416.00	2,073,797.00	2,229,910.00	2,529,910.00	2,729,910.00
Construction in Progress ✔						
Beginning Cost	835,985.00	6,498,300.00	8,842,781.00	263,361.00	763,361.00	6,139,336.00
Additions	5,725,612.00	2,344,482.00		500,000.00	5,375,975.00	
Deductions	63,297.00	1.00	8,579,420.00			5,875,975.00
Ending Cost	6,498,300.00	8,842,781.00	263,361.00	763,361.00	6,139,336.00	263,361.00
Debt Service						
Principal						
Interest						
Depreciation (Private Institutions Only)						

* Most recent fiscal year for which audited financial statements are available **Budget for Current Year

✔ Briefly describe the nature of the projects under way and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, indicate sources of funds for the project (i.e., fund raising programs, debt).

✔ The project is an expansion to our Welding area and remodel of classroom space at our Airport facility. The project is being paid for by State funds appropriated by the Legislature for this project.

Helena COT (Extended)

	Transfers			Debt Service				
	1999F Bonds Transfers	Total	Fiscal Year Total	1999F Bonds Debt Service	Total	Fiscal Year Total	Difference	Fiscal Year Difference
15-May-94			$0.00			$0.00		
15-Nov-94								
15-May-95			0.00			0.00		
15-Nov-95								
15-May-96			0.00			0.00		
15-Nov-96								
15-May-97			0.00			0.00		
15-Nov-97								
15-May-98			0.00			0.00		
15-Nov-98								
15-May-99			0.00			0.00		
15-Nov-99	$38,992.44 [1]	$38,992.44		$38,992.44 [1]	$38,992.44		$0.00	
15-May-00	46,846.55	46,846.55	85,838.99	31,098.39	31,098.39	70,090.83	$15,748.16	15,748.16
15-Nov-00	40,904.26	40,904.26		21,034.59	21,034.59		19,869.67	
15-May-01	45,383.67	45,383.67	86,287.93	26,523.36	26,523.36	47,557.95	18,860.31	38,729.98
15-Nov-01	39,690.63	39,690.63		20,920.70	20,920.70		18,769.93	
15-May-02	44,158.32	44,158.32	83,848.95	26,409.47	26,409.47	47,330.17	17,748.85	36,518.78
15-Nov-02	43,477.90	43,477.90		20,802.69	20,802.69		22,675.21	
15-May-03	47,790.32	47,790.32	91,268.22	26,291.46	26,291.46	47,094.15	21,498.86	44,174.07 ✓
15-Nov-03	41,917.04	41,917.04		20,680.57	20,680.57		21,236.47	
15-May-04	46,214.94	46,214.94	88,131.98	25,680.57	25,680.57	46,361.14	20,534.37	41,770.84 ✓
15-Nov-04	40,383.27	40,383.27		20,565.57	20,565.57		19,817.70	
15-May-05	49,689.35	49,689.35	90,072.62	30,565.57	30,565.57	51,131.14	19,123.78	38,941.48 ✓
15-Nov-05	38,635.53	38,635.53		20,330.57	20,330.57		18,304.96	
15-May-06	52,898.10	52,898.10	91,533.63	30,330.57	30,330.57	50,661.14	22,567.53	40,872.49 ✓
15-Nov-06	41,701.23	41,701.23		20,090.57	20,090.57		21,610.66	
15-May-07	50,854.23	50,854.23	92,555.46	32,751.78	32,751.78	52,842.35	18,102.45	39,713.11 ✓
15-Nov-07	39,633.66	39,633.66		19,780.37	19,780.37		19,853.29	
15-May-08	48,743.53	48,743.53	88,377.19	32,441.58	32,441.58	52,221.95	16,301.95	36,155.24 ✓
15-Nov-08	42,499.87	42,499.87		19,463.84	19,463.84		23,036.03	
15-May-09	40,682.63	40,682.63	83,182.50	32,559.56	32,559.56	52,023.40	8,123.07	31,159.10
15-Nov-09	42,244.87	42,244.87		19,129.90	19,129.90		23,114.97	
15-May-10	40,427.63	40,427.63	82,672.50	34,126.50	34,126.50	53,256.40	6,301.13	29,416.10
15-Nov-10	41,984.87	41,984.87		18,739.99	18,739.99		23,244.88	

[1] Series B, C Debt Service, before restructuring

02/25/2000 11:10 AM
Transfers(scenerio 2).xls BM

15-May-11	40,167.63	40,167.63	32,152.50	32,487.42	32,487.42	51,227.41	7,680.21	30,925.09
15-Nov-11	41,717.87	41,717.87		18,372.24	18,372.24		23,345.13	
15-May-12	39,900.13	39,900.13	31,617.50	38,311.17	38,311.17	56,683.41	1,588.96	24,934.09
15-Nov-12	41,454.87	41,454.87		17,848.85	17,848.85		23,606.02	
15-May-13	39,637.63	39,637.63	31,092.50	38,222.29	38,222.29	56,071.14	1,415.34	25,021.36
15-Nov-13	41,177.37	41,177.37		17,283.48	17,283.48		23,893.89	
15-May-14	39,360.13	39,360.13	30,537.50	37,765.53	37,765.53	55,049.01	1,594.60	25,488.49
15-Nov-14	42,908.62	42,908.62		16,733.03	16,733.03		26,175.59	
15-May-15	29,091.38	29,091.38	72,000.00	30,039.23	30,039.23	46,772.26	-947.85	25,227.74
15-Nov-15	42,908.62	42,908.62		16,350.47	16,350.47		26,558.15	
15-May-16	29,091.38	29,091.38	72,000.00	48,231.03	48,231.03	64,581.50	-19,139.65	7,418.50
15-Nov-16	42,908.62	42,908.62		15,433.91	15,433.91		27,474.71	
15-May-17	29,091.38	29,091.38	72,000.00	68,495.77	68,495.77	83,929.68	-39,404.39	-11,929.68
15-Nov-17	42,908.62	42,908.62		13,908.00	13,908.00		29,000.62	
15-May-18	29,091.38	29,091.38	72,000.00	69,576.81	69,576.81	83,484.81	-40,485.43	-11,484.81
15-Nov-18	37,000.00	37,000.00		12,307.90	12,307.90		24,692.10	
15-May-19	35,000.00	35,000.00	72,000.00	69,008.58	69,008.58	81,316.48	-34,008.58	-9,316.48
15-Nov-19	37,000.00	37,000.00		10,606.88	10,606.88		26,393.12	
15-May-20	35,000.00	35,000.00	72,000.00	70,729.18	70,729.18	81,336.06	-35,729.18	-9,336.06
15-Nov-20	37,000.00	37,000.00		8,878.36	8,878.36		28,121.64	
15-May-21	35,000.00	35,000.00	72,000.00	75,246.43	75,246.43	84,124.79	-40,246.43	-12,124.79
15-Nov-21	37,000.00	37,000.00		6,970.28	6,970.28		30,029.72	
15-May-22	35,000.00	35,000.00	72,000.00	83,331.62	83,331.62	90,301.90	-48,331.62	-18,301.90
15-Nov-22	37,000.00	37,000.00		4,774.89	4,774.89		32,225.11	
15-May-23	35,000.00	35,000.00	72,000.00	85,481.12	85,481.12	90,256.01	-50,481.12	-18,256.01
15-Nov-23	37,000.00	37,000.00		2,454.59	2,454.59		34,545.41	
15-May-24	35,000.00	35,000.00	72,000.00	87,831.52	87,831.52	90,286.11	-52,831.52	-18,286.11
15-Nov-24								
15-May-25			0.00			0.00		
15-Nov-25								
15-May-26			0.00			0.00		
Totals	$2,009,169.97	$2,009,169.97	$2,009,169.97	$1,585,991.19	$1,585,991.19	$1,585,991.19	$423,178.78	$423,178.78

Average	88,657.22
Average (Mod)	75,703.44
% Change	85%

[1] Series B, C Debt Service, before restructuring

The University of Montana
Trial Balance Report
FY10

Fund: 421401 Clay

Account Type Levels / Accounts			Beginning Balance	Year to Date Activity	Ending Balance
10	**Assets**				
	1A	**Cash**			
		1104 Cash in Treasury	0.00	-1,300.00	-1,300.00
		Total Cash:	**0.00**	**-1,300.00**	**-1,300.00**
	1F	**Accounts & Grants Receivable, net**			
		1200 Accounts Receivable	0.00	0.00	0.00
		Total Accounts & Grants Receivable, net:	**0.00**	**0.00**	**0.00**
	Total Assets:		**$0.00**	**-$1,300.00**	**-$1,300.00**
30	**Control Accounts**				
	32	**Summary Control Accounts**			
		BEXP Budgeted Expenditure Control	0.00	1,000.00	1,000.00
		BFNBA Budgeted Change to Fund Balance	0.00	0.00	0.00
		BREV Budgeted Revenue Control	0.00	-1,000.00	-1,000.00
		EXP Actual Expenditure Control	0.00	-1,300.00	-1,300.00
		Total Summary Control Accounts:	**0.00**	**-1,300.00**	**-1,300.00**
	Total Control Accounts:		**$0.00**	**-$1,300.00**	**-$1,300.00**
40	**Fund Balance**				
	41	**Fund Balance**			
		4101 Fund Balance	0.00	0.00	0.00
		4703 FB - Restricted Expendable	0.00	0.00	0.00
		Total Fund Balance:	**0.00**	**0.00**	**0.00**
	Total Fund Balance:		**$0.00**	**$0.00**	**$0.00**
Fund Balance: Control Accts, Fund Add, Ded, Bal			$0.00	-$1,300.00	-$1,300.00
Net Assets: Assets - Liabilities			$0.00	-$1,300.00	-$1,300.00

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421401') OR (FUND_CODE_L2 = '451000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 451000 Clay Endowment Interest

Account Type Levels / Accounts			Beginning Balance	Year to Date Activity	Ending Balance
10	**Assets**				
	1A	**Cash**			
		1104 Cash in Treasury	3,292.13	89.76	3,381.89
		Total Cash:	**3,292.13**	**89.76**	**3,381.89**
	1B	**Cash Equivalents**			
		1613 Participant's STIP Investment	0.00	0.00	0.00
		Total Cash Equivalents:	**0.00**	**0.00**	**0.00**
	1D	**Securities Lending Collateral**			
		1643 Cash Collateral-SL	0.00	0.00	0.00
		Total Securities Lending Collateral:	**0.00**	**0.00**	**0.00**
	1F	**Accounts & Grants Receivable, net**			
		1201 Interest Receivable	0.00	0.00	0.00
		Total Accounts & Grants Receivable, net:	**0.00**	**0.00**	**0.00**
	1N	**Investments**			
		1635 MUS Pooled Investments	8,000.00	0.00	8,000.00
		Total Investments:	**8,000.00**	**0.00**	**8,000.00**
	Total Assets:		**$11,292.13**	**$89.76**	**$11,381.89**
20	**Liabilities**				
	2E	**Securities Lending Liability**			
		2543 Liab Under Securities Lending	0.00	0.00	0.00
		Total Securities Lending Liability:	**0.00**	**0.00**	**0.00**
	Total Liabilities:		**$0.00**	**$0.00**	**$0.00**
30	**Control Accounts**				
	32	**Summary Control Accounts**			
		BFNBA Budgeted Change to Fund Balance	0.00	-700.00	-700.00
		BREV Budgeted Revenue Control	0.00	-300.00	-300.00
		BTRAN Budgeted Transfer Control	0.00	1,000.00	1,000.00
		REV Revenue Control	0.00	89.76	89.76
		Total Summary Control Accounts:	**0.00**	**89.76**	**89.76**
	Total Control Accounts:		**$0.00**	**$89.76**	**$89.76**
40	**Fund Balance**				
	41	**Fund Balance**			
		4101 Fund Balance	0.00	0.00	0.00
		4201 Fund Balance - Reserved	16,141.55	0.00	16,141.55
		4701 FB - Restricted Non-Expendable	-4,849.42	0.00	-4,849.42
		Total Fund Balance:	**11,292.13**	**0.00**	**11,292.13**

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421401') OR (FUND_CODE_L2 = '451000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 451000 Clay Endowment Interest

Account Type Levels / Accounts	Beginning Balance	Year to Date Activity	Ending Balance
40 Fund Balance			
Total Fund Balance:	**$11,292.13**	**$0.00**	**$11,292.13**
Fund Balance: Control Accts, Fund Add, Ded, Bal	$11,292.13	$89.76	$11,381.89
Net Assets: Assets - Liabilities	$11,292.13	$89.76	$11,381.89

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421401') OR (FUND_CODE_L2 = '451000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY07

Fund: 421401 Clay **Index: H40120 Clay Endowment Scholarship**
Orgn: 432501 Clay
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
53 State Appropriation					
50156 Non-Mandatory Transfers		0.00	3,065.20	0.00	-3,065.20
Total State Appropriation:		**0.00**	**3,065.20**	**0.00**	**-3,065.20**
Total Revenue:		**0.00**	**3,065.20**	**0.00**	**-3,065.20**
FOP: 421401 432501 08	**Revenue**	**0.00**	**3,065.20**	**0.00**	**-3,065.20**
	Expenditures	**0.00**	**0.00**	**0.00**	**0.00**
Fund 421401 Total:	**Revenue**	**0.00**	**3,065.20**	**0.00**	**-3,065.20**
	Expenditures	**0.00**	**0.00**	**0.00**	**0.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY07

Fund: 451000 Clay Endowment Interest **Index: H40190 Clay Endowment Interest**
Orgn: 432501 Clay
Prog: 09 Transfers

