



**The University of
Montana – Helena**
COLLEGE OF TECHNOLOGY

Monday, January 09, 2012

John Cech, Deputy Commissioner
Office of the Commissioner of Higher Education
2500 Broadway Street
PO Box 203201
Helena, MT 59620-3201

John:

The enclosed documents delineate the current state of the University of Montana – Helena College of Technology as they relate to the comprehensive two-year mission outlined in the College!Now initiative. Included in this packet of information is our short term transition and implementation plan, key purpose attribute fulfillment statements related to the initiative, and our 2012- 2020 Strategic Plan in **DRAFT** form; completion anticipated mid-Spring of 2012.

UM-Helena is pleased to participate in the College!Now initiative and sees it as a tremendous opportunity to aid us in developing statewide relationships with our sister institutions. At the same time, it is exciting to take part in an activity that will increase the influence of two-year education across the state; expanding access, providing opportunity, and building a stronger state.

We are eager to engage in further dialogue as the initiative rolls forward over the next few years and will pledge to be at the forefront in helping build a strong system of two-year educational opportunities.

Thank you,

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

cc: Royce Engstrom, President the University of Montana
Perry Brown, Provost and Vice President for Academic Affairs, UM



The University of Montana – Helena is a vibrant growing center for higher education. We are currently offering Trade and Technical proficiency certificates, Associate of Applied Science, Associate of Arts, and Associate of Science degrees, and well-rounded programs of study leading to Baccalaureate opportunities in cooperation with Montana University system institutions.

As an affiliate of the two-year division of the Montana University System, UM-Helena accomplishes the College!Now comprehensive mission through a variety of well-established higher education practices. A parallel evaluation between the College!Now and UM-Helena mission and vision statements identifies closely aligned philosophies, values, and core two-year college characteristics.

Mission Statement

The Mission of two-year education in Montana is to provide a comprehensive, accessible, responsive, student-centered learning environment that facilitates and supports the achievement of individuals' professional and personal goals, and enhances the development of Montana's citizens, communities and economy.

Vision Statement

Montana's two-year education: Transform lives and create opportunities through educating the citizens of the state of Montana.

Mission Statement

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

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.

In order to sustain and maintain a focused direction, the college recently underwent a comprehensive strategic planning process to assure mission alignment. As guiding principles to aid in the development of a new 2011–2022 strategic plan, the College drew from previous UMH strategic plans, a new internal mission statement, College!Now initiatives, and the Board of Regents strategic plan to accomplish its task. Each of these philosophies provide inspiration essential to identifying key institutional goals, objectives, rational, strategies, and performance indicators in which to extend and expand our commitment to maintaining a comprehensive two-year mission.

From an exhaustive campus visioning and collaborative writing process involving all college personnel, students and many community members, six broad strategies emerged (a DRAFT copy of the strategic plan has been included for your information):

- Developing Resources
- Partnering for Student Success
- Supporting the Community
- Integrating Planning and Assessment
- Institutional Advancement
- Academic and Professional Excellence

Further, through a recent College!Now exercise UM-Helena identified several intermediate actions steps to enhance mission alignment. A majority of these steps will be accomplished in the 2012 and 2013 academic years. Others will extend into the future as noted in our 2012-2020 Strategic Plan. These intermediate items are as follows;

Strategy: Continue to Develop Academic Quality			
Action Step	Completion Date	Responsible Person(s)	
Improve Academic program review and development processes	AY 11/12, 13 and ongoing	Dean of Academics/Human Resources	
Assess the need to improve access to a well-rounded array of general education course offerings, then implement appropriately	AY 11/12 and ongoing	Academics	
Continue to assess the need for and expansion of developmental education	AY 11/12 and ongoing	Academics/Student Services	
Expand stem course offerings	AY12/13 and ongoing	Academics	
Expand pedagogical delivery modes; online, weekends, hybrids, etc.	AY 11/12, 13 and ongoing	Academics and eOnline	
Expand onsite delivery of baccalaureate and graduate degrees	AY 11/12, 13 and ongoing	Academics/Student Services/Continuing Education	

Strategy: Expand Facilities and Human Resources			
Action Step	Completion Date	Responsible Person(s)	
Additional space for instruction, support, staff			
Hire additional faculty and staff as needed due to the growth of the institution	AY 11/12, 13 and ongoing	Human Resources/Academics	
Create additional parking and assess the need for student housing	AY 13/14	Fiscal and Plant/Student Services	
Perform additional employee compensation Studies	AY 12 and 13	Human Resources	

Strategy: Implement ABE/GED			
Action Step	Completion Date	Responsible Person(s)	
Work with Helena School District to deliver ABE/GED on UMH campus	AY12/13 and ongoing	Administration/Continuing Education	

Strategy: Strengthen K-12 Connections			
Action Step	Completion Date	Responsible Person(s)	
Develop/Expand dual credit offerings and delivery (face-to-face, online)	AY 11/12, 13 and ongoing	Academics/Student Services	
Develop awareness of Path-Way opportunities and academic preparedness	AY 11/12, 13 and ongoing	Academics/Student Services	

Develop better coordination of academic resources and partnerships	AY 11/12 and Ongoing	Academics/Student Services	
Review current pre-placement testing for Math/Writing	AY 11/12 and Ongoing	Academics/Student Services	
Expand outreach Activities	AY 11/12, 13 and ongoing	Academics/Student Services	

