COMPREHENSIVE TWO-YEAR MISSION PROGRESS UPDATE
JANUARY 2015
Mission Review of
Helena College
University of Montana

January 2015

Memorandum of Understanding

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System Office, and Helena College University of Montana as a depiction of institutional role, characteristics, and system and statewide contributions. This agreement helps guide the system and the institution in developing strategic directions — reflecting Board of Regents strategic goals and Montana State University’s overall mission — that build on distinctive strengths and the leadership role that Helena College University of Montana contributes to its campus and the University System.

Dr. Daniel Bingham, Dean
Helen College
University of Montana

Dr. Royce Engstrom, President
University of Montana

Clayton Christian
Commissioner Montana University System

Paul Tuss, Chair
Montana Board of Regents
COMPREHENSIVE TWO-YEAR MISSION PROGRESS UPDATE

JANUARY 2015

MISSION STATEMENT

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

1.0 INSTITUTIONAL CHARACTERISTICS

1.1 Profile

Descriptive paragraph of institution
- Headcount: 1,563 students (+4% from fall 13; +4% from fall 10)
- Full Time Equivalent (FTE): 949 (-1% from fall 13; -11% from fall 10)
- Full-time students: 670 (44%); Part-time students: 836 (56%)
- General Education Students: 536 (34% of headcount)
- Technical Education Students: 346 (22% of headcount)
- Trades Education Students: 181 (12% of headcount)
- Non-Degree Seeking Students: 41 (3% of headcount)
- High School Outreach Students: 459 (29% of headcount)
- Dual Credit: 367
- On Campus Experience: 11
- Access to Success: 81
- Lewis & Clark County Residents: 69%
- Adjacent County Residents: 12% (Broadwater, Jefferson, Cascade, Powell)
- Rest of Montana: 18%
- Out-of-State/Western Undergraduate Ex: 1%
- Top Feeder High Schools: Helena, Capital, Bozeman, Broadwater County, Jefferson County
- Dual Credit/Enrollment Students: Helena (103), Capital (72), Three Forks (19), Jefferson County (18), Granite County (12), Seeley-Swan (9), Drummond (4), Broadwater Co (3) enrolled in 31 sections of 18 different college course offerings
- Enrollment by Race/Ethnicity & Gender
  - White/Non-Hispanic: 84%
  - African-American: <1%
  - American Indian/Alaskan Native: 4%
  - Hispanic: 2%
  - Asian: 1%
  - Other: 1%
  - Unknown/Not Reported: 6%
- Male to Female Ratio: 43%/57%
• Number of degrees and certificates offered: 35
• Job Placement Rate: 76% (2011 technical and trades program graduates)
• Average Class Size: 14
• Student to Faculty Ratio: 12:1
• Average Student Age: 25 (63% under 25, 37% 25 or older)
• Receiving Financial Aid: 71%
• Pell Grant Eligible: 58%
• 1st Generation College Students: 38%
• Veterans Receiving Educational Benefits: 6%
• Students Receiving Disability Accommodations: 5%

1.2 Role

What specific role does your institution fill within the MUS?
• Transfer Education through the Associate’s Degree
• Workforce Development, Including Certificates and Applied Associate’s Degrees
• Developmental and Adult Basic Education
• Lifelong Learning
• Community Development

1.3 Distinct Characteristics & Strengths

What makes your institution unique?
Boeing partnership, apprenticeships, level and extent of individualized training provided for career fields through Continuing Ed (examples include CNA and Home Inspection).

What distinguishes it from other MUS institutions?

What are your NWCCU Core themes?
• Provide access and support; high quality educational activities and programs important to achieving student success.
• Demonstrate academic excellence; a high degree of integrity, quality and reliability in all academic and non-academic programming.
• Strengthen the community; meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to additional educational attainment through advanced degrees, and serving as a facilitator for cultural enrichment.

1.4 Areas of Commonalities

2.0 ACADEMIC PROFILE

2.1 Academic Programs
Description of program array (certificate, CAS, AAS, AA, and AS)
- Associate of Arts Degree
- Associate of Science Degree
- Associate of Applied Science Degree
- Certificates of Applied Science Degree
- Professional Certificates

General education program offerings
Associate of Arts (A.A.) and Associate of Science (A.S.) degrees are general transfer degrees. Completion of these programs indicates the student has completed a course of study equivalent to the first two years of a bachelor’s degree. The A.A. and A.S. degrees do not officially include a major or minor course of study; nevertheless, students do complete a 22-credit program of study option for an A.A. or A.S. degree.

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (31+ credits) satisfies the general core requirements of the Montana University System. All Montana University System institutions will accept the Helena College general education core to satisfy their lower division general education requirements.

Distinctive characteristics (relative to other MUS campuses)

General education offerings in partnership with a university campus (embedded campuses)

2.2 Technology and Instruction

How does technology enhance academic program delivery?
Using the Moodle LMS, Helena College offers over 100 fully online courses per year, with an additional 100 offered in hybrid formats. This allows students both schedule flexibility and an opportunity to utilize a wide variety of media (videos, presentations, interactive software, chats, discussion forums) to maximize learning. Many courses include “flipped design” classes, the use of electronic trainers or simulators, or integrated software such as CAD and estimation packages.

What cooperative distance delivery programs are in place and/or planned?
- Bachelor of Science in Criminal Justice (advanced coursework delivered Online by MSU-Northern)
- Bachelor of Science in Health Administration (advanced coursework delivered Online by MSU-Billings)
- Bachelor of Science in Nursing (advanced coursework delivered Online by Western Governors University)
- Bachelor of Science in Social Work (advanced coursework delivered Online by UM-Missoula)

2.3 Alternative scheduling
How is scheduling used to match learner needs? (e.g., summer, weekend, distance, etc.)

Helena College uses an enrollment management process to schedule classes at times, locations, and in modalities that best fit student demand. Our mix includes lecture, hybrid, and online classes offered during days, nights, weekends, short session, and in summer.

3.0 SYSTEM COLLABORATION

3.1 Collaborations with K-12
- Dual Credit and College Credit.
- Access to Success
- ABE/HISET
- Career Pathways

3.2 Program Partnerships
- Associate of Applied Science in Early Childhood Education (in partnership with UM—Western)
- Associate of Science in Pre-Pharmacy (designed for students seeking admissions into the UM Skaggs School of Pharmacy)
- Bachelor of Science in Automotive Technology (advanced coursework taken at MSU-Northern)
- Bachelor of Science in Business Administration (advanced coursework taken at MSU-Bozeman)
- Bachelor of Science in Business Administration (advanced coursework taken at UM-Missoula)
- Bachelor of Arts in Accounting (advanced coursework taken at Carroll College)
- Bachelor of Arts in Business Administration (advanced coursework taken at Carroll College)
- Bachelor of Arts in Computer Information Systems (advanced coursework taken at Carroll College)
- Bachelor of Science in Criminal Justice (advanced coursework delivered Online by MSU-Northern)
- Bachelor of Science in Health Administration (advanced coursework delivered Online by MSU-Billings)
- Bachelor of Science in Nursing (advanced coursework delivered Online by Western Governors University)
- Bachelor of Science in Social Work (advanced coursework delivered Online by UM-Missoula)

Academic programs of other institutions offered on your campus
- Bachelor of Applied Science in Business (advanced coursework delivered at Helena College by Montana Tech-UM)
- Bachelor of Science in Business and Information Technology (advanced coursework delivered at Helena College by Montana Tech-UM)

Academic programs of your institution extended to other sites
None, although there is a joint program as listed below.