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50060 Earnings-S.T.I.P.		0.00	625.91	0.00	-625.91
Total Investment Income:		**0.00**	**625.91**	**0.00**	**-625.91**
Total Revenue:		**0.00**	**625.91**	**0.00**	**-625.91**
80 Transfers					
88 Non-mandatory Transfers					
68801 Non Mandatory Transfer		0.00	3,065.20	0.00	-3,065.20
Total Non-mandatory Transfers:		**0.00**	**3,065.20**	**0.00**	**-3,065.20**
Total Transfers:		**0.00**	**3,065.20**	**0.00**	**-3,065.20**
FOP: 451000 432501 09	**Revenue**	**0.00**	**625.91**	**0.00**	**-625.91**
	Expenditures	**0.00**	**3,065.20**	**0.00**	**-3,065.20**
Fund 451000 Total:	**Revenue**	**0.00**	**625.91**	**0.00**	**-625.91**
	Expenditures	**0.00**	**3,065.20**	**0.00**	**-3,065.20**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 421401 Clay **Index:** H40120 Clay Endowment Scholarship
Orgn: 432501 Clay
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
54 Transfers					
50156	Non-Mandatory Higher Ed Transfers	1,300.00	325.00	0.00	975.00
Total Transfers:		**1,300.00**	**325.00**	**0.00**	**975.00**
Total Revenue:		**1,300.00**	**325.00**	**0.00**	**975.00**
70 Operating and Capital					
78 Other Expenses					
62899	Other Expenses-General	1,300.00	0.00	0.00	1,300.00
Total Other Expenses:		**1,300.00**	**0.00**	**0.00**	**1,300.00**
7W Waivers & Scholarships					
62828	Scholarships & Fellowships	0.00	325.00	0.00	-325.00
Total Waivers & Scholarships:		**0.00**	**325.00**	**0.00**	**-325.00**
Total Operating and Capital:		**1,300.00**	**325.00**	**0.00**	**975.00**
FOP: 421401 432501 08	**Revenue**	**1,300.00**	**325.00**	**0.00**	**975.00**
	Expenditures	**1,300.00**	**325.00**	**0.00**	**975.00**
Fund 421401 Total:	**Revenue**	**1,300.00**	**325.00**	**0.00**	**975.00**
	Expenditures	**1,300.00**	**325.00**	**0.00**	**975.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 451000 Clay Endowment Interest **Index:**
Orgn: 432501 Clay
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
80 Transfers					
88 Non-mandatory Transfers					
68801 Non Mandatory Transfer		0.00	325.00	0.00	-325.00
Total Non-mandatory Transfers:		**0.00**	**325.00**	**0.00**	**-325.00**
Total Transfers:		**0.00**	**325.00**	**0.00**	**-325.00**
FOP: 451000 432501 08	**Revenue**	**0.00**	**0.00**	**0.00**	**0.00**
	Expenditures	**0.00**	**325.00**	**0.00**	**-325.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 451000 Clay Endowment Interest **Index: H40190 Clay Endowment Interest**
Orgn: 432501 Clay
Prog: REV Revenue

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50060	Earnings-S.T.I.P.	650.00	123.11	0.00	526.89
50310	Allocated STIP Earnings/Agency	0.00	76.99	0.00	-76.99
Total Investment Income:		**650.00**	**200.10**	**0.00**	**449.90**
Total Revenue:		**650.00**	**200.10**	**0.00**	**449.90**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	1,300.00	0.00	0.00	1,300.00
Total Non-mandatory Transfers:		**1,300.00**	**0.00**	**0.00**	**1,300.00**
Total Transfers:		**1,300.00**	**0.00**	**0.00**	**1,300.00**
FOP: 451000 432501 REV	**Revenue**	**650.00**	**200.10**	**0.00**	**449.90**
	Expenditures	**1,300.00**	**0.00**	**0.00**	**1,300.00**
Fund 451000 Total:	**Revenue**	**650.00**	**200.10**	**0.00**	**449.90**
	Expenditures	**1,300.00**	**325.00**	**0.00**	**975.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY09

Fund: 421401 Clay **Index: H40120 Clay Endowment Scholarship**
Orgn: 432501 Clay
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
54 Transfers					
50156	Non-Mandatory Higher Ed Transfers	1,000.00	975.00	0.00	25.00
Total Transfers:		**1,000.00**	**975.00**	**0.00**	**25.00**
Total Revenue:		**1,000.00**	**975.00**	**0.00**	**25.00**
70 Operating and Capital					
7W Waivers & Scholarships					
62828	Scholarships & Fellowships	1,000.00	975.00	0.00	25.00
Total Waivers & Scholarships:		**1,000.00**	**975.00**	**0.00**	**25.00**
Total Operating and Capital:		**1,000.00**	**975.00**	**0.00**	**25.00**
FOP: 421401 432501 08	**Revenue**	**1,000.00**	**975.00**	**0.00**	**25.00**
	Expenditures	**1,000.00**	**975.00**	**0.00**	**25.00**
Fund 421401 Total:	**Revenue**	**1,000.00**	**975.00**	**0.00**	**25.00**
	Expenditures	**1,000.00**	**975.00**	**0.00**	**25.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY09

Fund: 451000 Clay Endowment Interest **Index: H40190 Clay Endowment Interest**
Orgn: 432501 Clay
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50060	Earnings-S.T.I.P.	500.00	0.00	0.00	500.00
50310	Allocated STIP Earnings/Agency	0.00	0.00	0.00	0.00
50315	Pooled Investment Income	0.00	228.39	0.00	-228.39
Total Investment Income:		**500.00**	**228.39**	**0.00**	**271.61**
Total Revenue:		**500.00**	**228.39**	**0.00**	**271.61**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	500.00	975.00	0.00	-475.00
Total Non-mandatory Transfers:		**500.00**	**975.00**	**0.00**	**-475.00**
Total Transfers:		**500.00**	**975.00**	**0.00**	**-475.00**
FOP: 451000 432501 08	**Revenue**	**500.00**	**228.39**	**0.00**	**271.61**
	Expenditures	**500.00**	**975.00**	**0.00**	**-475.00**
Fund 451000 Total:	**Revenue**	**500.00**	**228.39**	**0.00**	**271.61**
	Expenditures	**500.00**	**975.00**	**0.00**	**-475.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
Grand Total:	Revenue	3,450.00	5,419.60	0.00	-1,969.60
	Expenditures	4,100.00	5,665.20	0.00	-1,565.20

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421401' OR FUND_CODE_L2 = '451000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY07

Fund: 421402 Hamm **Index: H40130 Hamm A/C Scholarship**
Orgn: 432502 Hamm
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
53 State Appropriation					
50156 Non-Mandatory Transfers		0.00	2,459.84	0.00	-2,459.84
Total State Appropriation:		**0.00**	**2,459.84**	**0.00**	**-2,459.84**
Total Revenue:		**0.00**	**2,459.84**	**0.00**	**-2,459.84**
70 Operating and Capital					
7W Waivers & Scholarships					
62828 Scholarships & Fellowships		0.00	1,000.00	0.00	-1,000.00
Total Waivers & Scholarships:		**0.00**	**1,000.00**	**0.00**	**-1,000.00**
Total Operating and Capital:		**0.00**	**1,000.00**	**0.00**	**-1,000.00**
FOP: 421402 432502 08	**Revenue**	**0.00**	**2,459.84**	**0.00**	**-2,459.84**
	Expenditures	**0.00**	**1,000.00**	**0.00**	**-1,000.00**
Fund 421402 Total:	**Revenue**	**0.00**	**2,459.84**	**0.00**	**-2,459.84**
	Expenditures	**0.00**	**1,000.00**	**0.00**	**-1,000.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY07

Fund: 452000 Hamm Endowment Interest **Index: H40200 Hamm Endowment Interest**
Orgn: 432502 Hamm
Prog: 09 Transfers

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50047	Invest Appr/Depr Income	0.00	4,366.58	0.00	-4,366.58
50060	Earnings-S.T.I.P.	0.00	370.26	0.00	-370.26
50064	MTCMP Security Lending Costs	0.00	-32.61	0.00	32.61
50065	MTCMP Security Lending Income	0.00	34.24	0.00	-34.24
50066	Dividends-Common Stock	0.00	172.75	0.00	-172.75
Total Investment Income:		**0.00**	**4,911.22**	**0.00**	**-4,911.22**
Total Revenue:		**0.00**	**4,911.22**	**0.00**	**-4,911.22**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	0.00	2,459.84	0.00	-2,459.84
Total Non-mandatory Transfers:		**0.00**	**2,459.84**	**0.00**	**-2,459.84**
Total Transfers:		**0.00**	**2,459.84**	**0.00**	**-2,459.84**
FOP: 452000 432502 09	**Revenue**	**0.00**	**4,911.22**	**0.00**	**-4,911.22**
	Expenditures	**0.00**	**2,459.84**	**0.00**	**-2,459.84**
Fund 452000 Total:	**Revenue**	**0.00**	**4,911.22**	**0.00**	**-4,911.22**
	Expenditures	**0.00**	**2,459.84**	**0.00**	**-2,459.84**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 421402 Hamm **Index: H40130 Hamm A/C Scholarship**
Orgn: 432502 Hamm
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
54 Transfers					
50156	Non-Mandatory Higher Ed Transfers	1,000.00	1,500.00	0.00	-500.00
Total Transfers:		**1,000.00**	**1,500.00**	**0.00**	**-500.00**
Total Revenue:		**1,000.00**	**1,500.00**	**0.00**	**-500.00**
70 Operating and Capital					
78 Other Expenses					
62899	Other Expenses-General	1,000.00	0.00	0.00	1,000.00
Total Other Expenses:		**1,000.00**	**0.00**	**0.00**	**1,000.00**
7W Waivers & Scholarships					
62828	Scholarships & Fellowships	0.00	1,500.00	0.00	-1,500.00
Total Waivers & Scholarships:		**0.00**	**1,500.00**	**0.00**	**-1,500.00**
Total Operating and Capital:		**1,000.00**	**1,500.00**	**0.00**	**-500.00**
FOP: 421402 432502 08	**Revenue**	**1,000.00**	**1,500.00**	**0.00**	**-500.00**
	Expenditures	**1,000.00**	**1,500.00**	**0.00**	**-500.00**
Fund 421402 Total:	**Revenue**	**1,000.00**	**1,500.00**	**0.00**	**-500.00**
	Expenditures	**1,000.00**	**1,500.00**	**0.00**	**-500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 452000 Hamm Endowment Interest **Index:**
Orgn: 432502 Hamm
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50047	Invest Appr/Depr Income	0.00	-3,736.64	0.00	3,736.64
Total Investment Income:		**0.00**	**-3,736.64**	**0.00**	**3,736.64**
Total Revenue:		**0.00**	**-3,736.64**	**0.00**	**3,736.64**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	0.00	1,500.00	0.00	-1,500.00
Total Non-mandatory Transfers:		**0.00**	**1,500.00**	**0.00**	**-1,500.00**
Total Transfers:		**0.00**	**1,500.00**	**0.00**	**-1,500.00**
FOP: 452000 432502 08	**Revenue**	**0.00**	**-3,736.64**	**0.00**	**3,736.64**
	Expenditures	**0.00**	**1,500.00**	**0.00**	**-1,500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 452000 Hamm Endowment Interest **Index: H40200 Hamm Endowment Interest**
Orgn: 432502 Hamm
Prog: REV Revenue

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50047	Invest Appr/Depr Income	4,500.00	0.00	0.00	4,500.00
50060	Earnings-S.T.I.P.	375.00	49.24	0.00	325.76
50064	MTCMP Security Lending Costs	0.00	-92.83	0.00	92.83
50065	MTCMP Security Lending Income	0.00	107.52	0.00	-107.52
50066	Dividends-Common Stock	175.00	160.79	0.00	14.21
50310	Allocated STIP Earnings/Agency	0.00	30.79	0.00	-30.79
Total Investment Income:		**5,050.00**	**255.51**	**0.00**	**4,794.49**
Total Revenue:		**5,050.00**	**255.51**	**0.00**	**4,794.49**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	1,000.00	0.00	0.00	1,000.00
Total Non-mandatory Transfers:		**1,000.00**	**0.00**	**0.00**	**1,000.00**
Total Transfers:		**1,000.00**	**0.00**	**0.00**	**1,000.00**
FOP: 452000 432502 REV	**Revenue**	**5,050.00**	**255.51**	**0.00**	**4,794.49**
	Expenditures	**1,000.00**	**0.00**	**0.00**	**1,000.00**
Fund 452000 Total:	**Revenue**	**5,050.00**	**-3,481.13**	**0.00**	**8,531.13**
	Expenditures	**1,000.00**	**1,500.00**	**0.00**	**-500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY09

Fund: 421402 Hamm **Index: H40130 Hamm A/C Scholarship**
Orgn: 432502 Hamm
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
54 Transfers					
50156 Non-Mandatory Higher Ed Transfers		1,000.00	500.00	0.00	500.00
Total Transfers:		**1,000.00**	**500.00**	**0.00**	**500.00**
Total Revenue:		**1,000.00**	**500.00**	**0.00**	**500.00**
70 Operating and Capital					
7W Waivers & Scholarships					
62828 Scholarships & Fellowships		1,000.00	500.00	0.00	500.00
Total Waivers & Scholarships:		**1,000.00**	**500.00**	**0.00**	**500.00**
Total Operating and Capital:		**1,000.00**	**500.00**	**0.00**	**500.00**
FOP: 421402 432502 08	**Revenue**	**1,000.00**	**500.00**	**0.00**	**500.00**
	Expenditures	**1,000.00**	**500.00**	**0.00**	**500.00**
Fund 421402 Total:	**Revenue**	**1,000.00**	**500.00**	**0.00**	**500.00**
	Expenditures	**1,000.00**	**500.00**	**0.00**	**500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY09