Strategy: Expand Community Outreach/Involvement

Action Step	Completion Date	Responsible Person(s)	
Assess the need to develop additional on-campus events and activities	AY 12	Student Services	
Further the development of Alumni outreach/Foundation activity	AY 11/12, 13 and ongoing	Administration/Student Services/Fiscal and Plant	

Strategy: Student Services Support

Action Step	Completion Date	Responsible Person(s)	
Expand current availability of Virtual Student Support Services; website/online	AY 11/12, 13 and ongoing	Student Services/eOnline	
Modernize/Expand retail services	AY 11/12, 13 and ongoing	Fiscal and Plant/Student Services	

Strategy: Student Services Support

Action Step	Completion Date	Responsible Person(s)	
Improve access to and utilization of FA/Scholarships	FY 11/12, 13	Student Services	
Further develop student organizations (participation, representation)	FY 11/12, 13 and ongoing	Student Services	
Explore the increased need for childcare and supportive academic programs	FY 13	Academics/Student Services	
Improve all internal collaborations across the institution	Ongoing	Administration/Campus Wide	

Key Purposes and Attributes of College!Now Mission Fulfillment at UM-Helena

The key purposes and attributes stated in the College!Now mission indicate that: “Montana’s two-year education is centered around the attributes of the comprehensive community college mission and is committed to providing”:

- Transfer Education
- Workforce Development
- Life Long Learning
- Community Development
- Developmental Education/Adult Friendly

To provide a better understanding of how UM-Helena accomplishes the task of attribute fulfillment, the following sections will help you identify a few of the many programs and or practices undertaken by UM-Helena that accomplish these characteristics.

Transfer Education: currently in place at UM-Helena

Academic Transfer Programs: Students may accumulate credits at UM-Helena either to transfer to another college through our A.A or A.S. degree programs, or as an individual course. Public and private institutions, both in Montana and out-of-state, accept courses from our general education core to satisfy lower-division requirements.

Associate of Arts (A.A.)

Accounting
Business
English
Fine Arts
General Studies
History
Interior Space Planning & Design
Mathematics

Mental Health Direct Care
Social Science

Associate of Science (A.S.)

Accounting
Business
Computers

Additional Partnership Programs

Bachelor of Science in Secondary Education in Industrial Technology: UM-Western
Bachelor of Applied Science in Business: Montana Tech
Bachelor of Science in Business: Montana Tech
Bachelor of Science in Automotive Technology: MSU Northern
Associate of Science in Early Childhood Education: UM-Western
Transfer Programs: Carroll College, Western Governors University

Workforce Development: currently in place at UM-Helena

Occupational Degree Programs: Students may complete a certificate or A.A.S. degree programs, individual course work for skill development and or specialized training for career enhancement.

Associate of Applied Science (A.A.S.)

- Accounting and Business Technology
- Accounting Technology
- Small Business Management Technology
- Automotive Technology
- Aviation Maintenance Technology
- Computer Technology
 - Network Administration
 - Programming
 - Webmaster
- Construction Technology
- Diesel Technology
- Fire & Rescue (offered in Helena and Missoula)
- Interior Space Planning & Design
- Machine Technology
- Metals Technology
 - Combined Machine Tool and Welding
- Office Technology
 - Admin Office Management

Specialist

Medical Administrative Specialist

Water Resources

Water Quality

Water Quantity

Welding Technology

Associate of Science Registered Nursing (A.S.R.N.)

Certificates of Completion

Bookkeeping

Small Business Entrepreneurship Technology

Carpentry

Computer Assistant

Computer Skills Specialist

Machine Tool

Medical Assisting

Practical Nursing

Welding

Life Long Learning: currently in place at UM-Helena

Continuing Education: Provide high quality, affordable life-long learning opportunities to people of all ages in the areas of personal enrichment, professional and career development, academic growth, recreation and leisure, and workforce development. UM-Helena's Continuing Education program, ULEARN, is specifically designed to address the life-long learning needs of its students, local businesses, the Helena community and surrounding areas. The following activities are listed for Spring of 2012.

Special Interest

- Learn to Cross Country Ski
- How to Start a Small Business
- Let's Control It — Responsible Beverage Server
- Culinary Basic Drawing
- Introduction to Knitting
- Cross Country Skiing
- Quilting at Gee's Bend

English as a Second Language

Personal Computer Basics

Beginning Digital Photography

Beginning Photoshop

Introduction to Spanish - Beginner

Professional Development

Certified Nursing Assistant

Phlebotomy Technician Preparation

Pharmacy Technician Certification Prep	Light Home Repair for Women
Online Mental Health Direct Care Certificate	Knife Building II
Fine arts, photography and crafts	Culinary classes
Write Your First Novella	Culinary Techniques - Knife Skills Soups, Stocks, and Sauces
Begin a Model Railroad	Personal finance & computers
Online Sewing or Pattern Drafting - Level One	Retirement Planning Today
Online Sewing or Pattern Drafting - Level Two	Microsoft Excel for Absolute Beginners
Beginning Digital Photography	Financial Literacy
Intermediate Oil Painting	ONLINE classes: through Ed2Go starting every third Wednesday of the month. Example of classes offered:
Felted Bag — Advanced-Beginner Knitting	Medical Terminology: Word Association Approach
Intermediate Digital Photography	Accounting Fundamentals
Trades and hands-on	Creating Web Pages
Fundamentals of Welding	Introduction to Microsoft Word
Knife Building I	
Winter Wilderness Survival and Bushcraft	

Community Development: currently in place at UM-Helena

Contract Training: Contract or specialized training is a viable resource for employers seeking a cost effective way to train their employees. Our staff meets with local employers to custom design training which is offered either at our campus or on-site at the employer’s place of business.

