

Strategic Plan Document Update

In the spring of 2014, the Strategic Planning and Assessment group undertook the task of reviewing Helena College's 2012-2022 Strategic Plan to evaluate the institution's progress on the strategies to accomplish objectives identified for each of the six goals. As part of this review process the continued relevance of each of the strategies was examined as well as the effectiveness of the supporting key performance indicators in measuring their achievement. This update also includes alignment with Governor Steve Bullock's Main Street Montana Project, a comprehensive business plan for the state released in April 2014 that includes coordination with the Montana University System in workforce training and economic development across the state. Revisions to the plan include the following elements:

- Strategies to accomplish objectives have been revised, consolidated or in some cases eliminated to reduce duplication of effort or reflect changing institutional priorities.
- Key performance indicators have been modified, expanded or eliminated to ensure they provide clear and effective measures of strategy achievement.
- Numeric identifiers have been inserted to facilitate reference to specific goals, objectives, and strategies contained in the plan. The format indicates *goal#.objective#.strategy#*.
- A column has been added to identify strategies that are related to specific tasks assigned to the Montana University System from Governor Bullock's Main Street Montana Project.

Helena College University of Montana 2012-2022 Strategic Plan

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.

Vision Statement

Helena College will be recognized as a responsive regional provider of comprehensive educational opportunities, as a partner in economic and community development, and as a diverse and accessible community of learners. Helena College will promote excellence in education, maintain fiscal and operational integrity; and cultivate an environment of fellowship, inclusiveness, and respect.

Core Themes

Through an inclusive campus and community-wide discussion of Helena College's purpose and goals, three core themes have been identified as key aspects defining the College's mission:

- *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.

Strategic Goals

On May 9, 2011 a strategic planning day was held at Helena College. From this campus-wide event including all faculty, staff and administrators, six themes emerged that were further developed by the College Council into the following primary strategic goals identified in this plan:

- Partner for student success
- Integrate assessment and planning
- Attain excellence
- Support the community
- Advance the institution
- Develop resources

Montana University System Comprehensive Two-Year Education Mission/Vision

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.

Key Purposes and Attributes

Montana's two-year education is centered around the attributes of the comprehensive community college mission and is committed to providing:

- 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

The attributes of two-year education in Montana include:

- Open Access Admissions
- Affordable
- Student-Centered
- Adult Focused and Accessible Learning
- Responsiveness to Local Needs
- Cultivation of Partnerships

Core Values

- Require Excellence
- Provide Rigor and Relevance
- Embrace Diversity
- Expect Civic Engagement
- Encourage Innovation
- Insist on Integrity
- Be Accountable
- Retain Transparency
- Embody Inclusivity
- Offer Consistent Unified Support
- Promote Lifelong Learning
- Celebrate Student Success

Adopted by the Board of Regents of the Montana University System, May 20, 2011

Main Street Montana Project: A Business Plan for Montana by Montanans

Governor Steve Bullock initiated the Main Street Montana Project in early 2013 by enlisting the services of two of Montana's most respected and accomplished business leaders: Larry Simkins, CEO of the Washington Companies, and Bill Johnstone, CEO of the D.A. Davidson Companies. The goal of the project is to create a dynamic private-public partnership to build and implement a business plan for Montana by Montanans.

Over the course of approximately one year, Larry and Bill worked with members of Governor Bullock's administration to engage in a process of soliciting broad input and engagement from the private sector, as well as conducting research regarding Montana's economy – its strengths and challenges. Approximately 3,000 Montanans provided input through participation in a series of regional roundtable meetings and/or completing surveys.

The Main Street Montana Project plan was released in early April 2014. It identifies five Pillars upon which the plan is built:

1. Train and Educate Tomorrow's Workforce Today
2. Create a Climate that Attracts, Retains and Grows Businesses
3. Build upon Montana's Economic Foundation
4. Market Montana
5. Nurture Emerging Industries and Encourage Innovation

The Main Street Montana Project is a dynamic and ongoing process. As it is implemented, its progress will be monitored and assessed. Adjustments will be made in light of input received, and lessons learned from implementation efforts. Annual reports will be issued.