Fund: 452000 Hamm Endowment Interest **Index: H40200 Hamm Endowment Interest**
Orgn: 432502 Hamm
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50047	Invest Appr/Depr Income	1,500.00	-6,730.72	0.00	8,230.72
50064	MTCMP Security Lending Costs	0.00	-17.50	0.00	17.50
50065	MTCMP Security Lending Income	0.00	33.37	0.00	-33.37
50066	Dividends-Common Stock	0.00	192.22	0.00	-192.22
50310	Allocated STIP Earnings/Agency	0.00	0.00	0.00	0.00
50315	Pooled Investment Income	0.00	67.89	0.00	-67.89
Total Investment Income:		**1,500.00**	**-6,454.74**	**0.00**	**7,954.74**
Total Revenue:		**1,500.00**	**-6,454.74**	**0.00**	**7,954.74**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	1,500.00	500.00	0.00	1,000.00
Total Non-mandatory Transfers:		**1,500.00**	**500.00**	**0.00**	**1,000.00**
Total Transfers:		**1,500.00**	**500.00**	**0.00**	**1,000.00**
FOP: 452000 432502 08	**Revenue**	**1,500.00**	**-6,454.74**	**0.00**	**7,954.74**
	Expenditures	**1,500.00**	**500.00**	**0.00**	**1,000.00**
Fund 452000 Total:	**Revenue**	**1,500.00**	**-6,454.74**	**0.00**	**7,954.74**
	Expenditures	**1,500.00**	**500.00**	**0.00**	**1,000.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
Grand Total:	Revenue	8,550.00	-564.81	0.00	9,114.81
	Expenditures	4,500.00	7,459.84	0.00	-2,959.84

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421402' OR FUND_CODE_L2 = '452000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 421402 Hamm

Account Type Levels / Accounts			Beginning Balance	Year to Date Activity	Ending Balance
10 Assets					
1A Cash					
	1104	Cash in Treasury	0.00	-500.00	-500.00
	Total Cash:		**0.00**	**-500.00**	**-500.00**
1F Accounts & Grants Receivable, net					
	1200	Accounts Receivable	0.00	0.00	0.00
	Total Accounts & Grants Receivable, net:		**0.00**	**0.00**	**0.00**
Total Assets:			**$0.00**	**-$500.00**	**-$500.00**
20 Liabilities					
2A Accounts Payable and Accrued Liab					
	2107	Vouchers Payable	0.00	0.00	0.00
	2519	Deposits Payable	-1,370.00	0.00	-1,370.00
	Total Accounts Payable and Accrued Liab:		**-1,370.00**	**0.00**	**-1,370.00**
2G Property Held in Trust for Others					
	2504	Acct for Property Held in Trust	1,370.00	0.00	1,370.00
	Total Property Held in Trust for Others:		**1,370.00**	**0.00**	**1,370.00**
Total Liabilities:			**$0.00**	**$0.00**	**$0.00**
30 Control Accounts					
32 Summary Control Accounts					
	BEXP	Budgeted Expenditure Control	0.00	500.00	500.00
	BFNBA	Budgeted Change to Fund Balance	0.00	0.00	0.00
	BREV	Budgeted Revenue Control	0.00	-500.00	-500.00
	EXP	Actual Expenditure Control	0.00	-500.00	-500.00
	Total Summary Control Accounts:		**0.00**	**-500.00**	**-500.00**
Total Control Accounts:			**$0.00**	**-$500.00**	**-$500.00**
40 Fund Balance					
41 Fund Balance					
	4101	Fund Balance	0.00	0.00	0.00
	4703	FB - Restricted Expendable	0.00	0.00	0.00
	Total Fund Balance:		**0.00**	**0.00**	**0.00**
Total Fund Balance:			**$0.00**	**$0.00**	**$0.00**
Fund Balance: Control Accts, Fund Add, Ded, Bal			$0.00	-$500.00	-$500.00
Net Assets: Assets - Liabilities			$0.00	-$500.00	-$500.00

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421402') OR (FUND_CODE_L2 = '452000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 452000 Hamm Endowment Interest

Account Type Levels / Accounts			Beginning Balance	Year to Date Activity	Ending Balance
10 Assets					
1A Cash					
	1104	Cash in Treasury	3,286.80	112.40	3,399.20
	Total Cash:		**3,286.80**	**112.40**	**3,399.20**
1B Cash Equivalents					
	1613	Participant's STIP Investment	0.00	0.00	0.00
	Total Cash Equivalents:		**0.00**	**0.00**	**0.00**
1D Securities Lending Collateral					
	1643	Cash Collateral-SL	1,358.65	-1,358.65	0.00
	Total Securities Lending Collateral:		**1,358.65**	**-1,358.65**	**0.00**
1F Accounts & Grants Receivable, net					
	1201	Interest Receivable	14.17	-14.17	0.00
	Total Accounts & Grants Receivable, net:		**14.17**	**-14.17**	**0.00**
1N Investments					
	1621	Participants MDEP Investment	6,437.91	0.00	6,437.91
	1622	MDEP Investment Appr/Depr	10,768.53	0.00	10,768.53
	1635	MUS Pooled Investments	2,000.00	0.00	2,000.00
	Total Investments:		**19,206.44**	**0.00**	**19,206.44**
Total Assets:			**$23,866.06**	**-$1,260.42**	**$22,605.64**
20 Liabilities					
2E Securities Lending Liability					
	2543	Liab Under Securities Lending	1,358.65	-1,358.65	0.00
	Total Securities Lending Liability:		**1,358.65**	**-1,358.65**	**0.00**
Total Liabilities:			**$1,358.65**	**-$1,358.65**	**$0.00**
30 Control Accounts					
32 Summary Control Accounts					
	BFNBA	Budgeted Change to Fund Balance	0.00	500.00	500.00
	BREV	Budgeted Revenue Control	0.00	-1,000.00	-1,000.00
	BTRAN	Budgeted Transfer Control	0.00	500.00	500.00
	REV	Revenue Control	0.00	98.23	98.23
	Total Summary Control Accounts:		**0.00**	**98.23**	**98.23**
Total Control Accounts:			**$0.00**	**$98.23**	**$98.23**
40 Fund Balance					
41 Fund Balance					
	4101	Fund Balance	0.00	0.00	0.00
	4201	Fund Balance - Reserved	36,143.55	0.00	36,143.55

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421402') OR (FUND_CODE_L2 = '452000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 452000 Hamm Endowment Interest

Account Type Levels / Accounts	Beginning Balance	Year to Date Activity	Ending Balance
40 Fund Balance			
41 Fund Balance			
4701 FB - Restricted Non-Expendable	-13,636.14	0.00	-13,636.14
Total Fund Balance:	**22,507.41**	**0.00**	**22,507.41**
Total Fund Balance:	**$22,507.41**	**$0.00**	**$22,507.41**
Fund Balance: Control Accts, Fund Add, Ded, Bal	$22,507.41	$98.23	$22,605.64
Net Assets: Assets - Liabilities	$22,507.41	$98.23	$22,605.64

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421402') OR (FUND_CODE_L2 = '452000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 421404 Potter

Account Type Levels / Accounts		Beginning Balance	Year to Date Activity	Ending Balance
10 Assets				
1A Cash				
1104	Cash in Treasury	0.00	-1,500.00	-1,500.00
Total Cash:		**0.00**	**-1,500.00**	**-1,500.00**
Total Assets:		**$0.00**	**-$1,500.00**	**-$1,500.00**
30 Control Accounts				
32 Summary Control Accounts				
BEXP	Budgeted Expenditure Control	0.00	1,000.00	1,000.00
BFNBA	Budgeted Change to Fund Balance	0.00	0.00	0.00
BREV	Budgeted Revenue Control	0.00	-1,000.00	-1,000.00
EXP	Actual Expenditure Control	0.00	-1,500.00	-1,500.00
Total Summary Control Accounts:		**0.00**	**-1,500.00**	**-1,500.00**
Total Control Accounts:		**$0.00**	**-$1,500.00**	**-$1,500.00**
40 Fund Balance				
41 Fund Balance				
4101	Fund Balance	0.00	0.00	0.00
4703	FB - Restricted Expendable	0.00	0.00	0.00
Total Fund Balance:		**0.00**	**0.00**	**0.00**
Total Fund Balance:		**$0.00**	**$0.00**	**$0.00**
Fund Balance: Control Accts, Fund Add, Ded, Bal		$0.00	-$1,500.00	-$1,500.00
Net Assets: Assets - Liabilities		$0.00	-$1,500.00	-$1,500.00

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421404') OR (FUND_CODE_L2 = '453000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Trial Balance Report
FY10

Fund: 453000 Potter Endowment Interest

Account Type Levels / Accounts			Beginning Balance	Year to Date Activity	Ending Balance
10	**Assets**				
	1A	**Cash**			
	1104	Cash in Treasury	14,167.73	-7,735.93	6,431.80
		Total Cash:	**14,167.73**	**-7,735.93**	**6,431.80**
	1B	**Cash Equivalents**			
	1613	Participant's STIP Investment	0.00	0.00	0.00
		Total Cash Equivalents:	**0.00**	**0.00**	**0.00**
	1F	**Accounts & Grants Receivable, net**			
	1201	Interest Receivable	0.00	0.00	0.00
		Total Accounts & Grants Receivable, net:	**0.00**	**0.00**	**0.00**
	1N	**Investments**			
	1635	MUS Pooled Investments	17,000.00	8,000.00	25,000.00
		Total Investments:	**17,000.00**	**8,000.00**	**25,000.00**
		Total Assets:	**$31,167.73**	**$264.07**	**$31,431.80**
30	**Control Accounts**				
	32	**Summary Control Accounts**			
	BFNBA	Budgeted Change to Fund Balance	0.00	-300.00	-300.00
	BREV	Budgeted Revenue Control	0.00	-700.00	-700.00
	BTRAN	Budgeted Transfer Control	0.00	1,000.00	1,000.00
	REV	Revenue Control	0.00	264.07	264.07
		Total Summary Control Accounts:	**0.00**	**264.07**	**264.07**
		Total Control Accounts:	**$0.00**	**$264.07**	**$264.07**
40	**Fund Balance**				
	41	**Fund Balance**			
	4101	Fund Balance	0.00	0.00	0.00
	4201	Fund Balance - Reserved	29,024.86	0.00	29,024.86
	4701	FB - Restricted Non-Expendable	2,142.87	0.00	2,142.87
		Total Fund Balance:	**31,167.73**	**0.00**	**31,167.73**
		Total Fund Balance:	**$31,167.73**	**$0.00**	**$31,167.73**
		Fund Balance: Control Accts, Fund Add, Ded, Bal	$31,167.73	$264.07	$31,431.80
		Net Assets: Assets - Liabilities	$31,167.73	$264.07	$31,431.80

Criteria: COAS_CODE = 'C' and ((FUND_CODE_L4 = '421404') OR (FUND_CODE_L2 = '453000')) and FSYR_CODE in ('10') and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY07

Fund: 421404 Potter **Index: H40240 Potter Scholarship**
Orgn: 432504 Potter
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
53 State Appropriation					
50156 Non-Mandatory Transfers		0.00	989.44	0.00	-989.44
Total State Appropriation:		**0.00**	**989.44**	**0.00**	**-989.44**
Total Revenue:		**0.00**	**989.44**	**0.00**	**-989.44**
FOP: 421404 432504 08	**Revenue**	**0.00**	**989.44**	**0.00**	**-989.44**
	Expenditures	**0.00**	**0.00**	**0.00**	**0.00**
Fund 421404 Total:	**Revenue**	**0.00**	**989.44**	**0.00**	**-989.44**
	Expenditures	**0.00**	**0.00**	**0.00**	**0.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY07

Fund: 453000 Potter Endowment Interest **Index: H40210 Potter Endowment Interest**
Orgn: 432504 Potter
Prog: 09 Transfers

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50060	Earnings-S.T.I.P.	0.00	1,431.93	0.00	-1,431.93
Total Investment Income:		**0.00**	**1,431.93**	**0.00**	**-1,431.93**
Total Revenue:		**0.00**	**1,431.93**	**0.00**	**-1,431.93**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	0.00	989.44	0.00	-989.44
Total Non-mandatory Transfers:		**0.00**	**989.44**	**0.00**	**-989.44**
Total Transfers:		**0.00**	**989.44**	**0.00**	**-989.44**
FOP: 453000 432504 09	**Revenue**	**0.00**	**1,431.93**	**0.00**	**-1,431.93**
	Expenditures	**0.00**	**989.44**	**0.00**	**-989.44**
Fund 453000 Total:	**Revenue**	**0.00**	**1,431.93**	**0.00**	**-1,431.93**
	Expenditures	**0.00**	**989.44**	**0.00**	**-989.44**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 421404 Potter **Index: H40240 Potter Scholarship**
Orgn: 432504 Potter
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
54 Transfers					
50156 Non-Mandatory Higher Ed Transfers		1,500.00	1,000.00	0.00	500.00
Total Transfers:		**1,500.00**	**1,000.00**	**0.00**	**500.00**
Total Revenue:		**1,500.00**	**1,000.00**	**0.00**	**500.00**
70 Operating and Capital					
78 Other Expenses					
62899 Other Expenses-General		1,500.00	0.00	0.00	1,500.00
Total Other Expenses:		**1,500.00**	**0.00**	**0.00**	**1,500.00**
7W Waivers & Scholarships					
62828 Scholarships & Fellowships		0.00	1,000.00	0.00	-1,000.00
Total Waivers & Scholarships:		**0.00**	**1,000.00**	**0.00**	**-1,000.00**
Total Operating and Capital:		**1,500.00**	**1,000.00**	**0.00**	**500.00**
FOP: 421404 432504 08	**Revenue**	**1,500.00**	**1,000.00**	**0.00**	**500.00**
	Expenditures	**1,500.00**	**1,000.00**	**0.00**	**500.00**
Fund 421404 Total:	**Revenue**	**1,500.00**	**1,000.00**	**0.00**	**500.00**
	Expenditures	**1,500.00**	**1,000.00**	**0.00**	**500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 453000 Potter Endowment Interest **Index:**
Orgn: 432504 Potter
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
80 Transfers					
88 Non-mandatory Transfers					
68801 Non Mandatory Transfer		0.00	1,000.00	0.00	-1,000.00
Total Non-mandatory Transfers:		**0.00**	**1,000.00**	**0.00**	**-1,000.00**
Total Transfers:		**0.00**	**1,000.00**	**0.00**	**-1,000.00**
FOP: 453000 432504 08	**Revenue**	**0.00**	**0.00**	**0.00**	**0.00**
	Expenditures	**0.00**	**1,000.00**	**0.00**	**-1,000.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY08