Professional Certificate Programs: There is an increasing demand for professional certificate programs. In partnership with Ed2Go, we offer over 100 on line open enrollment programs which are designed to provide the workforce skills necessary to enter a new field or advance in a current position.

Professional Development: In addition to our professional certificate programs, we also offer face to face evening classes which run between four and eight weeks in duration. These short, intensive classes are a great way for those individuals already working to quickly and effectively improve skills needed for a particular job. In addition, this is also an effective way for those seeking jobs to update skills they may be lacking to become more employable, while a significant number of individuals take these courses simply for the joy of learning a new skill.

Small Business Classes: In partnership with MBAC, Montana Business Assistance Connection, we offer a series of small business classes through a lunch hour venue. These classes are designed to assist individuals that are interested in starting their own businesses. Individuals take advantage of classes such as How to Start a Small Business, How to Write a Business Plan and The ABC’s of Marketing.

Veteran’s Upward Bound: The Veteran’s Upward Bound is a federally funded grant from the U.S. Department of Education intended to encourage and assist low income and first-generation

veterans to pursue postsecondary education and training. Course offerings on the Helena campus are math, writing ability, and computer skills.

Testing Center: The demand for Testing Services for national and in-house exams by our students, students from other institutions, business and industry, the community and surrounding areas have grown significantly. Continuing Education provides the oversight of comprehensive testing services required to enhance the student learning process. Examinations are administered during specified hours by a qualified proctor with the center adhering to nationally recognized standards and guidelines, promoting honesty, integrity and fairness in all testing procedures. Examples of testing given through the Testing Center are; FAA-Airframe and Powerplant (Aviation Program), CATS, Microsoft Certiport Testing, ASE Automotive, Nursing Exams, online exams from other Institutions, Medical Coding, COMPASS, make-up exams for Academic Programs, CLEP, ICC (International Code Council), and other industry driven testing

Facility Rental and Event Coordination: Over the past 4 years Continuing Education has helped the College gain recognition as a place to hold small conferences and community meetings. The coordination of these events by the CE department has made the college an attractive event venue while at the same time showcasing our Academic, Technical and Trade, Business and Industry, and Continuing Education programs to prospective students and the community. A modest fee is charged for outside events to cover the cost of maintenance, use of technology, room rental, and staff time.

Developmental Education/Adult Friendly: currently in place at UM-Helena

Placement into Developmental Courses

Student Services offers the Compass Placement Test for new students before they are placed in the appropriate math, writing, and reading courses according to guidelines set by faculty. The advising center staff records the placements before they are passed on to be used by advisors to help students register for the correct courses.

A variety of development courses are offered at UMH such as: M 065 Pre-algebra; M 065 Pre-algebra lab; M 090 Introductory Algebra; M 095 Intermediate Algebra; composition courses are Writ 080 Building Basic Writing Skills and Writ 095 Developmental Writing.

Students are required to take the math and writing courses that they place into. SAT and ACT scores are used for placement if a student has them. We also use the Montana University System Writing Assessment scores to place students in writing. We do allow them to retake or to take the Compass test if they believe they can get higher scores and thus higher placement.

Students who enter with transfer credits or credits from an institution that provides current placement information can use that information to be placed appropriately.

Tutoring

The UM-Helena Learning Center provides tutoring free-of-charge to students. We have tutors available for all developmental classes. The Learning Center is open from 8 a.m. to 7 p.m. Monday through Thursday; 8 a.m. to 4 p.m. on Friday; and 10 a.m. to 2 p.m. on Saturdays during fall and spring semesters. Hours are available during summer semesters as funding allows.

Advising

Student Services offers new student, re-admit student, and continuing student advising sessions as well as specialized advising: transfer, career, program changes, and others as needed.

In new student advising the emphasis is on making sure students are in the best program for them and then making sure they are receiving their foundational coursework, including developmental courses.

During re-admit and continuing student advising, advisors check to make sure that students are on track with developmental courses. Faculty advisors are encouraged to do the same.