To learn more and to follow its activities and progress, go to the Project's website at:

www.mainstreetmontanaproject.com

As a public two-year college affiliated with the University of Montana and governed by the Board of Regents of the Montana University System, Helena College has important local, regional and statewide roles to play in the Main Street Montana Project. Within this strategic plan references have been included to show where the College's goals and objectives align with and support those of the Main Street Montana Project

Strategic Goal

Partner for Student Success

Mission Alignment Statement: Partnering for Student Success recognizes Helena College’s mission of providing access to and support for lifelong educational opportunities to our diverse community as well as its related core themes. This strategic goal also acknowledges the objectives and strategies of the Montana University System (MUS) as detailed in its 2011 Strategic Plan. Student success is best achieved when informed by students’ educational goals and aspirations, when based on a 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 and completion rates for students seeking certificates and degrees
- Provide broad financial support for students
- Prepare students for success in the workplace and in further degree attainment
- 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 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 students’ educational needs. Recognizing the diverse community it serves, the College will focus effort and resources on students who demonstrate known characteristics that put them at risk of completing their educational goals. Preparing students to succeed in the workplace, and/or in subsequent educational attainment, will necessitate community involvement, meaningful partnerships across the Montana University System, 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	MSMP/ MUS Task
Improve student persistence towards attainment of educational goals and completion rates for students seeking certificates and degrees		
1.1.1 Develop existing and identify new resources focused on serving at-risk student populations (low-income, first generation, disabled, veterans, developmental education students).	<ul style="list-style-type: none"> Entering at-risk student populations will persist and complete at rates comparable to the general student population in the same fall cohort. 	
1.1.2 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.	<ul style="list-style-type: none"> Percentage of entering student cohort earning a grade of C- or better in developmental courses. Percentage of entering student cohort earning a grade of C- or better in gateway and/or writing courses within 2 years of entrance. 	122
1.1.3 Develop and implement mechanisms and tools to measure, evaluate and encourage student progress towards degree and certificate completion.	<ul style="list-style-type: none"> Increase percentage of entering students each fall earning certificates/degrees within 150% of normal time to completion (Graduation Rate). Target graduation rate: 30%. 	121, 120
1.1.4 Strengthen academic planning by providing students with clear, discrete pathways and encouraging early identification of intended program of study through initial and ongoing advising.	<ul style="list-style-type: none"> 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 	118, 120, 121
Provide broad financial support for students		
1.2.1 Increase grant and scholarship funding of students' financial need.	<ul style="list-style-type: none"> Increase percentage of all undergraduate students receiving grants and scholarships. Establish baseline and identify target percentage. Increase ratio of grants and scholarships proportionate to overall average aid 	102

	received/student. Establish baseline and identify target ratio of grant/loan funding.	
1.2.2 Expand opportunities and resources to strengthen and promote students' financial literacy.	<ul style="list-style-type: none"> Maintain cohort loan default rates for graduates at or below state average for peer institutions. 	107
Prepare students for success in the workplace and in further degree attainment		
1.3.1 Develop and implement formalized internship guidelines to increase student participation and ensure quality experience for students and employers.	<ul style="list-style-type: none"> Student participation and performance in internship opportunities. Measure current participation and performance to establish baseline for future comparison. 	107, 110, 112
1.3.2 Increase employer visits to campus to provide students with better opportunities for career development prior to completion.	<ul style="list-style-type: none"> Placement Rate-percentage of students entering workforce upon completion in occupations related to credential. Establish baseline and identify target placement rate. 	111, 117, 513
1.3.3 Increase participation and improve performance on professional licensing and certification examinations.	<ul style="list-style-type: none"> 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. 	
1.3.4 Develop formal articulation agreements and increase partnerships with baccalaureate institutions to improve students' transfer opportunities and subsequent educational attainment.	<ul style="list-style-type: none"> Increase percentage of students subsequently enrolling at institutions of higher education within a 150% time frame of first attending (Transfer Rate). Target transfer rate: 20%. Percentage of transfer students in good academic standing (2.0 or better GPA) after 1st semester following transfer to 4 year institution 	109, 113, 122, 121, 119
1.3.5 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.	<ul style="list-style-type: none"> Increase percentage of students transferring with successfully completed (C- or better) MUS Core. 	106, 107
1.3.6 Host transfer fairs on campus, annually at a minimum, to educate and inform students on transfer pathways and opportunities.	<ul style="list-style-type: none"> Increase student and transfer institution participation rates at hosted events. Establish baseline participation rates for future comparison. 	120, 121, 122, 514
1.3.7 Provide accurate, informative and timely transfer advising to students.	<ul style="list-style-type: none"> Increase number of students utilizing transmittal requests to expedite transfer to other MUS institutions. Develop baseline metric for future comparison. 	120, 122, 514