**Jointly offered academic programs**
Associate of Applied Science in Fire and Rescue (Missoula College provides related instruction, Helena College provides Fire and Rescue instruction)

**Non-academic program partnerships**
Helena College Continuing Education partners with a variety of agencies to provide education, training, and enrichment through the following partnerships:
- Helena Public Schools – CE provides enrichment courses to the public and utilizes the school district’s facilities for certain classes; coordinates with Adult Basic Education
- Montana Business Assistance Connection (MBAC)
- Business Expansion and Retention – BEAR
- Department of Revenue – Professional Customer Service Certificate and Exploring a Usability Certificate
- Department of Administration – working to provide management courses to state employees
- Department of Transportation – customized training
- Department of Natural Resources – customized training and courses to enhance employment
- Department of Labor and Industries – customized training and connection to workforce development committees, Job Service, and CAWS
- Department of Fish Wildlife and Parks – contract to host classes on state property
- Helena National Forest – contract to host classes in the national forest
- Veteran’s Affairs – partner in offering courses covered by the GI Bill
- Helena Chamber of Commerce workforce development partner
- St. Peter’s Hospital – workforce development partner
- Health Care facilities – workforce development partner
- Mountain West OSHA Education Center – provide classes on Helena College Campus
- Lewis and Clark County – Environmental Workforce Development and Job Training Grant to provide classes
- Career Training Institute (CTI) – clients attend CE courses
- Department of Vocational Rehabilitation – clients attend CE courses
- Helena Police Department – Reserve Officer Training
- Small Business Administration – Hosts the SBDC
- City of Helena to partner on various projects

### 3.3 Participation in System Initiatives
(*provide general examples, e.g. SWAMMEI, Montana HealthCARE, etc*)
SWAMMEI, Montana HealthCARE, BigSky Pathways, Perkins, Prior Learning Assessment, MUS Developmental Education Taskforce

### 3.4 Support for Campuses Affiliated with the University
3.5 Support/Collaboration with other campuses (CC’s, Tribal Colleges, other)
Appendix – PLA and EdReady

**PLA:** Helena College’s Academic Standards and Curriculum Review Committee (ASCR) has begun reviewing content for a college-level policy for the award of credits for Prior Learning Assessment that are in line with recently circulated draft MUS policies. The College already awards credit for several nationally-recognized licenses or exams, for A.C.E. military credits, and for specific courses via campus-based challenge exams.

**EdReady:** Helena College has used EdReady since late summer 2014 to support student achievement in M111T (Technical Mathematics) and to assist students normally placing into developmental courses who wish to avoid the developmental course and attempt the college-level course. Additionally, the mathematics faculty have used EdReady to assist in their redesign of three developmental courses that traditionally led into College Algebra (M121). These new courses and support for them via EdRead will be offered in the fall 2015 semester.
## Strategic Goal #1 – Partner for student success

### Objective #1 – Improve student persistence towards attainment of educational goals and completion rates for students seeking certificates and degrees

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<th>#</th>
<th>Strategies to Accomplish Objectives</th>
<th>Key Performance Indicators</th>
<th>Status &amp; Implementation Notes</th>
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<th>MSMP</th>
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<tr>
<td>1.1.1</td>
<td>Develop existing and identify new resources focused on serving at-risk student populations (low-income, first generation, disabled, veterans, developmental education students).</td>
<td>• Entering at-risk student populations will persist and complete at rates comparable to the general student population in the same fall cohort.</td>
<td>In Progress</td>
<td>1.2.2</td>
<td>Provide Access and Support</td>
<td>Persistence towards achievement of educational goals</td>
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<td>• Percentage of all entering students who return the next fall semester</td>
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<td>1.1.2</td>
<td>Develop, implement, and evaluate a college readiness program as a collaborative effort between Student Services and Academic Affairs that integrates developmental and college success courses with technology and information literacy skill development using innovative delivery modes in a required first semester experience for students placing in more than one developmental education course.</td>
<td>• Percentage of entering student cohort earning a grade of C- or better in developmental courses</td>
<td>In Progress</td>
<td>• Online student fundamentals course 100% completed and deployed October 2013</td>
<td>• MyMathTutor deployed in lieu of M065 for Spring 14 (25% complete objective)</td>
<td>• Adapted HR 101 to a 3 credit course to include financial literacy;</td>
<td>• Strongly encourage HR 101 for students placing into TWO developmental courses;</td>
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<tr>
<td>2.1.1</td>
<td>Demonstrate Academic Excellence Objective: To enhance learner’s college level skill development</td>
<td>Successful completion of developmental coursework</td>
<td>• Percentage of students earning a grade of C- or better in developmental courses each semester</td>
<td>Successful completion of gateway math and writing courses subsequent to developmental coursework</td>
<td>• Percentage of developmental students earning a grade of C- of better in gateway math and/or writing courses within 2 years of entrance</td>
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</table>
### 1.1.3 Develop and implement mechanisms and tools to measure, evaluate and encourage student progress towards degree and certificate completion.

- **Increase percentage of entering students each fall earning credentials within 150% of normal time to completion (Graduation Rate).** Target graduation rate: 30%.

### Complete

Curricular review of course-level D-F-W rates.

This year we have implemented a better tracking system of degree candidates through Starfish. This allows advisors to know which advisees are one semester away from graduation. We can notify advisors and students if they are missing any requirements through email and notify them when all requirements have been met. We also use it to remind them to order their cap and gown. We have had some success in using it to identify degree candidates that have dropped a required course in a timely manner, allowing them to be notified of a changing status; however, that process needs to be smoothed out.

- Implement Starfish Connect and Early Alert for all students in all classes Fall 2013;
- Implemented new Advising Planning sheets to permit students to more accurately track degree progress and promote planning.

### 1.2.3 Provide Access and Support

**Objective:** Provide high quality support through institutional processes, student services and academic experiences

- # of degrees and certificates completed annually
- Percentage of entering students that graduate in three years (150% graduation rate)
<table>
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<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1.1.4</strong> Strengthen academic planning by providing students with clear, discrete pathways and encouraging early identification of intended program of study through initial and ongoing advising.</td>
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</tbody>
</table>
| **Increase number of students completing certificates and degree**, as measured by the number of completions/100 FTE. Establish baseline and identify target rate.  
| **Increase percentage of enrolled degree-seeking students annually completing certificates and degrees** | **Complete**  
| All eligible students assigned faculty advisors  
| Implemented new Advising Planning sheets to permit students to more accurately track degree progress and promote planning  
| Purchased CISS for students struggling with academic program/curriculum; administered in all HR 101 courses. |
| **2.2.1 Demonstrate Academic Excellence**  
| Objective: To facilitate transfer  
| Theme: Demonstrate Academic Excellence  
| Objective: To prepare 21st century employee | **AA/AS transfer degree production**  
| % of enrolled general education students completing AA/AS transfer degrees annually  
| # of AA/AS annual completions per 100 FTE  
| Career and technical education degree production  
| % of enrolled career and technical education students completing CAS/AAS degrees annually  
| # of CAS/AAS annual completions per 100 FTE |  
| **118  
| 120  
| 121** |
**Objective #2 – Provide broad financial support for students**