Rebranding\Renaming Costs

View Books (prospective student and based on FY10 actual costs)	0	2,100	11,000	\$13,100
Program Cards (based on FY10 actual costs)	0	3,600	6,600	\$10,200
Employee Business Cards	0	120	6,050	\$6,170
Exterior Signage (based on FY11 actual costs)	16,440	2,500	0	\$18,940
Interior Signage	6,000	0	0	\$6,000
Employee Name Tags (replace existing)	1,650	0	0	\$1,650
Web Page	0	1,000	0	\$1,000
Letterhead/Envelopes (based on FY11 actual costs)	0	0	2,800	\$2,800
Printed Handout (per department)	0	600	1,000	\$1,600
Retail Items	3,500	0	0	\$3,500
Moodle Web Page Color Palette Change	5,500	0	0	\$5,500
Personnel Cost to Implement the Change		5,000		\$5,000
Table Banners	2,700	0	0	\$2,700
		Sub Total of Costs		\$81,760
Marketing Costs - Internal and External to the College				
- Print	28,800	0	0	\$28,800
-Radio	6,660	0	0	\$6,660
-Billboard	11,625	0	0	\$11,625
		Sub Total of Costs		\$47,085
		Total Projected Cost		\$128,845

UM-Helena



**Strategic Plan
2012 – 2020
DRAFT**

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Strategic Goal

Partnering for Student Success

Mission Alignment Statement: Partnering for Student Success recognizes the University of Montana-Helena College of Technology’s mission which emphasizes “access to and support of lifelong educational opportunities to our diverse community,” and also aligns with the Montana University System’s goals to provide “access and affordability,” “workforce and economic development,” and “efficiency and effectiveness.” This strategic directive acknowledges the College’s mission and the goals of the MUS in its objectives and strategies. Student success is best achieved when informed by students’ educational goals and aspirations, when based on mutual understanding of shared expectations and responsibilities between students and the College, and through a holistic approach involving collaborative effort across the campus community.

Objectives

- Improve student persistence towards attainment of educational goals
- Improve completion rates for students seeking certificates and degrees
- Provide broad financial support for students
- Prepare students for success in the workplace
- Prepare students for success in pursuing and completing four year (or subsequent?) degrees
- Develop and expand community relationships that foster student success
- Provide support services that engage students and enhance their academic and personal development

Impact Statement/Rationale

Improving student persistence towards educational goals and completion of degrees and certificates requires an integrated effort on the part of all the College’s administrative divisions

including academic affairs, student services and fiscal and plant operations to ensure the College’s programs and services are rigorous, relevant and responsive to student’s educational needs. Recognizing the diverse community it serves, the college will focus efforts and resources on students that demonstrate known characteristics that put them at risk of completing their educational goals, develop effective readiness programs for those students needing to develop knowledge and skills necessary to succeed in the college environment, and make learning opportunities available by providing flexible scheduling and a variety of delivery modes for its programs and courses. These efforts will provide access and support as the College educates a workforce that in turn contributes to local and regional economic development.

Preparing students to succeed in the workplace, and/or in subsequent educational attainment, will necessitate community involvement, meaningful partnerships across the Montana University System that facilitate successful transfer, and effective support services that engage students in their academic and personal development. Well educated students interested in life-long learning provide the backbone for local economies and meaningful contributions to our communities.

Strategies to Accomplish Objectives	Key Performance Indicators
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Improve student persistence towards attainment of educational goals

Continue to develop and improve resources focused on at-risk student populations (low-income, first generation, disabled, veterans, developmental students)

- Retention rates-% of entering students returning or completing degrees/certifications in subsequent fall semesters. Target retention rate: 60%. Current rate (fall 2010 to fall 2011) is 61%

Develop and implement a “college readiness” program: a collaborative effort between student services and academic affairs that integrates accelerated developmental math, writing and college success courses with technology and information literacy skill development into a required first semester experience for students placing in to two or more developmental courses.

- Students participating in “College Readiness” program will persist at a rate comparable to non-development students in the same annual cohort.

Improve completion rates for students seeking certificates and degrees

Develop and implement tools and mechanisms to measure, evaluate and encourage student progress towards degree and certificate completion.

- Graduation rates-% of entering students earning certificates and degrees within 150% of normal time to completion. Target graduation rate: xx%
- Current graduation rate (fall 07 Cohort): 28%.

Strengthen academic planning by providing students with clear, discreet pathways and encouraging early identification of program

- Increase degree production-# of entering students completing certificates and degrees. Target production/increase: xxx. Current degree production: 208 (FY11)

Provide broad financial support for students

Increase grant and scholarship funding of students' financial need

- Increase % of students receiving grants and scholarships. Increase ratio of grant and scholarships proportionate to overall average aid received/student.

Expand opportunities and resources to strengthen and promote students' financial literacy

- Cohort loan default rates for graduates at or below state and/or regional averages.

Maintain affordability of two year education by reducing unmet need

- % of student need met by financial aid. (new metric)

Prepare students for success in the workplace

Develop and implement internship program/policy to increase student participation and ensure quality experience for students and employers

- Student participation and performance in internship opportunities

Increase employer visits to campus to provide students with better opportunities for career development prior to completion

- Job placement rate-% of students entering workforce upon completion in occupations related to program of study

Increase participation and improve performance on professional licensing and certification examinations

- Participation and pass rates for professional licensing and certification examinations

Prepare students for success in further degree attainment

Develop formal articulation agreements and increase partnerships with other institutions to improve students' transfer opportunities and completion of additional (or four year) degrees

- Transfer rates-% of students subsequently enrolling at institutions of higher education within a 150% timeframe of first attending. Target transfer rate: xx%. Current transfer rate: 17% (fall 2007 cohort) Transfer success rates-% of students completing additional degrees within 150% timeframe of transfer. # students transferring in articulated and/or partnership programs.