1.3.8 Develop institutional active learning guidelines that connect program/course outcomes with student reflection on disciplinary concepts or problems.	<ul style="list-style-type: none"> 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 	122
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Develop and expand community relationships that foster student success

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.	<ul style="list-style-type: none"> Increase number of high school students participating in dual enrollment courses. Semester headcount enrollment in CTE dual-credit course offerings. 	108, 106, 118, 119, 506, 514
1.4.2 Develop outreach program to introduce middle and high school students to two-year higher education emphasizing college preparedness.	<ul style="list-style-type: none"> 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. 	108, 106, 118, 119, 506, 514
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.	<ul style="list-style-type: none"> Integrate student success objectives in the work of program advisory councils. Designate campus liaisons for all primary community agencies/partners. 	111, 107, 120, 122, 506, 514

Provide support services that engage students and enhance their academic and personal development at the college

1.5.1 Improve students' level of engagement inside and outside of the classroom.	<ul style="list-style-type: none"> Performance on SENSE and CSSE surveys at or above cohort averages for all six benchmarks on each survey. 	118
1.5.2 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. Positive ratings on 75% of items measured. 	120, 122
1.5.3 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"> 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. 	107, 118
1.5.4 Improve students' information literacy, a core aptitude for academic and workforce success.	<ul style="list-style-type: none"> Student Performance on identified assessment measure at or above cohort averages for benchmarks. Cohorts demonstrate improvement from initial to final assessments. 	107, 122

1.5.5 Provide support services for online/distance education students that are comparable to those available on campus.

- 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.

120, 121,
122

Integrate Planning and Assessment

Mission Alignment Statement: Integrating Planning and Assessment is critical to achieving fulfillment of the College’s mission of providing access to and support for lifelong learning as well the core themes which have been identified as key aspects of that mission. This strategic goal also contributes to the College’s accomplishing of Montana University System (MUS) objectives and priorities outlined in its 2011 Strategic Plan. By incorporating planning for change, resource allocation, and assessment and review of all programs and services in a specified cycle, the College promotes holistic continuous improvement based on accountability, collaboration, transparency, and evidence-based decision-making.

Objectives:

- Identify, collect, and report data to make evidence-based decisions
- Maintain relevant academic programs and effective student support services
- Continuously improve quality and fiscal efficiencies

Impact/Rationale:

Planning (establishing goals, policies, procedures and strategies to accomplish specific outcomes) and assessment (a continuous cycle of evidence-based evaluation and review of programs and services to maintain alignment, allow for revision and quality improvement, and determine appropriate resource allocation) are vital to demonstrate that the College is fulfilling its mission, core themes and strategic goals. Effective use of reliable and valid data and consistent adherence to established planning and assessment processes ensure that decisions made balance the College’s mission with responsible use of its resources. Meaningful assessment activities conducted routinely throughout the institution provide valuable analysis of the programs and services provided to our learning community and allow for ongoing evaluation of their effectiveness and relevance. Continuous use of appropriate planning processes and assessment methods and decision making informed by evidence, based on collaboration and open communication, will support growth at Helena College that benefits students, facilitates positive change, and maintains financial sustainability.

Strategies to Accomplish Objectives	Key Performance Indicators	MSMP/MUS Task
Identify, collect, and report data to make evidence-based decisions		
2.1.1 Develop a responsive process for data collection, analysis, and sharing to foster an institutional culture of evidence-based decision-making.	<ul style="list-style-type: none"> • 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. 	
Maintain relevant academic programs and effective student support services		
2.2.1 Develop and implement a continuous formative review process for all academic programs and student support services.	<ul style="list-style-type: none"> • 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. 	
2.2.2 Identify, implement, and utilize appropriate institutional survey instruments to evaluate the mission alignment and effectiveness of all programs and services.	<ul style="list-style-type: none"> • 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. 	
2.2.3 Evaluate all advisory committees for relevancy and effectiveness.	<ul style="list-style-type: none"> • Creation of an advisory committee handbook establishing specific expectations for committee members and operational guidelines subject to College Policy 200.3. 	105
Continuously improve quality and fiscal effectiveness		
2.3.1 Develop and maintain a systematic and ongoing planning and assessment process for all programs and services.	<ul style="list-style-type: none"> • 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. 	