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| 1.2.1 | Increase grant and scholarship funding of students’ financial need. | - Increase percentage of all undergraduates students receiving grants and scholarships. Establish baseline and identify target percentage.  
- Increase ratio of grants and scholarships proportionate to overall average aid received/student. Establish baseline and identify target ratio of grant/overall aid | **In Progress**  
Financial Aid Statistics  
Total Students Enrolled 2180  
Total Students Paid 1249  
Percent of Students Offered Aid 80.01%  
Percent of Students Receiving Aid 78.26%  
Average Aid Package per Student $7,120.97  
Total Students Receiving Grants 949  
Total Grant Aid Offered $3,848,927.0  
Average Grants Awarded per Student $2,411.61  
Total Students Receiving Loans 1080  
Total Loans Paid $7,227,897.0  
Average Student Loan Debt $6,692.50  
Grant to Loan Ratio: 1:2.78 | 1.2.1  
**Provide Access and Support**  
Objective: Provide high quality support through institutional processes, student services and academic experiences  
Availability and use of financial support for students with an emphasis on grants and scholarships  
- Percentage of all degree-seeking students receiving grants/scholarships  
- Increase ratio of grants and scholarships proportionate to overall average aid received/student. Establish baseline and identify target ratio of grant/overall aid | 102 |
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<tr>
<td>1.2</td>
<td>Expand opportunities and resources to strengthen and promote students’ financial literacy.</td>
<td>- Maintain cohort loan default rates for graduates at or below state average for peer institutions.</td>
<td><strong>In Progress</strong> Cohort Default Rates for 2011 just were made available earlier this month. I do not have information on other institutions at this time. Helena College’s 3 Year Rate is 14.3%. This is an increase from 2010 at 13.9%, but this was also expected. It is believed that this should be the plateau and then should see a decrease in the next year or two based on the many different tactics that have been implemented to assist students understand their debt and attempt to decrease this amount. Similar institutions across the state Cohort Default Rates for 2010 ranged from 12% - 19.3%.</td>
<td>N/A</td>
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<td>107</td>
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### Objective #3 – Prepare students for success in the workplace and in further degree attainment

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<td>1.3.1</td>
<td>Develop and implement formalized internship guidelines to increase student participation and ensure quality experience for students and employers.</td>
<td>• Student participation and performance in internship opportunities. Measure current participation and performance to establish baseline for future comparison.</td>
<td>In Progress</td>
<td>N/A</td>
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<td>Gathering baseline data and developing clearer process guidelines for academic credit for internships</td>
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<td>1.3.2</td>
<td>Increase employer visits to campus to provide students with better opportunities for career development prior to completion.</td>
<td>• Placement Rate—percentage of students entering workforce upon completion in occupations related to credential. Establish baseline and identify target placement rate.</td>
<td>In Progress</td>
<td>2.3.4</td>
<td>Demonstrate Academic Excellence</td>
<td>Objective: To prepare the 21st century employee</td>
<td>In field placement rates • Percentage of students completing CTE credentials who are employed in their field following graduation (Collected via Graduate Survey &amp; from OCHE via MT Department of Labor)</td>
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<td>1.3.3</td>
<td>Increase participation and improve performance on professional licensing and certification examinations.</td>
<td>• Participation and pass rates for professional licensing/certification examinations. • Inventory programs with professional certification/licensing examinations to establish baselines for comparison of participation and performance.</td>
<td>In Progress</td>
<td>2.3.1</td>
<td>Demonstrate Academic Excellence</td>
<td>Objective: To prepare the 21st century employee</td>
<td>Percentage of students attempting professional license exams and certifications that successfully pass • Percentage of students attempting professional licensing exams and certifications that successfully pass</td>
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<td>1.3.4</td>
<td>Develop formal articulation agreements and increase partnerships with baccalaureate institutions to improve students’ transfer opportunities and subsequent educational attainment.</td>
<td>✷ Increase percentage of students subsequently enrolling at institutions of higher education within a 150% time frame of first attending (Transfer Rate). Target transfer rate: 18%.&lt;br&gt;✷ Percentage of transfer students in good academic standing (2.0 or better GPA) after 1st semester following transfer to 4 year institution.</td>
<td>In Progress 3 articulations signed; 5 in progress</td>
<td>2.2.2</td>
<td>Demonstrate Academic Excellence  Objective: To facilitate transfer Transfer to four-year institutions&lt;br&gt;✷ Percentage of all entering students transferring to four-year institutions within three years Transfer success&lt;br&gt;✷ Percentage of transfer students in good academic standing (2.0 or better GPA) after 1st semester following transfer to 4 year institution.</td>
<td>109 113 122 121 119</td>
<td></td>
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<td>1.3.5</td>
<td>Integrate and promote MUS Core as viable option for general education transfer students completing more than 30 but fewer than 60 credits. Evaluate certifying completion of 30 credit MUS Core.</td>
<td>✷ Increase percentage of students transferring with successfully completed (C- or better) MUS Core.</td>
<td>In Progress  • Reviewing other 2-year college plans  • Completed “grid” of transfer courses by College  MUS Core sheet was developed and is being used for students identifying as potential transfers to MUS institutions; Initiated conversations with UM regarding transfer scholarships.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>106 107</td>
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| 1.3.6 | Host transfer fairs on campus, annually at a minimum, to educate and inform students on transfer pathways and opportunities. | • Increase student and transfer institution participation rates at hosted events. Establish baseline participation rates for future comparison. | In Progress  
Have hosted on fair in the fall for UM and one is currently planned for MSU for the spring. | 2.2.2 | Demonstrate Academic Excellence  
Objective: To Facilitate Transfer | Transfer to four-year institutions  
• Percentage of all entering students transferring to four-year institutions within three years | 120 121 122 514 |
| 1.3.7 | Provide accurate, informative and timely transfer advising to students. | • Increase number of students utilizing transmittal requests to expedite transfer to other MUS institutions. Develop baseline metric for future comparison. | In Progress  
All students interviewed by TRIO are asked about transfer plans. Students entering the program that plan to transfer are then given advising congruent with transfer or they may be referred to the ALCC or the intended transfer institution.  
Completed  
Created a Helena College Transfer guide and is in use. | 2.2.2 | Demonstrate Academic Excellence  
Objective: To Facilitate Transfer | Transfer to four-year institutions  
Percentage of all entering students transferring to four-year institutions within three years | 120 122 514 |
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| 1.3.8 | Develop institutional active learning guidelines that connect program/course learning outcomes with student reflection on disciplinary concepts or problems. | • Establish baseline for future comparison. Increase number of students and/or units participating in current and future active learning opportunities and number of courses or programs that integrate meaningful and measureable active learning components.  
• Identify a process for developing guidelines | In Progress  
Denise will take to ASCR in fall 2014, then to College Council | N/A | | 122 |
### Objective #4 – Develop and expand community relationships that foster student success

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</table>
| 1.4.1 | Collaborate with local high schools to increase participation in dual credit opportunities and utilization of Big Sky Pathways to prepare for career and technical education. | • Increase number of high school students participating in dual enrollment courses.  
• Semester headcount enrollment in CTE dual-credit course offerings | In Progress  
• MUS transfer courses identified,  
• HS faculty credential issues identified;  
• “Degree-in-3” plan created | 1.1.2 | Provide Access and Support  
Objective: To provide appropriate access to lifelong learning opportunities | K-12 participation and partnerships in credit-bearing programs and instruction  
• Semester headcount in high school dual enrollment programs  
• Semester headcount enrollment in CTE dual-credit course offerings | 108  
106  
118  
119  
514  
506 |
| 1.4.2 | 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. | In Progress  
• Parent/student “College Night” activity conducted; follow-up assessment being used to refine activity for delivery next year  
• College readiness content developed and being reviewed by local H.S. principals | N/A |                                    | | |
| 1.4.3 | Use program advisory councils and designated liaisons to develop and maintain effective relationships with agencies, employers, and other higher education institutions to enhance student success initiatives. | • Integrate student success objectives in the work of program advisory councils via advisory council handbook  
• Designate campus liaisons for all instructional programs | In Progress  
• 5 advisory councils have begun reviewing success data; others to follow  
• 1 faculty liaison identified (program to begin Fall 2014) for each academic program. | 3.1.2 | Strengthen the Community  
Objective: To be responsive to regional workforce needs | Implementation of advisory council recommendations into career and technical education program curriculum  
• Specific recommendations documented, implemented and assessed in annual program planning and 5 year reviews | 111  
107  
120  
122  
506  
514 |
### Objective #5 – Provide support services that engage students and enhance their academic and personal development