Integrate and promote MUS Core as viable option for general education transfer students (Consider certifying completion of 30 credit MUS Core).

- # of students transferring with successfully completed (C- or better) MUS Core

Host transfer fairs, annually at a minimum, to educate and inform students on transfer pathways and opportunities available to them

- Student turn-out and participation rate of transfer institutions at hosted events.

Provide timely and well informed transfer advising to students

- Transfer rates-% of students subsequently enrolling at institutions of higher education. # of students utilizing MUS transmittal requests to expedite transfer to other MUS institutions

Develop and expand community relationships that foster student success

Collaborate with local high schools to increase participation in dual credit opportunities and utilization of Big Sky Pathways to prepare for career & technical education

- # of high school students participating in dual enrollment courses and subsequent enrollment rate in higher education (MUS) following high school graduation. Enrollment of recent high school graduates in CTE programs.

Develop outreach program to introduce middle and high school students to two-year higher education emphasizing college preparedness

- Successful implementation of annual college visit days for all area middle schools. Develop and maintain college preparation content on college website for K-12 students

Develop institutional service learning guidelines that connects program/course learning outcomes with community

- # of students participating in current and future service learning opportunities. # of courses/programs

development using local partners	that integrate meaningful and measureable service learning components
Use advisory boards/councils and designated liaisons to develop and maintain effective relationships with agencies, employers, and other higher education institutions that will enhance student success initiatives	<ul style="list-style-type: none"> Integration of one or more student success initiatives or objectives in the work of advisory boards/councils. Identify a designated campus liaison for all primary agency and educational partners
Provide support services that engage students and support their academic and personal development at the college	
Improve students' level of engagement inside and outside of the classroom	<ul style="list-style-type: none"> Results of SENSE and CSSE surveys
Provide high quality support services that are relevant and responsive to student needs	<ul style="list-style-type: none"> Results of ongoing program/service evaluations
Provide a developmental education program that prepares students for success in college level courses in a timely and effective manner	<ul style="list-style-type: none"> Progression rates through developmental ed coursework; pass rates in first-year math and writing courses for developmental ed students comparable to those of non-developmental students
Improve students' information literacy, a core aptitude for academic & workforce success	<ul style="list-style-type: none"> Student Performance on SAILS (Standard Assessment of Information Literacy Skills)
Provide support services for online/distance education students that are comparable to those available on campus	<ul style="list-style-type: none"> Cohort retention rates and % achieving good academic standing for students enrolled in primarily in online courses (defined as majority of enrolled credits in online courses)

Strategic Goal

Integrating Planning and Assessment

Mission Alignment Statement: Planning and Assessment are integral parts of access, support, and lifelong learning by incorporating program review, planning for change, and assessing programs and services in a specified cycle to promote continuous quality improvement of the entire institution.

Objectives:

- Gather data to make evidence-based decisions
- Maintain current and relevant academic programming
- Provide effective and supportive student services
- Foster a community of dynamic growth
- Continuously improve quality and fiscal efficiencies

Impact/Rationale:

Planning (establishing goals, policies, and procedures to accomplish specific tasks) and assessment of institutional processes (continuous cycle of evidence-based evaluation and review of programs and services to allow for revision and quality improvement based on data collected), programs, and services are vital processes to ensure that UM-Helena is fulfilling its mission. Effective planning using accurate, relevant data and appropriate processes helps to ensure that decisions are made with the best interest of students in mind while maintaining fiscal responsibility. Meaningful assessment activities conducted routinely throughout the institution provide valuable feedback and analysis of the products and services provided to our learning community. The data captured through the assessment processes need to be reliable and valid in order to contribute to the planning processes appropriately. By using appropriate assessment processes and planning methods, we can be sure that data-based decisions are made that benefit students, facilitate necessary change, and improve financial stability for UM-Helena.

Strategies to Accomplish Objectives	Key Performance Indicators
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Gather data to make evidence-based decisions

Develop a system for data capture and analysis to create an institutional culture of evidence-based decision making

Set up expectations for the use of data in institutional decision making with the new Institutional Researcher;
 Provide resources to access trend data
 Identify consistent resources/processes to gather valid, reliable, and useful data;
 Implement a process for requesting data from Institutional Researcher;

Maintain current and relevant academic programing

Implement a program and services review process

Create a crosswalk and process for assessing student learning outcomes based on course core competencies and core themes;
 Review one third of the academic services programs each year;
 Continue to use CCSSE and SENSE surveys and resulting data to inform process for change;

Evaluate existing advisory committees for relevancy

Create an advisory committee handbook to establish specific guidelines for and expectations of advisory committee members;
 Review MUS policy on advisory committees and ensure compliance;

Provide effective and supportive student services

Assess student services using national bench marks

Review one third of the student services programs each year;
 Begin services review January 2012;
 Continue to use CCSSE and SENSE surveys and resulting data to inform process for change ;

Foster a community of dynamic growth

Create a future-oriented climate for institutional climate of growth and change

Develop and implement an institutional new program approval process to include forecasting data;
Encourage out-of-the-box thinking and risk taking activities that could result in growth opportunities;
Use data to identify areas for growth and improvement ;
Create a purposeful approach to program and services development;

Continuously improve quality and fiscal effectiveness

Develop plans and processes to implement change

Incorporate goals and objectives supporting growth and change into planning processes;
Use planning strategies and data for program development/revision;
Implement an assessment plan that provides for consistent review of internal and external processes and services;
Create a process for program development that incorporates occupational forecasting, trend data, and resources allocation information.