Fund: 453000 Potter Endowment Interest **Index: H40210 Potter Endowment Interest**
Orgn: 432504 Potter
Prog: REV Revenue

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50060 Earnings-S.T.I.P.		1,500.00	812.57	0.00	687.43
50310 Allocated STIP Earnings/Agency		0.00	508.09	0.00	-508.09
Total Investment Income:		**1,500.00**	**1,320.66**	**0.00**	**179.34**
Total Revenue:		**1,500.00**	**1,320.66**	**0.00**	**179.34**
80 Transfers					
88 Non-mandatory Transfers					
68801 Non Mandatory Transfer		1,500.00	0.00	0.00	1,500.00
Total Non-mandatory Transfers:		**1,500.00**	**0.00**	**0.00**	**1,500.00**
Total Transfers:		**1,500.00**	**0.00**	**0.00**	**1,500.00**
FOP: 453000 432504 REV	**Revenue**	**1,500.00**	**1,320.66**	**0.00**	**179.34**
	Expenditures	**1,500.00**	**0.00**	**0.00**	**1,500.00**
Fund 453000 Total:	**Revenue**	**1,500.00**	**1,320.66**	**0.00**	**179.34**
	Expenditures	**1,500.00**	**1,000.00**	**0.00**	**500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY09

Fund: 421404 Potter **Index: H40240 Potter Scholarship**
Orgn: 432504 Potter
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
54 Transfers					
50156 Non-Mandatory Higher Ed Transfers		1,000.00	1,000.00	0.00	0.00
Total Transfers:		**1,000.00**	**1,000.00**	**0.00**	**0.00**
Total Revenue:		**1,000.00**	**1,000.00**	**0.00**	**0.00**
70 Operating and Capital					
7W Waivers & Scholarships					
62828 Scholarships & Fellowships		1,000.00	1,000.00	0.00	0.00
Total Waivers & Scholarships:		**1,000.00**	**1,000.00**	**0.00**	**0.00**
Total Operating and Capital:		**1,000.00**	**1,000.00**	**0.00**	**0.00**
FOP: 421404 432504 08	**Revenue**	**1,000.00**	**1,000.00**	**0.00**	**0.00**
	Expenditures	**1,000.00**	**1,000.00**	**0.00**	**0.00**
Fund 421404 Total:	**Revenue**	**1,000.00**	**1,000.00**	**0.00**	**0.00**
	Expenditures	**1,000.00**	**1,000.00**	**0.00**	**0.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement
FY09

Fund: 453000 Potter Endowment Interest **Index: H40210** Potter Endowment Interest
Orgn: 432504 Potter
Prog: 08 Scholarships/Fellowships

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
50 Revenue					
5A Investment Income					
50060	Earnings-S.T.I.P.	1,500.00	0.00	0.00	1,500.00
50310	Allocated STIP Earnings/Agency	0.00	0.00	0.00	0.00
50315	Pooled Investment Income	0.00	655.24	0.00	-655.24
Total Investment Income:		**1,500.00**	**655.24**	**0.00**	**844.76**
Total Revenue:		**1,500.00**	**655.24**	**0.00**	**844.76**
80 Transfers					
88 Non-mandatory Transfers					
68801	Non Mandatory Transfer	1,500.00	1,000.00	0.00	500.00
Total Non-mandatory Transfers:		**1,500.00**	**1,000.00**	**0.00**	**500.00**
Total Transfers:		**1,500.00**	**1,000.00**	**0.00**	**500.00**
FOP: 453000 432504 08	**Revenue**	**1,500.00**	**655.24**	**0.00**	**844.76**
	Expenditures	**1,500.00**	**1,000.00**	**0.00**	**500.00**
Fund 453000 Total:	**Revenue**	**1,500.00**	**655.24**	**0.00**	**844.76**
	Expenditures	**1,500.00**	**1,000.00**	**0.00**	**500.00**

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana
Operating Statement

Account Type Levels / Accounts		Budget	Actual Amount	Encumbrances	Available Balance
Grand Total:	Revenue	5,500.00	6,397.27	0.00	-897.27
	Expenditures	5,500.00	4,989.44	0.00	510.56

Criteria: COAS_CODE = 'C' and FUND_CODE_L4 = '421404' OR FUND_CODE_L2 = '453000' and FSYR_CODE in '09','08','07' and FSPD_CODE ='14'

The University of Montana ~ Helena COT

Bud 200	Total Unrestricted Expenses 1 - Instruction 2 - ~~Organized Research~~ 3 - ~~Public Service~~ 4 - Academic Support 5 - Student Services 6 - Institutional Support 7 - Operation & Maintenance of Plant 8 - Scholarships & Fellowships
Bud 220	Comparison of Expenditures by Program
Bud 230	Statement of Waivers & Scholarships
Bud 300	Current Unrestricted Revenues
Bud 400A	Budget for Auxiliary Funds FY 2010 09 - Actual Auxiliary Funds FY 2009
Bud 400D	Budget for Designated Funds FY 2010 09 - Actual Designated Funds FY 2009
Bud 400E	Budget for Endowment Funds FY 2010 09 - Actual Endowment Funds FY 2009
Bud 400L	Budget for Loan Funds FY 2010 09 - Actual Loan Funds FY 2009
Bud 400P	Budget for Plant Funds FY 2010 09 - Actual Plant Funds FY 2009
Bud 400R	Budget for Restricted Funds FY 2010 09 - Actual Restricted Funds FY 2009
CHE 104	Comparative Statement of Tuition Waivers & Scholarships
CHE 113	FTE Employee Data
CHE 120	Indebtedness - All UM campuses combined

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: FINANCIAL AFFAIRS
Policy 901.11 - Negative Fund Balances

Effective January 18, 2002; Issued February 25, 2002

Board Policy:

The campuses, agencies, and Commissioner's Office of the Montana University System shall seek to maintain a positive fund balance in each fund and functional unit authorized in the annual Regents Approved Operating Budget.

Procedures:

1. The campuses, agencies, and Commissioner's Office of the Montana University System shall identify every occurrence of negative fund balance in the actual expenditures identified in the Regents Approved Operating Budget and shall report them to the Commissioner of Higher Education. The Commissioner may request reports in more detail than are reported in the operating budgets. The report will be submitted with the operating budgets each year and shall include an explanation as to the cause of the negative fund balance and whether the fund balance will be positive within the year of the operating budget approval.

2. If a fund balance deficit is chronic (negative for 2 or more consecutive year-ends) or material (deficit balance greater than $100,000 or 15% of current year revenues, whichever is less) the campuses, agencies, and Commissioner's Office shall provide a report to the Board of Regents at their November meeting.

3. Each campus, agency, and the Commissioner's Office shall provide an update on the status of the projections in 3 above at the subsequent May Board of Regents meeting.

4. The annual report to the Board of Regents on accounts with chronic or material deficits will be submitted at the November Board of Regents meeting and must include at a minimum:

Account Name
Purpose and Function of Account
History of Deficit Spending
Solvency Plan
Milestones for deficit elimination

5. Six months after the report listed in Procedure 1 above (at the May Board of Regents meeting), the campuses, agencies, and Commissioner's Office must give a status report on the projected revenues and expenditures for each account.

History:
Item 114-114-R0102, Negative Fund Balances (NEW), approved by the Board of Regents on January 18, 2002.

Table of Contents or Section 900 Contents

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: FINANCIAL AFFAIRS
Policy 940.12.1 –Tuition and fee approval;
Disclosure of total cost of attendance

Effective: May 29, 2003; Issued: June 24, 2003
Revised: November 20, 2009; Issued: November 24, 2009

Note: Policy 940.31, policy statement on tuition, should be read in conjunction with this policy

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I. Board policy

A. Approval of a schedule of tuition and fees will take place once every two years; normally during the May meeting of odd numbered years. . Requests for approval of tuition or fees at other times will only be entertained upon a demonstration of extenuating circumstances.

B. Approval of new programs or courses must include any expected increase in tuition or fees at the time of the academic approval. The approval of the program or course will also serve as the approval of the proposed tuition or fees. Proposals for new programs must also address any future need for expanded, renovated or new facilities.

C. Each request to approve tuition or fees shall contain a statement of the total cost of attendance. The statement shall be based on the annual charges likely to be assessed against a typical full time resident student and a typical full time non-resident student for tuition, fees, board, room and books on the campuses affected by the fee and tuition changes.

II. Definitions

A. TUITION:

1. General tuition – Tuition rate assessed to all students on a per credit basis, deposited in the current unrestricted fund at each campus.
2. Program tuition – Additional tuition assessed to students in certain academic programs or courses; deposited in the current unrestricted fund at 4-year institutions and into a designated fund at 2-year institutions, to ensure the 2-year institutions' ability to accumulate funds for their equipment-intensive programs.

B. FEES:

Policy 940.31 - Policy Statement on Tuition states, "The proliferation of fees should be avoided, and the incorporation of mandatory general fees into tuition levels should be more commonplace."

1. Mandatory fees – are assessed to all students registering at the campuses, regardless of the academic program or course of study chosen by the student.
2. Specific course fees – Course fees are assessed to cover the unique or extraordinary costs associated with the delivery of a specific course. Appropriate uses of course fees are limited to the following:
   (a) Specialized activities or equipment fees, where payment is made to individuals or entities generally conducting these types of activities (such as downhill skiing, bowling, etc.);
   (b) Field trips;
   (c) Study abroad programs;
   (d) Pass-through fees (such as Red Cross certifications, Nursing liability insurance, etc.);
   (e) Laboratory consumables and other class consumables (such as sheet music), excluding computer supplies and paper products;

(f) Materials used by students to create a product that becomes the student's property after use in a specific course.

3. Other fees – All fees not included in the previous categories. Includes fees such as fines, rental fees, etc.

History:

Item 226-005, May 21, 1973; Item 3-006-R1273, December 10, 1973; Item 226-004, May 21, 1973; Item 3-005-R1273, December 10, 1973; as revised November 18, 1999 (Item 104-103-R0999) and May 29, 2003 (Item 119-107-R0503). Item 145-103-R1109, revised by the Board of Regents November 20, 2009.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: FINANCIAL AFFAIRS
Policy 940.13 – Tuition Waivers
Revised May 31, 2007; Issued June 11, 2007

A. Board policy:

1. The campuses of the Montana University System are authorized to waive tuition in accordance with this policy. The Commissioner of Higher Education is responsible for the general administration of this policy.

2. The objectives of this policy are to:

a. assure a uniform and equitable administration of tuition waiver policies for students at the campuses of the Montana University System,

b. increase accessibility to public higher education for citizens who would not be able to matriculate or to continue an educational program without financial assistance,

c. recognize meritorious achievement or service, whether academic or through exceptional accomplishment, by students in the Montana University System,

d. maintain fiscal responsibility by insuring that other sources of financial assistance are explored and utilized prior to the waiver of tuition which reduces funds for the operation of the Montana University System, and

e. ensure that the allocation of waivers is made in accordance with federal law, specifically Title IX of the Higher Education Amendments of 1972.

3. Under this policy, only tuition will be waived. No fees, mandatory or miscellaneous, or program fees or other charges are waived by this policy.

4. Self-Supporting courses. Waivers awarded under this policy cannot be applied to self-supporting courses. Student with waivers under this policy will be required to pay the full tuition and fees for the self-supporting course.

5. Summer session. Any category of waiver granted to students during summer session shall be included in computations of each unit's allowable limit. Summer semester is considered the first semester of the fiscal year.

6. Board of Regents Designated Tuition Waivers. The Board of Regents hereby directs the campuses to grant waivers of undergraduate tuition for Montana resident students enrolled in the following categories at campuses of the Montana University System:

a. Montana University System Honor Scholarships. Recipients of a Montana University System Honor Scholarship are eligible for a tuition waiver pursuant to Board of Regents Policy 501.1.

b. Community College Honor Scholarships. Recipients of a Community College Honor Scholarship are eligible for a tuition waiver pursuant to Board of Regents Policy 501.2.

c. Honor Scholarship for National Merit Scholarship Semi-Finalists. National Merit Scholarship semi-finalists from Montana are eligible for a waiver through the first academic year (2 semesters) of enrollment exclusive of any credits earned prior to high school graduation. The holder of the scholarship must enter one of the Montana University System campuses or Dawson Community College, Flathead Valley Community College or Miles City Community College within nine months after high school graduation. A satisfactory standard of scholarship must be maintained as prescribed in § 9(b), "Continued Eligibility for Waiver." The scholarship is not transferable to another person and becomes void three years from the date of issue.

d. American Indian Waiver. Persons of one-fourth (1/4) American Indian blood or more are eligible for a waiver upon demonstration of financial need.

e. Faculty and Staff Tuition Waiver. Tuition may be waived for permanent University System employees who are employed at least ¾ time for the entire period of enrollment. Permanent employees employed at least ¾ time for the entire academic year who are reemployed for the following academic year are eligible for a tuition waiver during the intervening summer term. Each campus may at its discretion also waive other fees, but in no case may registration and building fees be waived. Each campus may adopt regulations to limit the amount of credit an employee or staff member may register for and to control the times at which courses may be taken.

f. Honorably Discharged Veteran Waiver.

i. Veterans From the Vietnam Era and Before (i.e., served anytime prior to May 8, 1975) - All honorably discharged persons who served with the United States forces in any of its wars and who are bona fide residents of the State of Montana for fee and tuition purposes are eligible for a waiver. This waiver shall not apply to persons who qualify for education stipends or other veterans' educational benefits under federal law or regulation and shall apply only to those who have at some time qualified for benefits but whose benefits have expired or been exhausted.

ii. Post-Vietnam Era Veterans (i.e., service began after May 7, 1975) - Veterans serving in the armed forces subsequent to the conflict in Vietnam are eligible for a waiver if the following conditions are met:

(1) (a) The veteran has been awarded an Armed Forces Expeditionary Medal, or
(b) The veteran served in a combat theater in the Persian Gulf between August 2, 1990 and April 11, 1991 and received the Southwest Asia Service Medal, or
(c) The veteran has been awarded the Kosovo Campaign Medal.; or
(d) The veteran served in a combat theater in Afghanistan or Iraq after September 11, 2001 and received either the Global War on Terrorism Expeditionary Medal, the Afghanistan Campaign Medal or the Iraq Campaign Medal. For purposes of this policy any of the above noted medals shall be deemed to have been "awarded" to an individual if the individual was eligible for the medal but chose to receive another medal in lieu thereof.