Strategic Goal

Attain Excellence

Mission Alignment Statement: Attain Excellence supports Helena College’s mission and identified core themes as well as the goals of the Montana University System (MUS) 2011 Strategic Plan through identifying objectives, strategies, and indicators that emphasize continuous development and assurance of high standards of quality in instructional programs, support services, and human resources.

Objectives

- Provide high standards of quality in the delivery of instruction and support services
- Promote employee growth and knowledge sharing through professional development
- Develop a culture of excellence through inclusive, effective, and systematic employee evaluation processes

Impact Statement/Rationale

Helena College has established itself in the community as a respected educational leader focused on the lifelong educational enrichment and economic development of its community. Upholding high standards in the delivery of instruction and services, providing dedicated professional development resources and opportunities, and engaging in systematic evaluation of employee performance that emphasizes open communication and professional growth fosters a culture of excellence that allows all faculty and staff the opportunity to reach their fullest potential. An excellent employee is one who contributes positively to the learning environment by continually developing and applying knowledge and skills, investing in student success, and performing his or her duties with dedication and creativity. Maintaining high expectations and rigor in all academic programming ensures that students’ learning experiences at the College prepare them well for success in the workplace or in subsequent educational attainment.

Strategies to Accomplish Objectives	Key Performance Indicators	MSMP/MUS Task
Provide high standards of quality in the delivery of instruction and support services		
3.1.1 Establish best practice standards and regular training opportunities for alternate modes of course delivery (online, hybrid, weekend, and evenings).	<ul style="list-style-type: none"> • 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. 	107, 120, 122, 119
3.1.2 Identify, implement, and utilize appropriate assessment tools to evaluate the quality of instruction and services.	<ul style="list-style-type: none"> • 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. 	
3.1.3 Develop academic standards and student learning outcomes that promote quality and rigor in the delivery of instruction.	<ul style="list-style-type: none"> • 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. 	
3.1.4 Advance innovation and excellence in teaching to support student success.	<ul style="list-style-type: none"> • Faculty present at professional conferences to share examples of best practices. • Student evaluations provide evaluation of faculty in terms of innovation and excellence. • Continue annual recognition of faculty for NISOD “Excellence in Teaching” award and participation in NISOD Annual Conference. • Professional development opportunities for faculty focus on implementing new and innovative classroom methods. • Develop incentive program for faculty to maintain excellence in the classroom. • Student success rates in pilot course are compared to that of traditional classes. 	120, 122

Promote employee growth and knowledge sharing through professional development

<p>3.2.1 Improve procedural infrastructure and orientation process for new employees.</p>	<ul style="list-style-type: none"> • Consistently implement, assess, and refine the OWL mentoring system. • Formalize review, revision, and distribution of faculty and staff handbooks. • Provide support and resources for development and maintenance of departmental operation manuals. • Continue formalized Internal Process Review meetings to include documentation and assessment of activities and decisions.
<p>3.2.2 Develop, implement, and routinely evaluate professional development plans for all faculty and staff.</p>	<ul style="list-style-type: none"> • 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
<p>3.2.3 Encourage faculty and staff to communicate with and participate in professional activities with local, state and regional partners/peers.</p>	<ul style="list-style-type: none"> • 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.
<p>3.2.4 Expand opportunities for and participation in professional development activities at all levels of the College (institutional, divisional, program/departmental, individual).</p>	<ul style="list-style-type: none"> • 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.
<p>3.2.5 Revise and implement formal promotion and tenure processes for full-time faculty.</p>	<ul style="list-style-type: none"> • 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.

Develop a culture of excellence through inclusive, effective, and systematic employee evaluation processes

3.3.1 Refine and maintain process for ongoing evaluation of full-time and part-time faculty.	<ul style="list-style-type: none">• 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.
3.3.2 Fully implement and assess annual evaluation processes for contract and classified staff.	<ul style="list-style-type: none">• 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.