Strategic Goal

Academic and Professional Excellence

Mission alignment statement: Academic and Professional excellence supports the UM-Helena mission of providing access to and support of lifelong education by upholding high standards of excellence in instruction and services through increased efficiency and effectiveness.

Objectives

- Develop a job specific development program with an emphasis on sharing content and knowledge across the MUS
- Support and encourage a culture that values professional development
- Increase new employees' knowledge of institutional procedures and processes
- Increase use of diverse course delivery systems
- Increase number of transfer students who complete a four year degree

Impact Statement/Rationale

The University of Montana – Helena College of Technology has established itself in the community as a respected educational leader focused on the development and lifelong educational enrichment of its community. By upholding high standards of excellence in instruction and services through increased efficiency and effectiveness, the College will foster a culture that encourages each staff member to reach their fullest potential. An excellent employee is one who contributes positively to the learning environment by providing exceptional energy, keen interest in students and extraordinary strength in performing their duties.

Thus, UM-Helena will be an institution where excellence is developed, encouraged, and supported. If the whole is the sum of its parts, the more excellent and efficient each individual is at their respective jobs then the institution can only benefit. Through providing more efficient and effective services and instruction students will benefit both in and out of the classroom.

Strategies to Accomplish Objectives	Key Performance Indicators
<p>Develop a job specific development program with an emphasis on sharing content and knowledge across the MUS</p>	
<p>Encourage UMH employees to visit with their respective counterparts at institutions throughout the MUS every six months to a year</p>	<ul style="list-style-type: none"> • Document meeting notes and travel schedule to peers in MUS
<p>Encourage and allow faculty to take ownership of their respective programs</p>	<ul style="list-style-type: none"> • Document departmental meeting minutes
<p>Support and encourage a culture that values professional development</p>	
<p>Increase the formats and modes of delivery for professional development offerings</p>	<ul style="list-style-type: none"> • Track percentage of employees who use professional development funds with an expected increase of 25% campus wide
	<ul style="list-style-type: none"> • Calculate the number and mode of professional development offerings on campus. Incremental improvement is expected and desired
<p>Increase new employees' knowledge of institutional procedures and processes</p>	
<p>Formalize a campus wide non-discipline specific mentoring team</p>	<ul style="list-style-type: none"> • Create a mentoring team, assign to new employee, and track number of meetings per semester

Increase use of diverse course delivery systems

Provide training for alternate delivery systems

- Track number of alternate delivery system course offerings

Increase number of transfer students who complete a four year degree

Prepare students to successfully navigate their succeeding destination

- Track transfer success rate (further degree attainment)
- Track success rate on national exams

Increase rigor associated with individual programs, especially with regard to critical thinking skills

- Periodic documented peer review of teaching by program faculty
- Exit interviews of students by program

STRATEGIC GOAL

Support the Community

Mission alignment statement: Provide access and support to foster our connections with partners in business, industry, government, local communities, and fellow educators.

Objectives

- Provide a positive and mutually beneficial relationship with the local community through a comprehensive environment comprising of workforce development, service, and lifelong learning.
- Develop and maintain business partnerships that will assist UMH keep current on employment skills valued by employers as well as providing opportunities for UMH graduates.
- Promote a positive and progressive image to the local community.

Impact Statement/Rational

By continuous implementation of these objectives UM-Helena will strengthen the community by evolving and expanding our facilities and educational opportunities including but not limited to work-force development, personal and professional development, and offering our facilities for community activities while responding to and collaborating with our community.

Strategies to Accomplish Objectives	Key Performance Indicators
<p>Provide a positive and mutually beneficial relationship with the local community through a comprehensive environment comprising of workforce development, service, and lifelong learning.</p>	
<p>Maintain and expand continuing education programs which promote educational growth for diverse populations.</p>	<ul style="list-style-type: none"> • Collect data/track how many continuing education programs; annual for baseline data, track to note trends and set benchmarks. • Collect data on diversity of students that register for these continuing programs (age, gender, nationality); annual for baseline data, track to note trends and set benchmarks. • Create a rubric or checklist for Continuing Ed that enables them to include a diversity component in all offerings.
<p>Offer businesses opportunities for customized training solutions.</p>	<ul style="list-style-type: none"> • Collect data/track how many businesses approach UMH for customized training; annual for baseline data, track to note trends and set benchmarks. • Establishes a goal for customized training programs per year and reviews this number annually to determine if demand is being met or if there is a need for expansion.
<p>Provide internship opportunities for our students in the community.</p>	<ul style="list-style-type: none"> • Collect data/track the number of internship opportunities available for our students out in the community; baseline data, track to note trends and set benchmarks. • Create a collaborative environment with local businesses for UMH to express the need for business to offer internships to UMH students. (one internship per year for each discipline).

Develop and maintain business partnerships that will assist UMH keep current on employment skills valued by employers as well as providing opportunities for UMH graduates.

Solicit partnerships with businesses and organizations that will be mutually beneficial.