(2) The veteran is pursuing his or her initial associate degree or initial baccalaureate degree.

(3) The veteran elected to become eligible for educational benefits under Title 38, Chapter 30 or 32, of the United States Code (or a successor federal program granting educational benefits based on active duty in the regular armed forces of the United States) and has exhausted such benefits or is no longer eligible for such benefits because of the passage of time. Participants in the Veterans Educational Assistance Program (VEAP) or any similar contributory program who withdraw any portion of their contribution before the expiration date for their benefits are not eligible for the waiver.

(4) The veteran is a resident of Montana eligible for in-state tuition and fees under the policies of the board.

g. War Orphans Waiver. A waiver is available, with the approval of the Commissioner of Higher Education, for children aged 25 and under of members of the armed forces of the United States who served on active duty during World War II, the Korean, Vietnam, Iraq or Afghanistan conflicts. Such members of the armed forces must be Montana residents at the time of entry into service and must have been killed in action or died as a result of combat related injury, disease, or other disability while in the service.

h. Surviving Dependents of Montana National Guard Member Waiver. The surviving spouse or child of any Montana National Guard member killed as a result of injury, disease, or other disability incurred in the line of duty while serving on state active duty is eligible for a waiver. This waiver shall not apply to the extent that any such person is eligible for educational benefits from any governmental or private benefit program that provides comparable benefits.

i. September 11, 2001 Victims Waiver. Persons whose spouse, parent, or legal guardian was a victim of the September 11, 2001 terrorist actions at the New York World Trade Center, the Pentagon or the Pennsylvania airplane crash are eligible for the waiver. "Victim" as used herein means a person killed as a direct result of physical injuries suffered on or about September 11 directly related to the above noted terrorist actions and includes rescuers, relief workers or fire and police personnel. It does not include any individual identified by federal law enforcement personnel as likely perpetrators of the terrorist activities. If a person is eligible for other grants or scholarships based on the individual's relationship to a victim, which assistance may be used for attendance within the Montana University System, the waiver shall be available only if the individual has fully pursued this alternative source of student assistance and only to the extent that the alternative aid does not cover charges otherwise waivable under this policy. This provision will automatically expire on May 30, 2010.

j. Surviving Dependents of Montana Firefighters/Peace Officers Waiver. The surviving spouse or child of any Montana firefighter or peace officer killed in the course and scope of employment is eligible for a waiver. This waiver shall not apply to the extent that any such person is eligible for educational benefits from any governmental or private benefit program that provides comparable benefits.

7. Campus Discretionary Waivers. Campuses of the Montana University System may grant the following waivers, on a full or partial basis, subject to specified conditions. Institutions are not required, nor encouraged, to allocate the maximum number or value of waivers allowed.

a. Undergraduate Student Waiver. Tuition may be waived for under-graduate resident students, which for the campuses of any one unit shall not exceed 6% of the unit's total fall term FTE enrollment for the preceding year, exclusive of all other waivers.

b. Out-of-State Student Waivers. Campuses may waive out-of-state tuition for out-of-state students, which for the campuses of any one unit shall not exceed 2% of the unit's total fall term FTE enrollment for the previous year. The 2% limit shall apply to all undergraduate, graduate and athletic waivers.

c. Graduate Student Waiver. Tuition may be waived for graduate students; however, the number of waivers for the campuses of any one unit shall not exceed 4% of the unit's total fall term FTE of the preceding academic year.

d. WICHE/WWAMI. Limitations on numbers of students in subsections 7(a), 7(b) and 7(c) above shall not apply to students from other states who enroll under provisions of any WICHE or WWAMI sponsored state reciprocal agreements which provide for the payment, where required, of the student support fee by the reciprocal state, or to student exchange programs which the Commissioner of Higher Education may designate under the WICHE Fellows or Scholars programs.

e. Montana Senior Citizen Waiver. Tuition may be waived for resident students who are at least 65 years of age. Students who were recipients of this waiver and enrolled during the 2006-07 academic year retain the waiver so long as they remain continuously enrolled.

f. Allocation. Campuses may authorize waivers on the basis of superior academic achievement, service to the campus or meritorious accomplishment.

8. Rules Applicable to all Waivers.

a. Financial Need. All waivers, except Honor Scholarships for National Merit Scholarship semi-finalists, MUS Honor Scholarships, Community College Honor Scholarships, and waivers for graduate teaching assistants and graduate research assistants shall include financial need as a criterion whenever possible.

b. Continued eligibility for waiver. Students are eligible for continuation of a waiver, from year to year, unless otherwise limited, provided reasonable academic progress is maintained in accordance with the campus's satisfactory progress policy generally used in administering federal financial aid. This provision does not apply to senior citizens and faculty and staff waivers.

c. Waiver Amount Limit. No combination of waivers can exceed the total tuition charged by

the campus.

B. Procedures:

1. Authorizing official. The Financial Aid Director at each campus shall be the official authorized to award financial assistance, including tuition waivers and scholarships, to any student. No notice or authorization of financial assistance including tuition waivers and scholar-ships shall be communicated to a student except by authorization from the Financial Aid Director.

2. Reporting and review:

a. Each unit of the Montana University System will report annually to the Commissioner of Higher Education concerning waivers on forms provided.

b. The president or chancellor of each campus, with the assistance of the financial aid director, shall annually review financial aid practices to insure that waivers are allocated in accordance with applicable policy.

c. The administration of this policy will be reviewed periodically by the Commissioner of Higher Education to insure that no inequities, misinterpretations or misapplications have occurred and to assist in alleviating any problems.

3. Effective Date. This policy will be effective for fall semester, 2007.

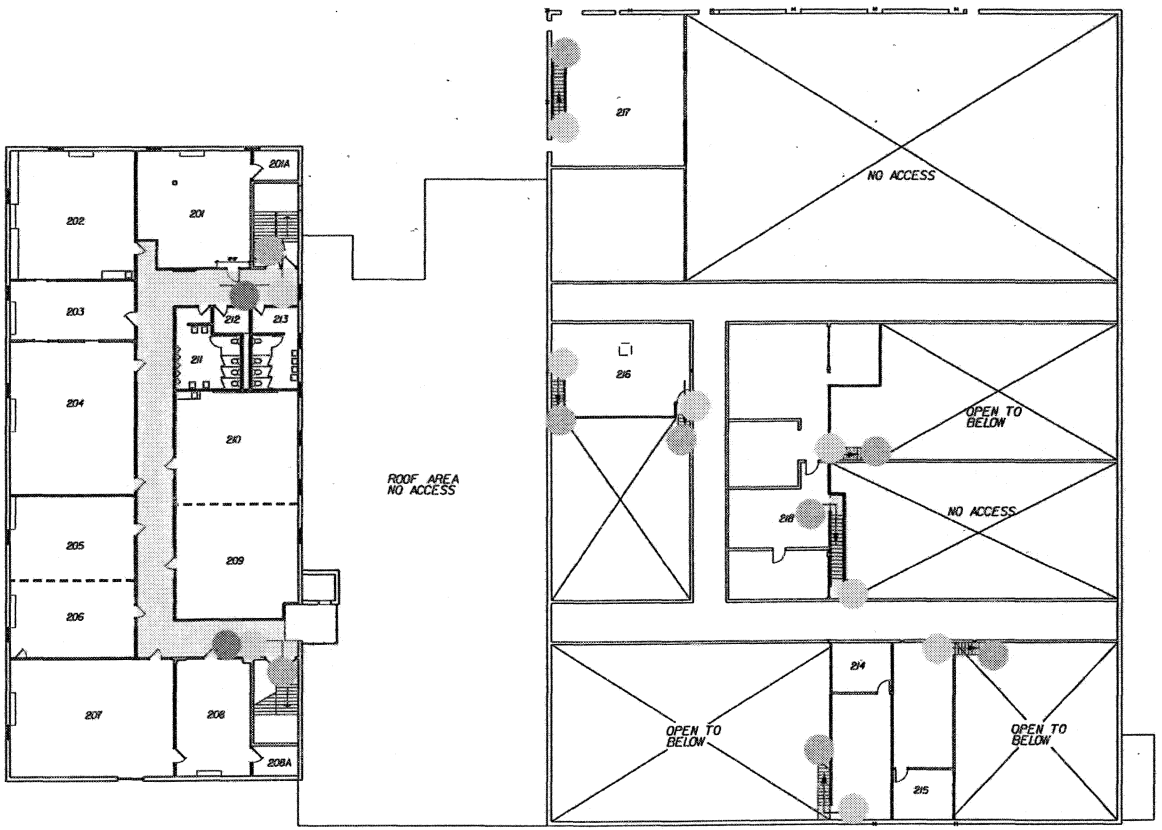
History:

(Item 5-006-R0774), Policy Regarding Fee Waivers, Montana University System, as amended June 7, 1976 (Rescinded); (Item 18-005-R1077), October 28, 1977, as revised January 16, 1978, April 11, 1978, January 21, 1983, January 30, 1984, November 4, 1988, June 21, 1989, April 26, 1990, July 31, 1990, November 9, 1990, March 22, 1991, July 30, 1992, November 11, 1993, July 7, 1994, November 20, 1997, May 21, 1998, November 18, 1999 (Item 104-103-R0999), November 16, 2001 (Item 113-109-R1101), January 18, 2002 (Item 114-103-R0102), March 22, 2002 (Item 113-108-R1101), May 24, 2002 (Item 114-101-R0302), March 20, 2003 (Item 118-103-R0303) and as revised by the Task Force on Fees Report approved by the Board of Regents on March 24, 2000 with an effective date of Academic Year 2002. Item 135-114-R0507 approved by the Board of Regents on May 31, 2007, with an effective date of Fall Semester 2007.