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<td>1.5.1</td>
<td>Improve students’ level of engagement inside and outside of the classroom.</td>
<td>• Performance on SENSE and CSSE surveys at or above cohort averages for all benchmarks on each survey.</td>
<td>Complete/In Progress</td>
<td>1.2.4</td>
<td>Provide Access and Support</td>
<td>Student engagement and satisfaction with academic experience and support services</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Institutional performance on CCSSE and SENSE (and other institutional survey instruments)</td>
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<td>1.5.2</td>
<td>Provide high quality support services that are relevant and responsive to student needs.</td>
<td>• Results of ongoing program/service evaluations. Positive ratings on 75% of items measured.</td>
<td>In Progress</td>
<td></td>
<td></td>
<td>Students flagged in Starfish that are TRiO participants are contacted about services available. New Student Orientation (NSO) survey indicates a 85% agreement rate of value, quality and importance.</td>
<td>120 122</td>
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| 1.5.3 | Provide a developmental education program that prepares students for success in college-level courses in a timely and effective manner. | - Improve progression rates through developmental education coursework.  
- Pass rates in first-year math and writing courses for developmental education students comparable to those of non-developmental students. Establish baseline measurement for future comparison. | In Progress  
Reduction of lowest level of Dev Math and Writing trial running for Spring 2014;  
MyMathTutor option running Spring 2014; Fall schedule for 2014 includes 8-week “salvage/catch up” options for both Dev Math and Dev Writing  
Implemented training program for ALL tutors in the ALCC to assist with tutoring skills. | 2.1.1 | **Demonstrate Academic Excellence**  
Objective: To enhance learner’s college level skill development | Successful completion of developmental coursework  
- Percentage of students earning a grade of C- or better in developmental courses each semester | 107 118 |
| 1.5.4 | Improve students’ information literacy, a core aptitude for academic and workforce success. | - Student Performance on identified assessment measure at or above cohort averages for benchmarks. Cohorts demonstrate improvement from initial to final assessments. | In Progress  
Gen Ed faculty to identify alternative information literacy assessment tool  
Identify where we are with the state in terms of outcomes for information literacy and the impact on the institution for development. | 2.3.2 | **Demonstrate Academic Excellence**  
Objective: To prepare the 21st century employee | Information literacy Competency  
- Student performance on assessment of information/technology competency | 107 122 |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1.5.5</td>
<td>Provide support services for online/distance education students that are comparable to those available on campus.</td>
<td>• Cohort retention rates for students enrolled exclusively in online courses. Compare student success in completion of online vs face-to-face delivery of same courses. Establish baseline measurement for future comparisons.</td>
<td><strong>In Progress</strong> — online tutorials created and launched Fall 2013; faculty online “Delivery standards” implemented Fall 2013; “Design standards” implementation set for Fall 2014. New professionally designed classes to begin running Fall 2014. Tracking enrollment and retention of students enrolled in any or all online courses and will begin comparison review in December 2014.</td>
<td>1.2.2</td>
<td>Theme: Provide Access and Support</td>
<td>Persistence towards achievement of educational goals  • Percentage of all entering students who return the next fall semester</td>
<td>120 121 122</td>
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</table>
### Strategic Goal #2 – Integrate Planning and Assessment

#### Objective #1 – Identify, collect, and report data to make evidence-based decisions

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</table>
| 2.1.1 | • Expectations for and development of proficiency in the use of data for institutional planning and assessment.  
• Collection of and access to relevant basic longitudinal institutional data.  
• Appropriate resources identified and processes established to gather valid, reliable, and useful institutional data.  
• Implementation of a process for requesting data from the institutional research office for specific purposes or special projects beyond routine reporting and assessment activities.  
• Appropriate platforms developed for data reporting for use by the institution and for disclosure to the audiences served by the College. |  | Complete  
Expectations for and proficiencies in using data are detailed in the role description for the Director of Institutional Research. Institutional data use incorporated into Strategic Plan, Core Theme Objectives, Internal Program Reviews and Annual Assessment Plans | N/A | | |

**In Progress**

- Fall and Spring Enrollment History Reports created, maintained, and regularly distributed. Annual Retention History Report created, maintained, and regularly distributed. Completion History Report created, maintained and regularly distributed. Student Financial Aid History Report to be developed.

**Complete**

- Reliable process created to extract/collect data from Banner Student/Financial Aid modules, MUS Data Warehouse, and UM Finance Data Warehouse

**Complete**

- Process for ad-hoc data requests created. Request form created and accessible on the Institutional Research page of the college website AY1213: 12 requests.  
AY1314: 14 requests

**In Progress**

- Some institutional data is published on Institutional Research page of website. Some distributed via email to key constituents. Investigating use of SharePoint and dashboards to improve access to data

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### Objective #2 – Maintain relevant academic programs and effective student support services

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</table>
| 2.2.1 | Develop and implement a continuous formative review process for all academic programs and student support services. | • Implementation of an intensive and systematic program review process on a three-year cycle with one third of all programs reviewed each year to begin January 2012.  
• Creation of a process and crosswalk for assessing student learning outcomes (SLOs) based on course core competencies and core themes. | Complete / In Progress  
• Internal program review process revised and implemented in 2013. Remaining program reviews scheduled through 2016. Informational materials, schedule and completed reviews published on IR website | N/A | N/A | N/A |
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<tr>
<td>2.2.2</td>
<td>Identify, implement, and utilize appropriate institutional survey instruments to evaluate the mission alignment and effectiveness of all programs and services.</td>
<td>• Student Survey of New Student Engagement (SENSE), Community College Student Survey of Engagement (CCSSE) and Student Assessment of Information Literacy (SAILS) are scheduled; results are accessible and used to inform College planning and assessment.</td>
<td>Complete / In Progress</td>
<td>N/A</td>
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<td></td>
<td></td>
<td></td>
<td>• CCSSE/SENSE surveys administered spring and fall 2013. Planned for spring 2016</td>
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<td></td>
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<td>• 2011 SAILS post-test cancelled due to inability to provide sufficient sample size for survey vendor</td>
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<td></td>
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<td></td>
<td>• All institutional student survey results from 2007 have been published on Institutional Research page of college website</td>
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<td>2.2.3</td>
<td>Evaluate all advisory committees for relevancy and effectiveness.</td>
<td>• Creation of an advisory committee handbook establishing specific expectations for committee members and operational guidelines subject to College Policy 200.3</td>
<td>In Progress</td>
<td></td>
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<td></td>
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<td></td>
<td>To be completed Summer 2014</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Implementation of advisory council recommendations into career and technical education program curriculum</td>
<td>3.1.2</td>
<td>Strengthen the Community</td>
<td>Objective: To be responsive to regional workforce needs</td>
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<td></td>
<td></td>
<td></td>
<td>• Specific advisory council recommendations documented, implemented and assessed in annual program planning and five-year program reviews</td>
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Objective #3 – Continuously improve quality and fiscal efficiencies

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</table>
| 2.3.1 | Develop and maintain a systematic and ongoing planning and assessment process for all programs and services. | • Implementation of an annual planning and assessment process for all programs and services that integrates outcomes assessment, resource allocation, and alignment with mission, strategic goals, and core themes. | Complete / In Progress  
• Annual program planning and assessment process revised and implemented in AY1213  
• Process migrated to web-based SharePoint form in AY1213 including additional budget reporting elements  
Annual budget request/justification forms require Core Theme and Program Outcome alignment | N/A | | |
### Strategic Goal #3– Attain Excellence