- Collect data/track how many partnerships solicited annually; set benchmarks.
- Count the frequency workforce development coordinator establishes target businesses and organizations to pursue.

Be receptive to partnerships with businesses and organizations that will be mutually beneficial.

- Collect data to track how many partnerships with businesses and organizations approached UMH annually and set benchmarks.
- Count the frequency workforce development coordinator receives requests from businesses and organizations.

Form and regularly meet with advisory boards.

- Review Advisory Board meeting minutes to assess and collate community feedback.
- Enumerate meetings with advisory boards.

Promote a positive and progressive image to the local community.

Encourage faculty and staff participation in community organizations and event.

- Track/collect data of numbers of faculty/staff participation in community organizations and events.
- Offer incentives for staff and faculty to participate in community organizations.
- Investigate the possibility of professional development funds being utilized for membership to

	<p>community organizations.</p> <ul style="list-style-type: none"> • Keep track of and recognize staff and faculty who are active in our community.
<p>Continue and expand upon high school/college collaboration.</p>	<ul style="list-style-type: none"> • Collect data on high school student participation in all UMH programs. • Continue to support and clarify staff solicitation for community events.
<p>Host community events.</p>	<ul style="list-style-type: none"> • Track/collect data on number of community events UMH hosts annually, note trends, set benchmarks. • Track the number of different organizations that use UM-Helena facilities and reach out to organizations that may benefit from using UM-Helena facilities.

Strategic Goal

Institutional Advancement

Mission alignment statement: Institutional advancement supports the UM-Helena mission of providing access to and support of lifelong education through building integrated, effective external and internal relationships in order to secure resources and support for the institution's growth and advancement.

Objectives

- Building positive external relationships
- Building positive internal relationships
- Secure resources
- Develop and enhance programs

Impact Statement/Rational

The University of Montana – Helena College of Technology has established itself in the community as a respected educational leader focused on the development and lifelong educational enrichment of its community. Through the College's positive, meaningful and personal partnerships with alumni, business, and community leaders, students have access to programs based on emerging and evolving technologies that meet the needs of our growing communities.

To take the College into the next century a concentrated focus on partnerships, both internal and external, will allow for the leveraging of scarce resources and therefore strengthen collaborative ties between our communities and the College. The key to achieving this strategy will be in furthering the development of relationships. This will be accomplished through concentrated image building, development of trust through efficient and effective utilization of resources and the expansion of educational programs targeted at meeting community needs.

To this end the College recognizes this strategy as a part of a holistic effort in its ability to continue to provide excellent educational opportunities to the region and state, and that its capacity to do so is greatly impacted by the trust of its past present and future community of learners.

Strategies to Accomplish Objectives	Key Performance Indicators
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Building positive external relationships

Provide the community with opportunities' of continuing education through lecture series, debates, etc.

- Develop a 'Speakers Bureau' of faculty and professionals to provide programs for area schools, community, organizations, business and industry, and the general public.
- Host 4 Speakers Bureau events at UMH each calendar year.

Develop partnerships that lead to high-quality comprehensive offerings, including programs in high-demand fields

- Research and Develop 2-4 "partnerships" that will collaborate with UMH in creating 2 to 4 programs or courses that represent skills needed in high demand fields.

Develop program to educate potential donors

- Using tools such as the institution's annual report and student life stories, we will develop a full color printed piece to use as a leave behind when meeting in person with potential donors or as a direct mail piece to potential donors.
- Establish a formal Alumni Organization and Foundation Board.
- Identify and create a potential Donors List; update yearly.
- Development specific marketing material to support a donor program.

Building positive internal relationships

Provide professional development opportunities to staff and faculty

- Provide and promote professional development opportunities on campus for all employees.
- Increase available funding for professional development activities through the Colleges budget process.
- Expand offerings through the Quality of Work-Life committee, Wellness program, and Diversity committee to include seminars, workshops, and other educational opportunities

Nurture positive internal relationships so that faculty staff, and students serve as

- Increase and promote professional development opportunities provided on

effective ambassadors for the college	<p>campus to all faculty and staff</p> <ul style="list-style-type: none"> • Increased expenditure and participation in professional development activities through the Professional Development Committee • Expand offerings through the Quality of Work-Life committee, Wellness program, and Diversity committee to include seminars, workshops, and other educational opportunities
Focus on those we serve, especially our students	<ul style="list-style-type: none"> • Expanded access to resources through further development of our website • Increased participation and rating on student surveys of the institution, in areas of supportive resources (advising, counseling, resources) • Increased number of class offerings to meet the needs expressed in student surveys (evening, weekend, summer, additional course offerings, etc.)
Secure resources	
Create a strategic plan for UM-Helena Foundation with annual reviews	<ul style="list-style-type: none"> • Foundation develops, presents, and implements a five-year plan to the College Council; • Foundation plan implements scheduled annual reviews; • Define the context and rationale for donating;
Identify, cultivate and maintain philanthropic support to enable college goals for excellence	<ul style="list-style-type: none"> • Create a philanthropic brand; • Evaluate the potential for hiring a Foundation Director; • Develop a white paper that compares philanthropic entities amicable to our type of institution; • Research how other institutions use incentives for donating; • Develop annual events (alumni day, tailgate day, etc.);
Develop alumni database, communication plan and programs to sustain involvement of graduates and target potential donors	<ul style="list-style-type: none"> • Communication and marketing: create a newsletter, blog, face book page etc. that targets and informs prospective stakeholders of the foundation, colleges growth and new programs available;