Standard Eight Documentation

Campus Map

Standard Disclaimers
Omnia Vana
OBSOLETE



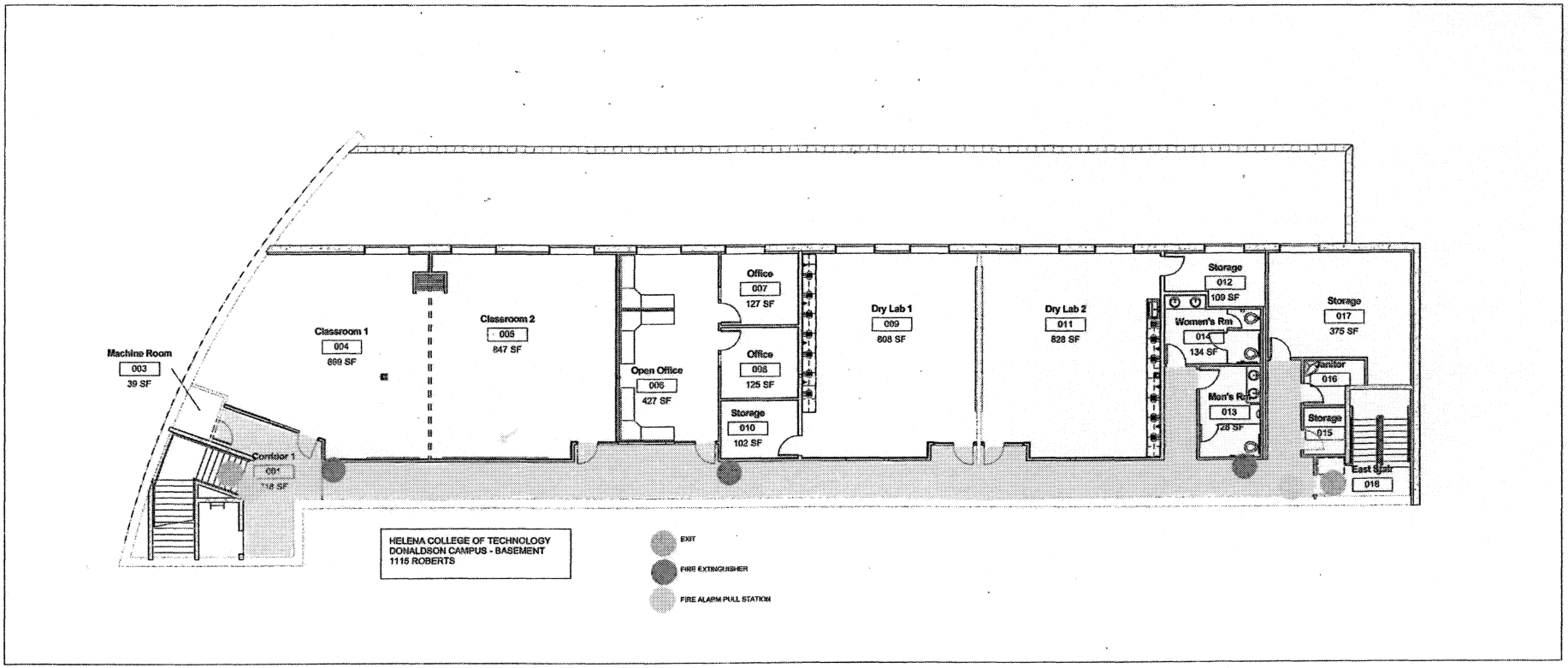
EXIT

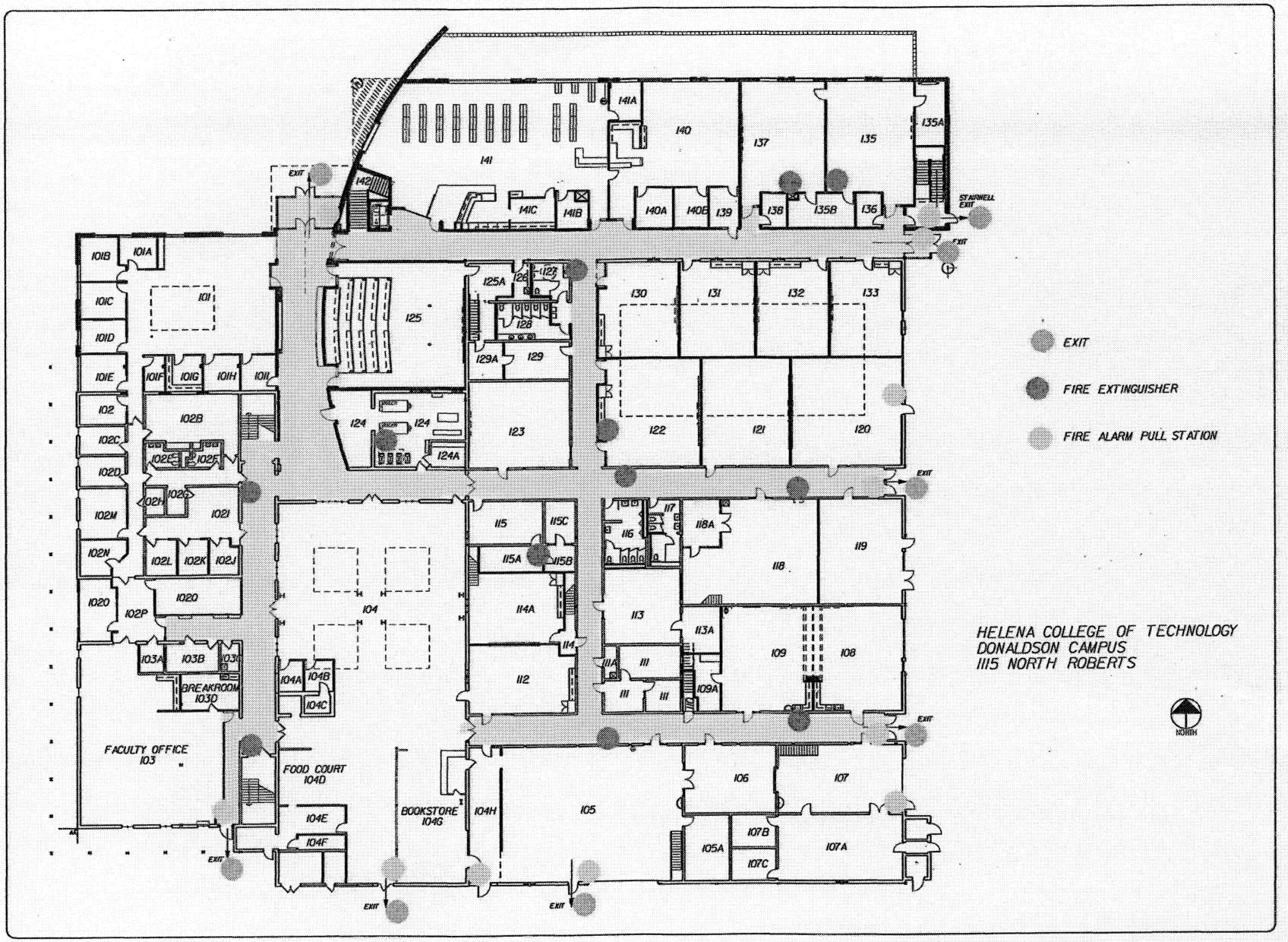
FIRE EXTINGUISHER

FIRE ALARM PULL STATION

HELENA COLLEGE OF TECHNOLOGY
DONALDSON CAMPUS - 2nd FLOOR
1115 NORTH ROBERTS

NORTH


Machine Room
003
39 SF
Classroom 1
004
869 SF
Classroom 2
005
847 SF
Open Office
006
427 SF
Office
007
127 SF
Office
008
125 SF
Storage
010
102 SF
Dry Lab 1
009
868 SF
Dry Lab 2
011
828 SF
Storage
012
109 SF
Women's Rm
014
134 SF
Men's Rm
013
128 SF
Janitor
016
Storage
017
375 SF
Storage
015
East Stair
018
Corridor 1
001
HELENA COLLEGE OF TECHNOLOGY
DONALDSON CAMPUS - BASEMENT
1115 ROBERTS
EXIT
FIRE EXTINGUISHER
FIRE ALARM PULL STATION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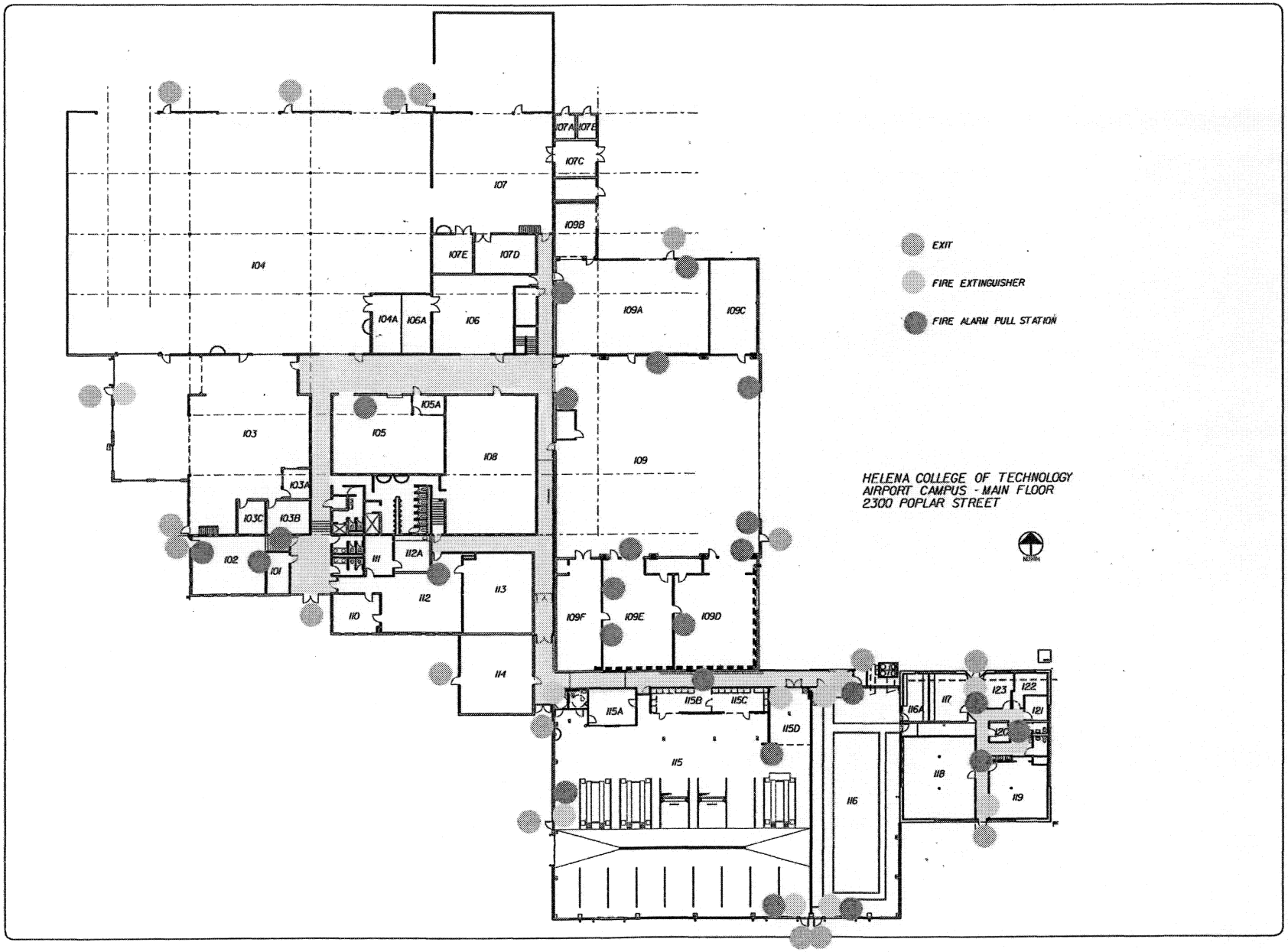
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
HELENA COLLEGE OF TECHNOLOGY
DONALDSON CAMPUS
1115 NORTH ROBERTS
NORTH
FACULTY OFFICE
103
FOOD COURT
104D
BOOKSTORE
104G
BREAKROOM
103D
STAIRWELL
EXIT


EXIT
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
HELENA COLLEGE OF TECHNOLOGY
AIRPORT CAMPUS - MAIN FLOOR
2300 POPLAR STREET
NORTH
101
102
103
103A
103B
103C
104
104A
105
105A
106
106A
107
107A
107B
107C
107D
107E
108
109
109A
109B
109C
109D
109E
109F
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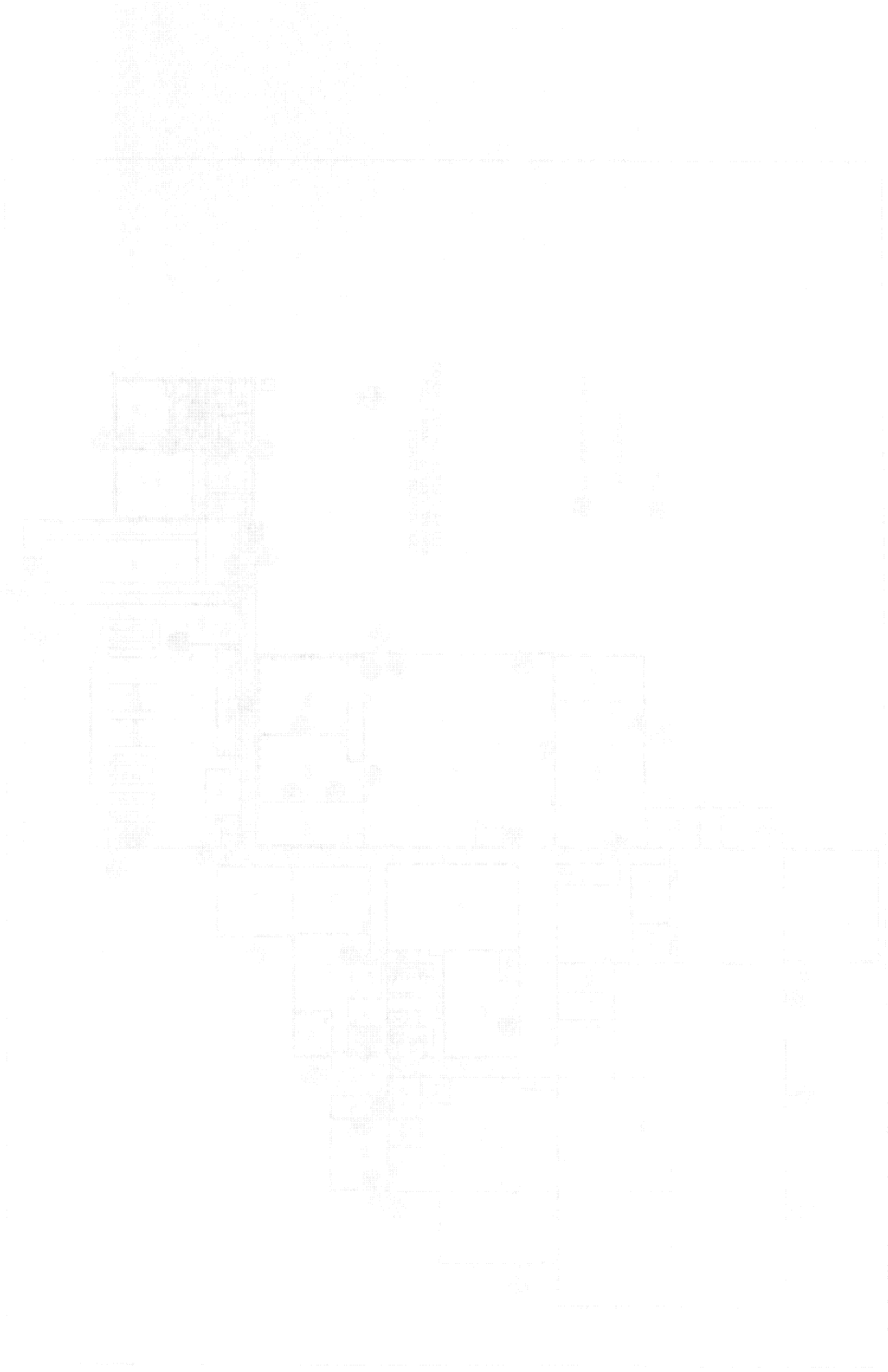

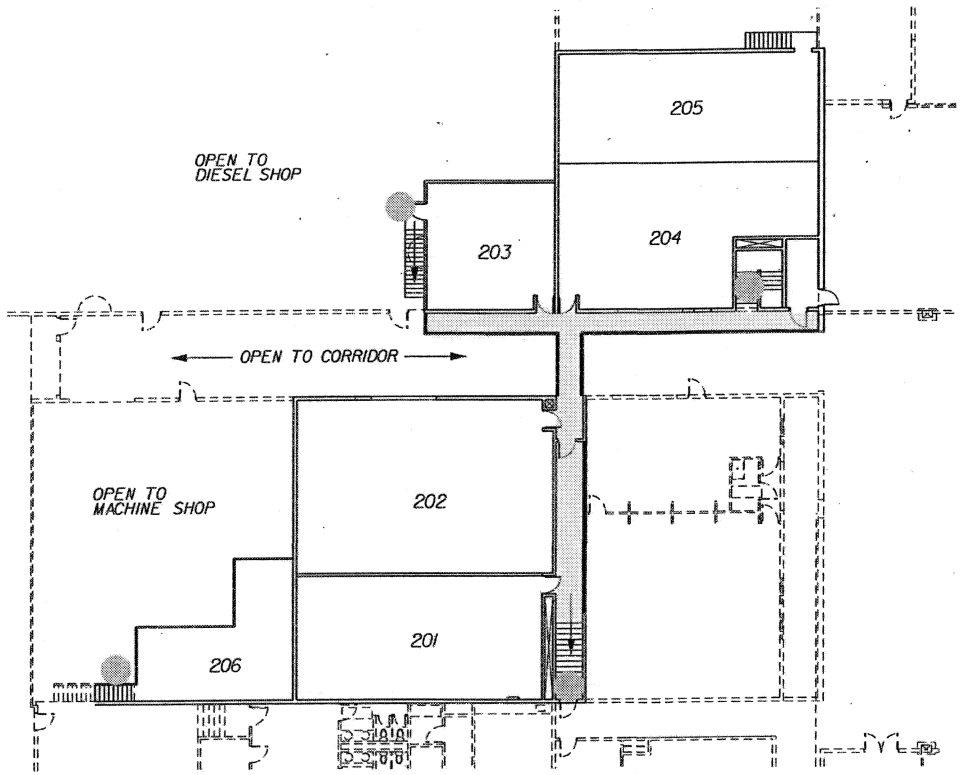

EXIT

FIRE EXTINGUISHER

FIRE ALARM PULL STATION

HELENA COLLEGE OF TECHNOLOGY
AIRPORT CAMPUS - SECOND FLOOR
2300 POPLAR STREET

NORTH

Standard Nine Documentation

Board of Regents Policy 703
Board of Regents Policy 770
UM-Helena Conflict of Interest Policy 400.1

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: PERSONNEL
Policy 703 - Non-discrimination
Effective November 18, 1999; Issued December 10, 1999

Board policy:

Each campus of the Montana University System shall insure that no employment or educational policy is discriminatory on the basis of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental disability, national origin, or ancestry unless based on reasonable grounds.