#### Objective #1 – Provide high standards of quality in the delivery of instruction and support services

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</table>
| 3.1.1 | Establish best practice standards and regular training opportunities for alternate modes of course delivery (online, hybrid, weekend, and evenings). | • Resources and standards for best practices and pedagogy are identified and made widely available for alternate modes of course delivery.  
• A regular schedule of training opportunities for professional development in alternate modes of course delivery is implemented and evaluated for relevance and efficacy. | Complete / In Progress  
• 3 “best practices in course design” modules designed and deployed for access by all existing and new faculty  
• 1st round of evaluations of module #1 completed Fall 2013  
• 2nd round to be completed Fall 2014  
• Schedule to be continued each spring... | N/A | | | 107  
<p>|      |                                                                                                   |                                                                                          |                                                                                             |     |                      |                                   | 120   |
|      |                                                                                                   |                                                                                          |                                                                                             |     |                      |                                   | 122   |
|      |                                                                                                   |                                                                                          |                                                                                             |     |                      |                                   | 119   |</p>
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| 3.1.2 | Identify, implement, and utilize appropriate assessment tools to evaluate the quality of instruction and services. | • Mid-term and semester course evaluations are systematically conducted and monitored to improve course curriculum and faculty performance.  
• Evaluation surveys utilized at program and service level are designed, administered, and analyzed consistently following best practices in higher education.  
• Implementation and training is provided for use of a common electronic survey tool across the institution. | In Progress
Numerous instruments being reviewed/compared; Labor-management to review course evaluation instruments  
Nursing program uses survey monkey to gather information on all courses and then assesses each semester using the evidence gathered from the surveys. | N/A |                      |                                |      |
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</table>
| 3.1.3 | Develop academic standards and student learning outcomes that promote quality and rigor in the delivery of instruction. | • Core competencies for general and technical education will be identified, aligned with course learning outcomes, and regularly assessed using measurable indicators.  
• Regularly audit academic policies and standards to identify areas needing revision and/or further development. | In Progress  
writing and oral com., diversity, and social/psychological competencies identified, aligned with course outcomes, and rubrics adopted by faculty for implementation beginning Fall 2014  
• Remaining learning outcomes (math and science, humanities and arts) to be created and rubrics approved in Spring 2015 for implementation in Fall 2015 | N/A | | | |
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<tbody>
<tr>
<td></td>
<td>3.1.4 Advance innovation and excellence in teaching to support student success.</td>
<td>• Faculty present at professional conferences to share examples of best practices.</td>
<td>In Progress</td>
<td></td>
<td></td>
<td>Faculty and staff participation in professional development activities</td>
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<td></td>
<td></td>
<td>• Student evaluations provide evaluation of faculty in terms of innovation and excellence.</td>
<td></td>
<td></td>
<td></td>
<td>• Percentage of faculty and staff completing professional development activities/year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue annual recognition of faculty for NISOD “Excellence in Teaching” award and participation in NISOD Annual Conference.</td>
<td></td>
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<td>*To be documented as approved professional development requests, and activities included in annual performance evaluation for staff and the faculty evaluation process</td>
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<tr>
<td></td>
<td></td>
<td>• Professional development opportunities for faculty focus on implementing new and innovative classroom methods.</td>
<td></td>
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<td></td>
<td>• # of college sponsored professional development activities/opportunities offered each year</td>
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<td></td>
<td></td>
<td>• Develop incentive program for faculty to maintain excellence in the classroom.</td>
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<td></td>
<td></td>
<td>• Student success rates in pilot course are compared to that of traditional classes.</td>
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<tr>
<td>3.4.1</td>
<td>Strengthen the Community</td>
<td>Objective: To develop and strengthen employee knowledge, skills and engagement</td>
<td>In Progress</td>
<td>3.4.1</td>
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<tr>
<td></td>
<td></td>
<td>• 5 faculty presented pedagogical innovations at conferences in 2013-2014</td>
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<td></td>
<td></td>
<td>• Labor-mgmt committee will review student evaluation instrument in 2014-2015</td>
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<td></td>
<td></td>
<td>• NISOD continuing PD is using innovation as a criterion</td>
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<td></td>
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<td>• Labor-mgmt committee to consider incentive program ideas</td>
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<td></td>
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<td>• Evaluation of outcomes data in 4 pilot courses to be conducted in Summer 2014</td>
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*To be documented as approved professional development requests, and activities included in annual performance evaluation for staff and the faculty evaluation process*
Objective #2 – Promote employee growth and knowledge sharing through professional development

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<tr>
<td>3.2.1</td>
<td>Improve procedural infrastructure and orientation process for new employees.</td>
<td>• Consistently implement, assess, and refine the OWL mentoring system.</td>
<td>In Progress Creating detailed and complete onboarding checklist for each new employee; Implement training system to assist with policy and other paperwork tracking; creating new-hire packets to ensure consistency and completeness of all materials.</td>
<td></td>
<td>N/A</td>
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</table>
| 3.2.2 | Develop, implement, and routinely evaluate professional development plans for all faculty and staff. | • Develop guidelines and assessment tools for cyclical evaluation of faculty professional development in accordance with collective bargaining agreements.  
• Maintain and evaluate annual professional development plans for all contract and classified staff in accordance with applicable collective bargaining agreements | **In Progress**  
Reviewing current process and determining best method to implement goals/vision of College into individual plans that will also tie into individual development plans;  
Ensuring that all plans are done on an annual basis. | N/A | | | |
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</table>
| 3.2.3 | Encourage faculty and staff to communicate with and participate in professional activities with local, state and regional partners/peers. | • Provide access to relevant professional memberships and participation in meetings/conferences through institutional professional development fund.  
• Maintain, share, and formally recognize annual inventory of professional memberships and activities.  
• Document and evaluate participation in professional activities via staff and faculty professional development plans. | In Progress  
Requested funds for professional membership dues for the Academic Specialist.  
Pay for institutional membership to COE which provides free workshops and webinars.  
Through memberships at the state, regional and national levels, Financial Aid staff have been able to participate in trainings, conferences and stay informed of changes and best practices; as well as, network with other institutions. Financial Aid Director has also been able to hold several offices at the state, regional and now national level.  
Need mechanisms in place to trigger recognition. HR to do inventory | N/A | | |
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</table>
| 3.2.4 | Expand opportunities for and participation in professional development activities at all levels of the College (institutional, divisional, program/departmental, individual). | • Annually evaluate use of professional development funds by faculty and staff to monitor and encourage equitable distribution of available funding resources.  
• Deliver flexible and diverse schedule of annual professional development offerings on campus to be coordinated by Human Resources/Faculty and Staff Senates/Professional Development Committee.  
• Expand Professional Development webpage on College website to better promote and communicate available resources and opportunities to campus community. | Complete / In Progress  
Use and distribution of professional development funds through competitive application process reviewed annually by Professional Development Committee. Based on review, revisions were made and implemented in AY1314 to include more detailed application information and application scoring rubric for use by committee members. | 3.4.1 | Strengthen the Community | Faculty and staff participation in professional development activities  
• Percentage of faculty and staff completing professional development activities/year.  