<p>Seek funding for student scholarship, facility enhancement, and instructional as it relates to developing and accommodating the learning process</p>	<ul style="list-style-type: none"> • Piggy back on non-foundation events that might include booths/displays; • Develop a contact information listing of alumni and friends of UM-Helena for donation purposes; • Seek state and federal grants; • Target businesses that employ graduates from UM-Helena’s various trade programs to seek donations to improve and enhance the various disciplines;
<p>Developing and enhancing programs</p>	
<p>Develop partnerships that lead to high-quality comprehensive offerings, including programs in high-demand fields</p>	<ul style="list-style-type: none"> • A survey of local and statewide employers has been conducted to identify high-demand fields and employment trends • Current course offerings have been adjusted to reflect industry needs • A partnership with a College of Education, offering a two-year early childhood degree, is established • At least one additional partnership has been pursued
<p>Provide academic programs that are responsive to local, regional and state needs with state of the art equipment and facilities</p>	<ul style="list-style-type: none"> • “Responsiveness” survey is administered to targeted community audiences • Accreditation review gives high marks to equipment and facilities • Data is collected to determine the success rate of graduates who have entered the workforce or are seeking additional education and training • Increased or restructured academic programs have the necessary equipment, facilities and instructional expertise • Follow-up studies of graduates through surveys and communication with employers indicate that equipment and facilities were adequate
<p>Continue to provide learning opportunities for by expanding the evening and online course selections</p>	<ul style="list-style-type: none"> • Number of evening and online courses increase by 5% per year • Number of student enrollments in evening and online courses increase by 10% per year

Advance innovation and excellence in teaching to support student success.

- Satisfaction survey is administered to faculty, staff and students to evaluate whether facility, equipment and instructional resources were adequately provided
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- Faculty secure grants for innovative teaching practices
- Faculty present at conferences to share examples of best practice
- Student evaluations show high marks for faculty in terms of innovation and excellence
- Professional development opportunities for faculty focus on new and innovative classroom methods
- Incentive program for faculty to maintain excellence in the classroom is developed
- Student success rates in pilot classes versus traditional classes is evaluated

STRATEGIC GOAL

Developing Resources

Mission alignment statement: Provide state-of-the-art equipment, facilities, services, and programs for: students to pursue certificates, associate degrees, and skills for lifelong learning through continuing education opportunities, and faculty and staff to expand on their professional experience and engage in professional development to benefit themselves and the students they serve.

Objectives

- Promote and develop a unified college environment
- Increase monetary resources
- Expand and enhance services for faculty, staff, and students
- Enhance the visibility, recognition, and growth of the college

Impact Statement/Rational

The University of Montana – Helena offers opportunities for all lifelong learners to broaden the mind and enhance personal and professional experience through academic endeavors, service opportunities, and professional development activities. The college continues to grow as an institution of higher learning as well as an integral part of the community in providing education and workforce training. In response to this growth, and to ensure its continuity, the college must be unified in its focus and responsibly pursue those avenues that serve our students' needs now and into the future, support our faculty and staff in their professional development, and maintain and improve the college's visibility in the community as a premier institution of two-year higher education.

Strategies to Accomplish Objectives	Key Performance Indicators
<p>Promote and develop a unified college environment</p>	
<p>Provide more opportunities for faculty and students to experience each campus of the college.</p>	<ul style="list-style-type: none"> • Create and maintain a transit service between the campuses • Reasonable scheduling of more classes on the campus at which they are not traditionally offered • Promote and support more events for faculty and students to showcase their accomplishments
<p>Increase monetary resources</p>	
<p>Establish on-campus grant-writing resources</p>	<ul style="list-style-type: none"> • Collaborate with institutional researcher to search for available funding sources • Provide annual grant-writing workshops • Collaborate with Fiscal office to provide assistance with budget aspects throughout the grant application process
<p>Develop an endowment for the college</p>	<ul style="list-style-type: none"> • Create an endowment board consisting of members from the college and from the community • Create a college alumni association
<p>Expand and enhance services for faculty and students</p>	
<p>Provide fundamental services for faculty, staff, and students at both campuses</p>	<ul style="list-style-type: none"> • Establish a library at the Airport campus • Establish a food service at the Airport campus. • Provide an on-campus childcare service • Collect data on the use of these services
<p>Maintain and improve services for faculty, staff, and students with disabilities</p>	<ul style="list-style-type: none"> • Maintain an Accessibility Committee to review the needs of faculty/staff/students with

disabilities

- Perform annual reviews on the usage of programs and services for those with disabilities

Enhance the visibility, recognition, and growth of the college

Establish a stronger presence in the community as a comprehensive two-year college

- Support more public relations efforts to showcase the college's programs to the community
- Expand the square footage and property holdings of the college
- Maintain a UMH airplane for transportation and flight training
- Obtain more off-site project locations for the trades programs
- Establish new programs to collaborate with the community educational system (e.g. Early Childhood Development)
- Support and showcase college efforts in engaging students in various internships and research projects



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