Procedures:

1. The president or chancellor of each campus shall:

A. assign the responsibility for monitoring and implementing equal opportunity regulations to a designated person or persons and insure that copies of appropriate laws and regulations are readily available to interested persons;
B. establish a grievance procedure to consider complaints or actions brought against the campus under any applicable regulation and make the availability of the procedure known to all constituencies;
C. establish a notification procedure to insure awareness of the campus's non-discrimination policy and of the designated person to whom complaints or inquiries should be referred;
D. assign the responsibility for development of an affirmative action plan consistent with state and federal regulations and establish an appropriate time frame for completion and implementation;
E. evaluate current educational and employment practices to determine if there has been any discrimination and, where discrimination is discovered, institute a plan of action to alleviate such effects.

2. The Commissioner of Higher Education shall:

A. provide technical assistance or information as appropriate within the constraints of staff availability;
B. develop an affirmative action plan consistent with state and federal guidelines to cover employment practices in his office;
C. maintain records related to equal opportunity and provide periodic assessments of units' affirmative action and equal opportunity efforts.

History:

Item 12-004-R0676, Policy on Non-discrimination, June 7, 1976; as revised February 1, 1991 and November 18, 1999 (Item 104-103-R0999).

Table of Contents or Section 700 Contents

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: PERSONNEL
Policy 770 – Conflicts of Interest
Revised May 31, 2007; Issued June 11, 2007

Board Policy:

A. Coordination with Other Standards or Policies. This policy is intended to complement the state statutes on standards of conduct for public employees (§ 2-2-101, MCA, et seq.,) and is not intended to supersede or conflict with those standards. In addition, this policy is not intended to supersede board of regents' policy 760, service on outside governing boards, and persons covered by that policy must act in compliance with both the general terms of this policy and the specific terms of that policy.

B. General Policy. Employees of the Montana university system (MUS) must endeavor to avoid actual or apparent conflicts of interest between their university system duties and obligations and their personal activities, and between their university system duties and obligations and their professional activities outside the university system. A conflict of interest exists:

1. When an employee has a personal interest in a matter that may be inconsistent or incompatible with the employee's obligation to exercise the employee's best judgment in pursuit of the interests of the university system; or
2. When a non-university system activity unreasonably encroaches on the time an employee should devote to the affairs of the university system; or
3. When an employee's non-university system activities impinge on or compromise the loyalty, commitment, or performance the university system has the right to expect from the employee.

C. Campus Conflict of Interest Policies. Each MUS campus shall maintain a written conflict of interest policy which contains the following elements:

1. A definition of conflict of interest consistent with Montana law, this policy, and applicable federal legal requirements.
2. Applicability to all employees of the campus.
3. A procedure for requiring all employees' written disclosure of all potential or actual conflicts of interest in compliance with Montana law and federal legal requirements at the following times:
   (a) Whenever an actual or potentially conflicting interest is, or is about to be, acquired.
   (b) Annually, on a conflicts disclosure form stating either the employee has no conflicts or disclosing any potential or actual conflicts. Annual disclosure statements must be completed by all full-time employees except those categories of employee expressly exempted from annual reporting by the campus conflict of interest policy.
   (c) Before submitting a proposal for grants or contracts, any actual or potential conflicts relating to the proposal in accordance with sponsor and campus regulations.
4. On campuses that perform sponsored research, provisions to assure compliance with federal legal requirements concerning conflicts of interest in sponsored research.
5. Provisions to assure compliance with state legal requirements, including § 2-2-101, MCA, et seq.
6. Procedures which assure independent assessment and review of potential conflicts, including review by legal counsel.
7. Appointment of a campus administrator and/or committee as the policy administrator with responsibility for policy compliance, maintenance of records of disclosure, conflicts management plans, and periodic reviews of compliance with such plans.
8. A process for resolution of conflicts determined to exist through the independent review process. Resolution must be in writing and will determine: (1) the conflict is not prohibited by statute or regulation, is not likely to influence the actions of the employee and, therefore, requires no further action; (2) the conflict requires management; or (3) the conflict must be eliminated.
9. If a conflict is determined to require management, a written plan shall be established and shall require periodic independent conflicts review, the results of which are to be reported to the policy administrator. If conflicts are managed rather than eliminated, the policy administrator shall make a written determination as to why management is in the best interest of the campus.

10. An appeal procedure for employees who are required to forgo a specific activity to eliminate a conflict of interest at the campus level and then through the appeals procedure established by board of regents' policy 203.5.2.

D. Office of commissioner of higher education policy. The commissioner of higher education shall establish a conflict of interest policy which includes oversight of conflicts of commissioner's staff and campus chief executive officers. The policy shall be subject to review and approval by the board of regents.

E. Approval of campus policies. The proposed campus policies must be approved by the campus chief executive and submitted to the commissioner of higher education by December 31, 2007, for review and approval. The submittal must include a proposed campus training plan for employees on the conflicts of interest policy.

F. Annual report to board of regents. Annually, each campus shall submit a written conflict of interest report to the board of regents which includes at least the following information:

1. Number of conflicts disclosed.
2. Summary of nature of conflicts.
3. Number of conflicts being managed through written plans.
4. Number of conflicts eliminated.
5. Other material information relating to conflicts of interest at the campus.

History:

(Item 96-011-R0997), Conflicts of Interest; Montana University System (NEW), approved by the Board of Regents on November 20, 1997. approved May 31, 2007 (Item 135-105-R0507).

The University of Montana-Helena
COLLEGE OF TECHNOLOGY

Policy Number: 400.1

Policy Title: Conflict of Interest

Subject: Section 400. Personnel

Date Adopted: December 10, 2007

Date(s) Revised: February 25, 2008

Approved by:

Daniel J. Bingham
Dean/CEO
The University of Montana – Helena
College of Technology

POLICY STATEMENT:

It is the policy of The University of Montana – Helena College of Technology (UM-Helena) to ensure that the interests of the college are protected in that employees of the college are expected to avoid any situations in which their personal and/or public service commitments may influence business/personnel transactions to their personal benefit.

Conflicts of interest may exist when an employee's professional actions, decisions, or commitment may be, are, or have been influenced by considerations of personal or financial gain. Employees are expected to make full disclosures to their supervisors, in writing, of any involvement in situations in which a conflict of interest may exist.

All UM-Helena college policies shall adhere to and be consistent with relevant federal and state laws, rules, and regulations; with Board of Regents' policies and procedures; and with The University of Montana's policies and procedures.

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PROCEDURES:

The following is a representative, though not all-inclusive, list of activities and external relationships covered by this policy. Any combination of activity and external relationship not specifically discussed, which an employee believes or reasonably should believe constitutes a potential conflict of interest, must be reported in writing to the supervisor or appropriate college administrator according to the procedures described within this policy prior to the employee proceeding with said activity.

I. ITEMS NOT CONSIDERED CONFLICTS OF INTEREST

Allowable items if consistent with other applicable federal and state laws and policies of UM-Helena and the Montana University System:

A. UM-Helena salary or other remuneration;
B. Any payments by UM-Helena to the employee resulting from approved royalty or license fee sharing;
C. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
D. Income from service on advisory committees or review panels for public or nonprofit entities (all income earned for this activity must be reported yearly per BOR Policy 770, see form appendix A); or
E. Any interest in a business that does not rise to the level of being "significant." An employee has a significant financial or other interest in a business when the employee and the employee's family own more than an aggregate of 5% equity in a business, serve as officers and/or directors of a business, or receive more than an aggregate of $10,000 income from a business annually.

II. ACTIVITIES REQUIRING DISCLOSURE AND POSSIBLE CONFLICT MANAGEMENT PLAN

*Note: disclosure is required when the following conditions exist: 1) whenever an actual or potentially conflicting of interest is, or is about to be, acquired; 2) annually, on a prepared form (see appendix A); and 3) before submitting a proposal for grants or contracts

A. Private business interests. Whenever a college employee owns a substantial interest in a commercial or other private organization that does business with the college.

1. The employee should not represent or influence the college in its dealings with the organization.
2. The employee's position should be disclosed in writing to his or her supervisor, the appropriate college administrator, and the organizational unit of the college that conducts said business.
3. Special precautions should be taken to ensure that the terms of any

business dealings are not influenced by such relationships.

B. Research and Scholarly Activity. When an investigator has a significant financial or other interest in a business directly related to the investigator's research interest, would be affected by the investigator's research, or could affect the approval, design, conduct, or reporting of funded research.

C. Other College Employment. When the potential exists that an employee may be paid twice for performing the same service. Employment in an organizational unit of the college, other than the unit in which a person is regularly employed, should take place only with the consent of the supervisor of the unit in which the employee is regularly employed and college administration.

D. Personnel. When college employees and students are given work assignments of a personal nature, except where projects are sought by instructional departments for instructional value only.

E. Equipment. When use of college equipment is used for purposes other than college instruction and/or job performance. College equipment and materials are to be used in strict compliance with state and federal laws and current college policies and procedures.

F. Supplies. When personal uses of expendable supplies are used for personal gain and/or projects that result in personal compensation or benefit to an organization and are realized as a cost to the college. For example, personal use of consumables for personal or organizational benefit.

G. Facilities. Personal use of campus facilities is closely regulated and requires prior approval by the appropriate supervisor or office that schedules college facilities. Community groups, however, are encouraged to schedule their activities on campus.

H. Gifts. When a gift in excess of $10,000 a year is made to the college from an associated entity in which the employee has a significant financial or other interest.

I. Intellectual Property. When an employee is a named inventor of intellectual property owned by the college, and the employee has a significant financial or other interest in a business entity related to the intellectual property.

J. Board Memberships. When any UM-Helena employee receives support (sponsored work or a gift) from a business in which the employee or the employee's immediate family serves on the board of directors or advisory board, whether or not compensation is received for such services.

K. External Activities. Disclosure is required when an employee holds an executive position in a business engaged in commercial activities directly related to the employee's UM-Helena responsibilities.

Annual Disclosure:

Annually, all administrative, faculty, and professional employees must complete and submit a Conflict of Interest Disclosure Statement (Appendix A) as follows:

A. Disclosure Forms shall be completed and filed by September 30 of each year.

B. The employee's signature on the Disclosure form certifies that the employee has read and understands this policy and that either:

   1) the employee does not have any interests that require disclosure, or
   2) the employee has appropriately disclosed any interests that create a potential conflict of interest.

C. All Disclosures shall be submitted to the Assistant to the CEO/Dean, with copies to the CEO/Dean or Direct Supervisor overseeing the employee's supervisory line.

D. Any of the above disclosures may be accompanied, at the employee's option, by a proposed conflict management plan; a plan template is available. University of Montana's Office of Legal Counsel (243-4742) is available to answer questions or provide help with a plan.

III. ADMINISTRATIVE RESPONSIBILITIES

Disclosure is required when:

A. An employee has administrative responsibilities (e.g., dean, department chair, or director) on behalf of UM-Helena with respect to the operation of UM-Helena or any UM-Helena affiliated organization that is beneficial to a business in which the employee, the employee's immediate family member, or an associated entity has a significant financial interest.

B. An employee has administrative responsibilities on behalf of UM-Helena with respect to any supported employment activity (sponsored research or a gift) in which the employee, an immediate family member, or an associated entity has a significant financial interest in the sponsor or donor.

C. An employee, while performing UM-Helena duties, makes professional referrals to a business in which the employee, an immediate family member, or an associated entity has a significant financial interest of which the employee is aware or should reasonably be aware.

Employee Training:

Each employee of the college shall receive Conflict of Interest training once every three years beginning with the commencement of their employment at the College. This training shall be conducted at the beginning of each academic year; however it is the responsibility of the employee to ensure that they have complied with College training policy. The Human Resources Department shall

maintain employee training records on all mandatory College training.

Disclosure Review and Disposition:

A. Initial Review of each disclosure form will be done by the Assistant to the CEO/Dean. The Assistant to the CEO/Dean will determine, in consultation with the responsible Executive-level supervisor or the Office of Legal Counsel, whether a conflict of interest may exist.