*To be documented as approved professional development requests, and activities included in annual performance evaluation for staff and the faculty evaluation process  

# of college sponsored professional development activities/opportunities offered each year |
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| 3.2.5 | Revise and implement formal promotion and tenure processes for full-time faculty. | • Develop standardized assessment tool to evaluate faculty requests for promotion and/or tenure.  
• Deliver and evaluate initial and ongoing training on promotion and tenure process. | **In Progress**  
• CBA changed; potential further change via Labor-mgmt  
• Part time faculty handbook changed to reflect new evaluation cycle  
• First P&T training held Fall 2013; will be conducted annually | N/A |  |  |  |
### Objective #3 – Develop a culture of excellence through inclusive, effective and systematic employee evaluation processes

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| 3.3.1 | Refine and maintain process for ongoing evaluation of full-time and part-time faculty. | ● All full-time faculty are evaluated based on self-assessment, classroom observation, and student course evaluations subject to cycles dictated by tenure status in accordance with collective bargaining agreements.  
● Develop assessment tool for evaluation of adjunct faculty based on periodic review of student course evaluations. | **Complete / In Progress**  
Data gathered and options for use of data being evaluated by Academic Leadership Team | N/A |  |  |  |
| 3.3.2 | Fully implement and assess annual evaluation processes for contract and classified staff. | ● All contract and classified staff performance will be evaluated annually using existing process based on Performance Development Plan and Assessment (PDPA).  
● Staff evaluation tool will be assessed and revised as appropriate by Director of Human Resources.  
● Ongoing training on staff evaluation process will be provided by Human Resources.  
● Senior administrators will be regularly evaluated according to process determined by the Dean/CEO of the College. | **Complete / In Progress**  
Following existing procedure for PDPA | N/A |  |  |  |
Strategic Goal #4—Support the Community

**Objective #1—Develop and maintain positive mutually beneficial relationships and partnerships with local community organizations and employers.**

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| 4.1.1 | Offer and increase opportunities for employers to provide customized training for their employees. | • Collect data to assess the number of employers interested in customized trainings; establish annual baseline data, set benchmarks, and track trends.  
• Set goal for number of customized training programs to be offered each year and assess for future planning according to utilization and demand. | **In Progress**  
• CE gathering baseline data  
• ### customized trainings offered in 2013-2014 | 3.3.4 | **Strengthen the Community**  
Objective: To be responsive to regional workforce needs  
• # of customized trainings provided annually to employers/community organizations  
• Alignment with community needs documented in program outcomes and assessed in all annual plans and five-year internal program reviews | Use of credit and non-credit programs to support community needs | 103  
110  
107  
120  
122  
506  
513 |
### Objective #2 – Provide relevant instruction on knowledge, skills, and abilities valued by employers

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| 4.2.1 | Establish and maintain program advisory councils subject to Helena College Policy 200.3 as the primary means to solicit employer input on curriculum. | - Advisory Council meeting minutes are posted on the College website to document regularity and efficacy of meetings.  
- Annual planning and assessment and ongoing program reviews document advisory council recommendations on curriculum and services.  
- Annual evaluations completed by advisory council members document the value of the meetings, suggestions to make the councils more productive, specific instances of graduates hired and employer satisfaction, suggestions as to specific education and/or training needs, future workforce training needs and trends, patterns | In Progress  
Awaiting results/reports of 2013-2014 meetings from programs. | 3.1.2 | Strengthen the Community | Objective: To be responsive to regional workforce needs  
- Specific advisory council recommendations documented, implemented and assessed in annual program planning and five-year program reviews | 105  
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### Strategies to Accomplish Objectives

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| 4.2.2 | Use professional development funding opportunities to identify and attend local and regional industry conferences relevant to developing information on employer needs. | • Track annual professional development activities/attendance of conferences pertinent to updating knowledge of current employment training and skill needs.  
  • Track presentation of knowledge attained from professional development activities to appropriate faculty and staff.  
  • Annual planning and assessment and ongoing program reviews document pedagogical improvements related to attendance of local and regional industry conferences. | In Progress  
Application and award process is tracked and monitored.  
Implementing follow-up reporting requirement to ensure information was valuable and shared appropriately. |

### Key Performance Indicators

- Faculty and staff participation in professional development activities/year
  - Percentage of faculty and staff completing professional development activities/year

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**Objective #3 – Promote a positive, progressive, and responsive image to our local community by offering a comprehensive environment for workforce development, service, and lifelong learning**

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| 4.3.1 | Maintain and expand diverse continuing education programs which provide educational growth for the populations we serve. | • Collect data on the number of continuing education programs and courses; establish annual baseline data, set benchmarks, and track trends.  
• Assess needs and interests of potential enrollees for continuing education programs.  
• Develop and administer satisfaction surveys for continuing education programs and courses for evaluation and continuous improvement. | In Progress  
Campus CE software implemented for on-line registration in continuing education classes. Campus CE can be used to track a variety of information regarding students. | 1.1.3 | Provide Access and Support | Participation in non-credit/credit continuing and community education programs  
• Annual Headcount Enrollment (AHE) in continuing education courses | 120 122 |
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| 4.3.2 | Encourage faculty and staff participation in relevant community organizations and events that relate to the college mission. | • Establish and maintain inventory of faculty and staff participation in community organizations and events.  
• Investigate incentive program for faculty and staff participation in community organizations and events.  
• Support allocation of professional development funds for membership and/or participation in community organizations.  
• Provide formal recognition for faculty and staff who are active in our community. | In Progress  
Some PD money currently.  
HR responsible to establish and maintain inventory, begin work in Summer 2014. | 3.3.2 | Strengthen the Community | Service to community to faculty, students, and staff  
• # of service activities to community (including internships, service-learning, and faculty/staff involvement in community) |
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<td>4.3.3</td>
<td>Establish and maintain positive partnerships with public K-12 education in our community.</td>
<td>• Identify/assess needs of K-12 institutions with service area and provide support as appropriate through donations of expertise and equipment (ex. Lincoln Public School).</td>
<td><strong>In Progress</strong> Financial Aid staff have always partnered with the local area high schools (Helena High, Capital High, Lincoln, Boulder, Townsend, White Sulphur) in order to educate students and parents on financial aid opportunities. This is accomplished through Parent Nights, College Goal Montana events, High School Counselor Updates, MPSEOC Conferences, and open invitations to contact with any financial aid questions.</td>
<td>N/A</td>
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<td>108 118 119 514</td>
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| 4.3.4 | Host events that provide intellectual, cultural, and social enrichment for the community. | - Collect data on number of community events hosted by college, establish annual baseline data, set benchmarks, and track trends.  
- Create and maintain inventory of organizations/entities that use college facilities and solicit additional organizations that may benefit from use of college facilities.  
- Encourage college governance organizations (senates), committees, and programs to sponsor events of interest to students and community at large. Support event sponsorship/coordination with professional development resources for faculty and staff.  
- Develop and administer satisfaction surveys for community event participants and modify hosting procedures to reflect satisfaction survey feedback. | **In Progress**  
- Annual Science Fair  
- Women in Gear  
- Diversity Committee Lectures | 3.2.2 | **Strengthen the Community**  
Objective: To serve as a facility and cultural resource for community | 104  
120  
122 |  
|  | | | | | | | |
### Objective #4 – Implement and maintain processes to assess and respond to our community’s ongoing and emerging educational and training needs

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| 4.4.1 | Develop and maintain institutional capacity with regard to assessment of community needs. | • Develop and maintain inventory of community representation on advisory councils.  
• Identify important community contacts/organizations and assign designated campus liaisons where appropriate/necessary.  
• Investigate feasibility/effectiveness of Community Advisory Council to provide forum for broad representation and input from community partners.  
• Improve communication and collaboration with state, county, and city agencies to identify educational need and potential partnerships.  
• Include evaluation of community needs in program review and annual planning and assessment processes as appropriate to program objectives, strategies, and indicators. | **In Progress**  
80% of all academic programs have Advisory Councils in place as of Spring 2014  
**In Progress**  
Revitalized program advisory councils and created a new College Council representing the communities we serve  
**In Progress**  
A new College Advisory Council was formed Spring of 2014 made up of community leaders across our service region  
**In Progress**  
The newly formed College Advisory Council has representation from business and state and county  
**In Progress**  
Academic Leadership is working with faculty to identify assessment strategies; preliminary work done Spring 2014 | N/A | 105 | 104 | 103 | 108 | 120 | 122 |
### Strategic Goal #5 – Advance the institution