B. Waiver of Conflict may be given in writing by the Assistant to the CEO/Dean. If a conflict is determined to exist, the Assistant to the CEO/Dean, in consultation with the responsible Executive-level supervisor and/or the Office of Legal Counsel, may waive the conflict and the need for a conflict management plan if they make the following written determination:

    1. That the conflict of interest is so remote that there is not significant probability for bias or undue influence on the employee's College duties and responsibilities; or
    2. Any resolution of the conflict other than by disclosure and waiver would be ineffective or inequitable and the conflict is not prohibited by statute or regulation.

Conflict Management:

If a conflict of interest exists and is not waivable, the Assistant to the CEO/Dean, in consultation with the employee, the responsible Executive-level supervisor, and any others deemed helpful in assessing the situation, will develop a written conflict management plan to manage, reduce, or eliminate the potential for conflict of interest. The conflict management plan may employ strategies including, but not limited to, the following:

A. Public disclosure of the significant financial interest.

B. Monitoring of the relevant employment duties by independent reviewers.

C. Modification of duties of the employee.

D. Disqualification from participation in the conflicting employment activity, such as search committee, procurement, student advising, or employee supervision.

E. Divestiture of the conflicting interest.

F. Severance of relationship that creates the conflict of interest.

Whenever a decision is made to manage rather than eliminate the conflict of interest, the Assistant to the CEO/Dean, with advice from the Office of Legal Counsel, shall make a written statement explaining why management is in the best interest of the College. Such statement may be included in the conflict management plan. Relevant questions to consider in designing an appropriate conflict management plan include, but are not limited to:

A. What is the magnitude of the financial interest?

B. What is the level of incentive created by the interest?

C. How direct is the link between the interest and the duties of the employee?

D. Could the conflict adversely affect students?

E. Could the conflict unreasonably interfere with the employee's commitment to College responsibilities?

F. Can a reasonably knowledgeable person be identified to monitor the conflict satisfactorily?

Appeal Procedure:

A. If an employee believes the conditions or restrictions in the conflict management plan are inappropriate, the employee may appeal the decision to the CEO/Dean. The CEO/Dean's decision on the appeal shall be the final decision for the College. The CEO/Dean may appoint a three-member committee of persons who have no involvement in the decision being appealed and who have relevant experience or training to give him/her advice in coming to a final decision.

B. An employee who disagrees with the final decision of the CEO/Dean may appeal further as provided in Board of Regents Policy 203.5.2.

Compliance Reporting and Record Retention:

The Assistant to the CEO/Dean at the university of Montana-Helena shall be responsible for maintenance of all disclosure and conflict management records for the period of time required by state and federal laws and regulations. Records will be maintained in a manner to protect sensitive and confidential information consistent with state and federal law.

Compliance:

The University of Montana-Helena expects all employees to comply fully and promptly with all requirements of this Policy. Breaches of this policy include, but are not limited to:

A. Intentionally filling an incomplete, erroneous, or misleading disclosure form.

B. Failure to provide additional information as required.

C. Failure to provide a disclosure form as required by this policy.

D. Failure to remedy conflicts of interest.

E. Failure to abide by a conflict management plan.

A violation of this policy may be the basis for discipline of an employee. Such discipline will be imposed consistent with the discipline policies and procedures applicable to the particular employee (collective bargaining agreement, personnel policies and procedures)

Potential sanctions may include, but are not limited to: letter of warning; removal or suspension of privileges related to the violation; suspension without pay; termination.

Compliance with State Law:

A. An MUS employee may not regulate, monitor or engage in financial transactions with entities that serve the employee's private business purposes or for an entity which the employee serves as an officer without addressing the conflict through this policy. [Ref 2-2-121(2), MCA].

B. An MUS employee may not receive pay from two separate public employment positions that have overlapping hours. [Ref. 2-2-104(3), MCA]

C. An MUS employee must disclose employment in public positions that may overlap with his or her employment with the MUS.

D. In some cases an MUS employee who receives multiple salaries from multiple public employers for overlapping work hours, must report their employment and salaries to the Commissioner of Political Practices within 15 business days of the occurrence, contract agreement, or receipt of payment. ARM 44.10.601.

E. An MUS employee may not solicit or accept employment, or engage in negotiations for employment, with an entity an employee regulates unless the employee provides written notification to the MUS. [Ref. 2-2-121(2)(f)]

F. A MUS employee must disclose to the CHE and to the Commissioner of Political Practices, any ownership or employment interest that creates a conflict that may infringe on the employee's ability to perform assigned duties in the best interest, of the MUS. [Ref. 2-2-105(4) and 2-2-131, MCA]

G. An MUS employee is prohibited from accepting any payment for performing official duties, gifts over $50 in value, and gifts of any value which are intended to influence an employee's official actions such as patterns of non-substantial gifts, educational offers, and reduced rates on loans or goods. [Ref. 2-2-104(1))b) and (2), MCA and § 45-7-104, MCA).] All prohibited gifts and offers of gifts or payments must be reported to the CHE.

H. An MUS employee must report any crime, attempted crime, or planned crime of which he is aware to the CHE and to proper law enforcement authority.

I. The CHE and the campus CEOs will file a business disclosure statement with the Commissioner of Political Practices prior to December 15 of each even numbered year. [Ref. § 2-2-106, MCA]

IV. PROHIBITED ACTIVITIES

The following activities create a conflict of interest and are not allowed:

A. Purchasing goods or services. An employee participates in decisions to purchase goods or services for UM-Helena in a manner that violates applicable federal or state purchasing laws, plus applicable UM-Helena or Montana University System purchasing policies.

B. Improper employment relationship. An employee receives a significant, undisclosed financial interest or other benefit in return for employing another person on a UM-Helena project.

V. CONFLICTS OF INTEREST IN PROFESSIONAL ACTIVITIES

An employee may engage in compensated or uncompensated professional activities that are not sponsored by the college subject to the following terms and conditions:

A. Prior approval must be obtained if uncompensated volunteer or community service professional activity is to be part of the individual's regularly assigned duties, with expenses paid by the college and duties performed during regular working hours.

B. For activities not sponsored by the college, employees shall take annual leave if such activities will be performed during regular working hours. Unless the activity has substantial benefit to the college as well as to the employee, the employee may be authorized to have travel paid by the college and to attend during regular working hours without taking annual leave. Determinations under this provision should be made by the supervisor prior to the activity.

C. An employee engaging in compensated professional activities not sponsored by the college shall inform his or her client or outside employer that he or she is acting in a private capacity and in no way represents the college or has authority to bind the college. When acting in such a capacity, the employee is not covered by the college's general professional liability insurance. This policy shall not be interpreted as a waiver of defenses the college might have for actions of employees acting in their private capacities, and these employees shall hold the college blameless with respect to activities not within the scope of their job descriptions or organizational expectations.

D. In addition, all public employees of the State of Montana are governed by the Standards of Conduct – Code of Ethics, Title 2, Chapter 2, Part 1, MCA.

E. No UM-Helena employee may undertake consulting or professional assignments that would result in a conflict of interest with assigned college duties.

VI. CONFLICTS OF INTEREST IN NEPOTISM

A. Relatives by blood or marriage may not be employed by UM-Helena in any positions in which one relative would have a supervisory relationship with the other, or be in a position to recommend the hiring of the other.

B. When a person would be required to make decisions of a supervisory nature concerning a relative, his or her supervisor will assume that responsibility. It is the responsibility of the parties involved to identify when a supervisory relationship exists and to take the necessary steps to correct the situation.

C. For the purposes of this policy, a supervisor is defined as a person having the authority to oversee and direct work assignments, assign tasks, schedule hours of work, determine rate of pay, evaluate work performance, and hire, fire, or discipline employees.

D. In addition, all public employees of the State of Montana are governed by Standards of Conduct – Nepotism, Title 2, Chapter 2, Part 3, MCA.

VII. DEFINITIONS

A. Associated Entity – any business, trust, organization, or enterprise over which the employee, alone or together with an immediate family member, has a significant financial interest.

B. Business – any corporation, partnership, sole proprietorship, firm, franchise, association, organization, holding company, joint stock company, receivership, business or real estate trust, or any other nongovernmental legal entity organized for profit, not-for-profit, or charitable purposes.

C. Conflict of Interest or Potential Conflict of Interest – occurs when there is a divergence between the employee's private interests and professional obligations to UM-Helena, such that an independent observer might reasonably question whether the employee's professional actions or decisions are determined by considerations of personal gain, financial or otherwise. An actual conflict of interest occurs when an employee has a significant financial interest in a business that could directly and materially affect, or be directly and materially affected by, the design, conduct, or use of facilities in, or reporting of, research, educational, or public service activities performed as part of the employee's duties at UM-Helena. A potential conflict of interest exists when an employee has a significant financial interest in a business that has any dealings with the college.

D. Employee – any person possessing either a full-time or part-time position at UM-Helena who receives wages and/or benefits from UM-Helena. For the

purposes of this policy, the definition of "employee" also includes members of the individual's immediate family.

E. Executive Position – any position that includes responsibilities for a significant segment of the operation or management of a business.

F. Gift – an unrestricted donation of assets to UM-Helena or any affiliate of UM-Helena. The donor may specify the general purpose for which the gift may be used, but there may be no other terms and conditions specified concerning the use of such assets. Assets may be in the form of cash, securities, tangible personal property, partnership interests, or pledges for assets that are assigned to UM-Helena.

G. Immediate Family or Family – includes any person subject to Montana nepotism laws as set forth in MCA Section 2-2-302.

H. Participate – to be part of the described activity in any capacity including, but not limited to, serving as the principal investigator, co-investigator, research collaborator, or provider of direct services. The term is not intended to apply to individuals who provide primarily technical support or who are purely advisory.

I. Significant Financial or Other Interest – anything of significant monetary value including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options, or other ownership interests); and intellectual property rights (e.g., patents, copyrights, or royalties from such rights). Significant financial or other interest also means the holding of a position as an officer, director, agent, or employee of a business entity and includes such interests held by the employee and by the employee's family members.

However, a significant financial or other interest does not include any of the following:

1. Salary or other remuneration from UM-Helena, including any payments by UM-Helena to the employee resulting from royalty or licensee fee sharing.
2. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities.
3. Income from service on advisory committees or review panels for public or nonprofit entities.
4. An equity interest that, when aggregated for the employee and the employee's immediate family, meets both of the following tests: (a) equity interest is $10,000 or less in value as determined through reference to public prices or other reasonable measures of fair market value; and (b) represents no more than a 5% ownership interest in any single entity.
5. Annual salary, royalties, or other payments from any source other than those referenced in (1) and (2) above that individually do not exceed $10,000 or, when aggregated for the employee and the

employee's immediate family over the next 12 months, are not expected to exceed $10,000.

6. Gifts of less than $10,000 annually from a business in which an employee has a significant financial interest.
7. A financial interest arising solely by reason of investment in such business by a mutual, pension, or other institutional investment fund over which the employee does not exercise control;

APPENDIX A
CONFLICT OF INTEREST DISCLOSURE STATEMENT

This form is to be used for the following purposes:

1. For annual disclosures to be submitted by September 30th of each year.
2. For disclosures of potential Conflicts of Interest whenever they occur.

Submit completed form to Winnie Strainer, Assistant to the CEO/Dean, who will provide a copy to your Executive-level supervisor. For questions concerning the information required by this form, or any definitions, refer to UMH 400.1 Conflict of Interest Policy or contact Winnie Strainer, (406) 444-6875, strainerw@umh.umt.edu.

Certification

By signing below, I hereby certify:

1. I have read and understand the UMH Conflict of Interest Policy 400.1, and
2. I have: [check the applicable box]
   a.___ No relationships, contractual commitments, or financial interests that are or might reasonably be perceived to be in conflict with my duties and responsibilities at UMH;
   b.___ A potential conflict of interest which has been duly disclosed previously and there has been no change which requires an updated disclosure; or
   c.___ Potential conflicts of interest **not** previously disclosed as described below in the Disclosure Statement.

Disclosures

Complete this section only if you have checked 2c above. If you checked 2a or 2b, sign the bottom of the form, date it, and submit it Winnie Strainer, Assistant to the CEO/Dean and provide a copy to your immediate supervisor.

1. ___ I, my spouse and/or dependent child(ren) have the following interests or relationships (check all applicable):
   a.___ A Significant Financial Interest in a non-college entity/enterprise directly related to my duties as follows:
      ___Salary or other payment for services (e.g., employment, consulting fees/ honoraria)
      ___Ownership interest (e.g., stock, stock options, partnership interest, or other)
      ___Intellectual property rights (e.g., patents, copyrights, or royalties)
   b.___ Hold a position of__ executive,___ officer, or __ director in an entity engaged in commercial activities directly related to my UMH responsibilities.
   c.___ Other potential conflict of interest.

2. ___ In my position at UMH, I have responsibility for decisions that may result in direct benefits or detriments to:
   a.___ A relative as defined in UMH's Nepotism Policy (parent, grandparent, great-grandparent, child, grandchild, great-grandchild, brother, sister, aunt, uncle, niece, nephew, or cousin, by blood relationship; spouse; or brother, sister, parent, or child of spouse; or spouse of one's brother, sister, parent or child).
   b.___ A person in whom or with whom I (or my spouse or dependent children) have a financial interest.
   c.___ A person with whom I have a romantic relationship.

3.___ I participate as an employee, officer, board member, or owner in an entity which has (or wishes to have) rights to intellectual property for which I was an inventor or creator in my work for UMH.

With regard to the above-disclosed interests, attach a written explanation including the name of the entity or person, the nature and extent of the interest or relationship, and any other information necessary to an understanding of the potential conflict of interest.

The information contained in this form is complete and accurate to the best of my knowledge, and I acknowledge my continuing obligation to update my disclosure when there is a significant change in my personal or financial interests creating potential conflicts of interest.

Signature: _____ Date: _____

Print Name: _____

Montana University System

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Mary Sheehy-Moe	Deputy Commissioner of Two-Year Education
George Dennison	President, The University of Montana

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