**Objective #1 – Build and maintain positive external relationships**

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| 5.1.1 | Provide the community with expanded opportunities for continuing education through lecture series, debates, panel discussions, 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 four Speakers Bureau events at the College each calendar year. | In Progress  
2 speakers scheduled for Spring 2014 semester  
Hosted three speaker events last year regarding 529 plans, how to create a budget and how to pay for your education through financial aid. These were all open to the general public and advertised as such. | 3.2.2 Strengthen the Community  
Objective: To serve as a facility and cultural resource for community | College entity sponsorship of social, intellectual and/or cultural events or activities open to community participation |        |
|      |                                                                                                 |                                                                                           |                                                                                                 | N/A                                              | # of college sponsored events/activities open to community participation per year |        |
| 5.1.2 | Develop partnerships that lead to high-quality comprehensive educational offerings, including programs in high-demand fields. | • Research and develop two to four partnerships that will collaborate in creating two to four educational programs or courses that represent skills needed in high-demand fields | In Progress  
New Metals Fabrication apprenticeship program to launch Fall 2014 as direct result of input from industry | N/A                                              |                                                                                               | 120    |
<p>|      |                                                                                                 |                                                                                           |                                                                                                 |                                                  |                                                                                               | 122    |
|      |                                                                                                 |                                                                                           |                                                                                                 |                                                  |                                                                                               | 105    |
|      |                                                                                                 |                                                                                           |                                                                                                 |                                                  |                                                                                               | 104    |
|      |                                                                                                 |                                                                                           |                                                                                                 |                                                  |                                                                                               | 108    |</p>
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| 5.1.3 | Develop effective programs and communications to engage potential donors. | - Develop high-quality color publication for meetings with and mailings to potential donors using student testimonials and information from the College’s annual report.  
  - Establish a formal Alumni Association and Foundation Board.  
  - Create and regularly update a database to identify and track contacts with potential donors.  
  - Develop specific marketing materials (print, electronic, website) to support a donor program.  
  - KPIs are completion/maintenance of activities | **In Progress**  
  (2.14) Collecting editorial and photographic content | **Strengthen the Community** | Objective: To meet community needs through learning, volunteer and service collaborations  
  - # of foundation or alumni sponsored events and activities of benefit to the community | 102 |
### Objective #2 – Build and maintain positive internal relationships

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| 5.2.1| Enhance the sense of shared community across campuses for faculty, staff and students. | **Provide opportunities for and promote participation in campus community activities for all employees.**<br>**Expand offerings through the Quality of Work Life and Diversity Committees, Faculty and Staff Senates, and Wellness program to include seminars, workshops, and other educational opportunities.**<br>**Collaborate with Associated Students of the University of Montana-Helena to sponsor events and activities that bring students, staff, and faculty together for academic, cultural, and social enrichment.** | **In Progress**  
Cross campus coordination of campus activities through Leadership, College Council, Campus committees, student, faculty and staff senates held each semester/year  
**In Progress**  
Semester and Academic year events were planned for AY 14 and offered to all campus employees and students  
**In Progress**  
3 to 4 events were planned and carried out each semester in AY 14. Sponsors included SGA, College Committees, staff and faculty senates. | N/A | | |
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<td>5.2.2</td>
<td>Provide timely and relevant communication to the campus community so that faculty, staff, and students serve as effective ambassadors for the college.</td>
<td>Enhance and maintain regular campus-wide communications using multiple platforms (website, e-newsletters, flat screens, reader boards, mailings).</td>
<td><strong>In Progress</strong> Various forms of communication are used and discussed at College Advisory Councils, Leadership and Division meetings, etc.</td>
<td>N/A</td>
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<td>Host one campus meeting for all employees each semester.</td>
<td><strong>In Progress</strong> Held annually for all campus employees to attend; AY 14</td>
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<td>Implement and regularly test an emergency communication system.</td>
<td><strong>In Progress</strong> Health and Safety committee planned and carried several tests and drills in AY 14. In AY 14 previous mock drills were carried out in real time in connection with Helena School District</td>
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<td>Evaluate viability of all campus welcome back days that would integrate informational items and professional development opportunities relevant to faculty and staff constituencies.</td>
<td><strong>In Progress</strong> Discussions at College Council and Leadership meetings in AY 14 have identified preliminary assessment process</td>
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<td>5.2.3</td>
<td>Focus on those we serve, especially our students.</td>
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<td><strong>In Progress</strong>&lt;br&gt;IR, Academics, Student Services&lt;br&gt;Need input on first indicator from AA and SS&lt;br&gt;Adult Learner Inventory (ALI) 3/2012, Community College Survey of Student Engagement (CCSSE) 3/2013, Survey of Entering Student Engagement 9/2013. Future survey administrations scheduled as well as commitment to investigate other instruments to alternate with engagement surveys. All surveys showed adequate though not increasing response rates from past administrations. Engagement surveys show overall improvement over past results.&lt;br&gt;Engagement survey results presented to Strategic Planning &amp; Assessment Team and will be taken up by Retention Committee currently in development. Need to improve access to/sharing of results for program and service surveys (ex. orientation, advising, etc.) and documentation/communicate of responses to survey results&lt;br&gt;No formal institutional satisfaction surveys have been administrated to faculty, staff or students since 2010. Currently investigating survey tool to be purchased collectively with UM affiliates (Qualtrics)&lt;br&gt;Currently using CSSE and SENSE in decision making process; Improvement in SENSE data for out of class engagement reflects 5 of 6 indicators above national cohort.&lt;br&gt;New Student Orientation (NSO) survey indicates a 85% agreement rate of value, quality and importance.</td>
<td>1.2.4</td>
<td><strong>Provide Access and Support</strong>&lt;br&gt;Objective: To provide high quality support through institutional processes, student services and academic experiences</td>
<td>Student engagement and satisfaction with academic experience and support services</td>
<td>104</td>
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<td>3.4.3</td>
<td><strong>Objective: To develop and strengthen employee knowledge, skills and engagement</strong></td>
<td>Employee engagement and satisfaction with campus community and working environment</td>
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<td>% of employees surveyed indicating overall engagement/satisfaction</td>
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## Objective #3 – Secure resources to enhance and expand institutional capacity

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| 5.3.1 | Create and implement a strategic plan for the Helena College Foundation with an annual review. | • Helena College Foundation Board develops, presents, and implements a five-year plan with oversight from the College Council.  
• Foundation plan is reviewed annually for effectiveness and goal attainment.  
• Foundation plan defines the context and rationale for soliciting donations. | **In Progress**  
Helena College has a non-profit filed with the Secretary of State for the Foundation. New By-Laws and Articles of Incorporation for the Foundation are being finalized. The Advisory Council has been formed and will be responsible for appointing the Board Members to the Foundation. | N/A | | | 102 |
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| 5.3.2 | Identify, cultivate and maintain philanthropic support to further College goals for excellence. | - Create a philanthropic brand.  
- Evaluate potential resources for hiring a Foundation Director.  
- Develop a white paper that compares philanthropic entities similar to our type of institution.  
- Research how other institutions use incentives for securing donations.  
- Develop annual Foundation-sponsored events (alumni day, tailgate day, etc.). | **In Progress**  
Marketing and new Foundation working on these details  
Being done by new Foundation implementation team | 3.3.3 | **Strengthen the Community**  
Objective: To meet community needs through learning, volunteer and service collaborations | - # of foundation or alumni sponsored events and activities of benefit to the community | 102 510 |
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| 5.3.3 | Develop alumni database, communication plan, and programs to sustain involvement of graduates and target potential donors. | • Develop alumni-specific communications and marketing, (newsletter, blog, social media) that target and inform prospective stakeholders of the Foundation, the College’s growth, and successful outcomes.  
• Identify appropriate non-Foundation events and opportunities for tabling and displays.  
• Create and regularly update an alumni database to identify and track contacts with graduates and potential donors. | In Progress  
IR, Marketing & Dean/CEO  
Due to funding and staffing this project is on hold | N/A | N/A | 510 |
### Objective #4 – Develop and enhance academic programs

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| 5.4.1 | Develop partnerships that lead to high-quality comprehensive offerings, including programs in high-demand fields. | • Regularly survey local and statewide employers to identify high-demand fields and desired training and skills.  
• Current course offerings are regularly adjusted to reflect industry needs.  
• Develop a partnership with a College of Education to offer a two-year early childhood degree. | In Progress  
• Negotiating with several 4-year universities for Education degree options  
• ASCRC new process manual to include process for tying outcomes to curricular change | 3.1.2 | Theme: Strengthen the Community  
Objective: To be responsive to regional workforce needs | Implementation of advisory council recommendations into career and technical education program curriculum  
• Specific advisory council recommendations documented, implemented and assessed in annual program planning and internal program reviews |
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| 5.4.2 | Provide academic programs that are responsive to local, regional and state needs that are furnished with state-of-the-art equipment and facilities. | • Develop and regularly administer institutional responsiveness survey for targeted community audiences.  
• Receive recognition for quality of equipment and facilities in accreditation agency reports.  
• Job placement and transfer rates are collected and monitored to determine the success rate of graduates who have entered the workforce or are seeking additional education and training.  
• New or restructured academic programs have the necessary equipment, facilities, and instructional expertise to provide effective instruction.  
• Surveys and communications with graduates and employers indicate that equipment and facilities are adequate. | In Progress  
• TAA CCT activities....  
• Big Sky pathways.... | 2.2.2 | Demonstrate Academic Excellence  
Objective: To facilitate transfer  
Objective: To prepare the 21st century employee | Transfer to four-year institutions  
• % of all entering students transferring to four-year institutions within three years  
In field placement rates  
• % of students completing CTE credentials who are employed in their field following graduation  
Employer satisfaction with graduates and customized trainings for employees  
• % of employers indicating graduates are adequately prepared for successful employment in their field | 506 |
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| 5.4.3 | Continue to provide learning opportunities by expanding the selection of evening, weekend, and online courses. | • Use average course capacity of 85% per semester to assess scheduling of course offerings  
• Track capacity in day, night, weekend and online courses | In Progress  
• Enrollment management practices implemented for spring 2014  
• Baselines to be compared following end of enrollment period in Fall 2014 | 1.1.1 | Provide Access and Support  
Objective: To provide appropriate access to lifelong learning opportunities | Participation in credit-bearing programs and instruction  
• Average Annual FTE (AAFTE)  
• Fall Headcount (FHE)  
• Use average course capacity of 85% per semester to assess scheduling of course offerings  
• Track capacity in day, night, weekend and online courses | 120 122 104 103 111 |
### Objective #5 – Foster a community of dynamic growth

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| 5.5.1 | Encourage innovation and future-oriented planning to promote an institutional climate of dynamic growth and change. | • Development of a new program proposal process to include criteria such as forecast/trend data, fiscal implications, and mission alignment.  
• Continued support for professional development resources and activities that focus on innovative or emerging practices with demonstrated effectiveness.  
• Structured opportunities for sharing information and best practices across the campus community. | In Progress  
ASCR change to curriculum manual.  
Working on that Perkins and TAACCCT, increase money over the years, targeting at innovative and emerging,  
Forms should include verbiage for innovation.  
Utilize convocation, faculty training days, division meetings, | N/A | | | 104  
103 |
## Strategic Goal #6 – Develop resources

### Objective #1 – Develop and promote a unified college environment

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| 6.1.1 | Provide more opportunities for faculty, staff, and students to positively experience each campus location of the College. | • Create and maintain a transit service between the Donaldson and Airport campuses.  
• Diversify course options and scheduling at each campus location.  
• Promote and support more events for faculty and students to showcase their accomplishments. | **In Progress**  
• On hold due to budget  
• Fall 2014 will begin offering all related instruction options at Airport campus; 2 of 3 R.I. courses offered online  
• College research day/Science Fair | N/A |  |  | 102 510 |
**Objective #2 – Increase the college’s monetary resources**

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| 6.2.1 | Establish on-campus grant-writing resources. | - Evaluate potential resources for hiring a grant writer/manager.  
- Utilize Director of Institutional Research to identify potential external funding sources.  
- Facilitate annual workshops to develop institutional grant-writing expertise.  
- Utilize Business Office for assistance with budget preparation related to grant applications and funding proposals. | **In Progress**  
IR Director assisted with preparation/coordination of TAACCCT consortium grant, TRIO-SSS renewal grant in progress to be submitted in spring 2015  
**Deferred**  
Denise will facilitate workshops | N/A | | | |
**Objective #3 – Improve and expand resources and services for students, faculty, and staff**

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| 6.3.1 | Provide necessary and appropriate support services for students, faculty, and staff at both campuses. | - Use results of student, faculty, and staff surveys to identify need and feasibility of resources and services for potential development at both campus locations.  
- Establish library resources at the Airport Campus.  
- Establish a food service at the Airport Campus.  
- Investigate need for and feasibility of providing an on-campus childcare service.  
- Regularly review adequacy and effectiveness of professional development funds for faculty and staff. Identify additional sources of potential funding. | Complete / In Progress  
In Spring 2014, DSS director instituted weekly noon visits to Airport Campus to avail students of disability advising/services. Financial Aid has stationed a staff person over at the Airport campus on Wednesdays from 11am-1pm for the last 5 years. Need survey, feasibility needs to be included, applicability. | 3.4.3 | Strengthen the Community  
Objective: To develop and strengthen employee knowledge, skills and engagement | Employee engagement and satisfaction with campus community and working environment  
- % of employees surveyed indicating overall engagement/satisfaction |
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| 6.3.2 | Maintain and improve access and services for students, faculty, and staff with disabilities. | • Establish and maintain an Accessibility Advisory Council to review needs of those with disabilities and assess college accessibility.  
• Annually review the use of programs and services for students, staff and faculty with disabilities. | **Complete / In Progress**  
Fall 2013 DSS advisory committee met in March and received updates on numbers of student participation and changes in accommodation procedures. A spring meeting is scheduled for May 1, 2014. | N/A |                      | C                                      |      |
### Objective #4 – Enhance the visibility, recognition, and growth of the college

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| 6.4.1 | Establish a stronger presence in the community as a comprehensive two-year college. | • Increase fiscal support for marketing and public relations efforts to showcase the College’s programs to the community.  
• Expand the square footage and property holdings of the College.  
• Increase the number of off-site projects for instructional programs.  
• Actively promote awareness of community collaborations and partnerships.  
• Support and showcase college efforts in engaging students in various community internships and research projects. | **In Progress**  
A Marketing Coordinator was hired in 2008 and given a budget to promote Helena College. Funding for that position has been maintained over the years.  
Remodeling of both buildings has netted the college additional office and classroom space.  
Fire & Rescue, need to make sure those locations are documented for Clery, work comp, accreditation. Why only a goal for Trades? Mental Health? Field trips or off-site locations for projects? Do not want to encourage this. Projects work. Definitive end date. Off-side implies ongoing. | N/A |  |  |