Support the Community

Mission Alignment Statement: Support the Community exists to foster our connections with partners in business, industry, government, local communities, and fellow educators. Forming meaningful relationships and partnerships with our community members aligns with Helena College’s mission of providing accessible opportunities to lifelong education. The objectives, strategies, and key performance indicators for this strategic goal align with the Montana University System (MUS) 2011 Strategic Plan by offering a comprehensive and responsive learning environment that enhances the development of Montana’s citizens, communities, and economy.

Objectives

- Develop and maintain positive mutually beneficial relationships and partnerships with local community organizations and employers
- Provide relevant instruction on knowledge, skills, and abilities valued by employers
- Promote a positive, progressive, and responsive image to our local community by offering a comprehensive environment for workforce development, service, and lifelong learning
- Implement and maintain processes to assess and respond to our community’s ongoing and emerging educational and training needs

Impact Statement/Rationale

Through continuous implementation of these objectives, goals, and indicators, Helena College will strengthen our community by evolving and expanding facilities and educational opportunities to meet ongoing and emerging needs. These needs include, but are not limited to, workforce development, personal and professional enrichment, and facilities for community activities. Effectively assessing and meeting community needs requires developing and maintaining strong relationships and partnerships. Preparing students for employment in the 21st century workforce requires diligence and ongoing monitoring of employer needs in our community. By implementing the following strategies and key indicators, the college will maintain and expand its reputation as a leader in responding to students’ academic and professional aspirations and fostering the growth of our local economy. For this purpose the College needs to ensure proactive processes are in place to identify and respond in a timely manner to the changing needs of the various communities we serve.

Strategies to Accomplish Objectives	Key Performance Indicators	MSMP/MUS Task
Develop and maintain positive, mutually beneficial relationships and partnerships with local community organizations and businesses		
4.1.1 Offer and increase opportunities for employers to provide customized training for their employees.	<ul style="list-style-type: none"> 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. 	103, 110, 107, 120, 122, 506, 513
Provide relevant instruction on knowledge, skills, and abilities valued by employers		
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.	<ul style="list-style-type: none"> 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. 	105, 104, 110, 513
4.2.2 Use professional development funding opportunities to identify and attend local and regional industry conferences relevant to developing information on employer needs.	<ul style="list-style-type: none"> 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. 	104, 513, 514

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

<p>4.3.1 Maintain and expand continuing education programs which promote educational growth for diverse populations.</p>	<ul style="list-style-type: none"> • 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. 	<p>120, 122</p>
<p>4.3.2 Encourage faculty and staff participation in community organizations and events.</p>	<ul style="list-style-type: none"> • 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. 	
<p>4.3.3 Establish and maintain positive partnerships with public K-12 education in our community.</p>	<ul style="list-style-type: none"> • 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). 	<p>108, 118, 119, 514</p>
<p>4.3.4 Host events that provide intellectual, cultural, and social enrichment for the community.</p>	<ul style="list-style-type: none"> • 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. 	<p>104, 120, 122</p>

Implement and maintain processes to assess and respond to our community’s ongoing and emerging educational and training needs

<p>4.4.1 Develop and maintain institutional capacity with regard to assessment of community needs.</p>	<ul style="list-style-type: none"> • 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. 	<p>103, 104, 105, 108, 120, 122</p>
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Strategic Goal

Advance the Institution

Mission alignment statement: Institutional Advancement supports Helena College's mission of providing access to and support for lifelong educational opportunities to our diverse community and the goals of the Montana University System (MUS) 2011 Strategic Plan through building integrated, effective external and internal relationships as well as developing and enhancing academic program offerings in order to secure resources and support for the institution's growth and advancement.

Objectives

- Build and maintain positive external relationships
- Build and maintain positive internal relationships
- Secure resources to enhance and expand institutional capacity
- Develop and enhance academic programs
- Foster a community of dynamic growth

Impact Statement/Rational

Helena College 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 the College and our stakeholders. 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 identified 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	MSMP/MUS Task
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Build and maintain positive external relationships

5.1.1 Provide the community with expanded opportunities for continuing education through lecture series, debates, panel discussions, etc.	<ul style="list-style-type: none"> • 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. 	103, 104, 120, 122
5.1.2 Develop partnerships that lead to high-quality comprehensive educational offerings, including programs in high-demand fields.	<ul style="list-style-type: none"> • 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. 	104, 105, 108, 120, 122
5.1.3 Develop effective programs and communications to educate and develop relationships with potential donors.	<ul style="list-style-type: none"> • 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. 	102

Build and maintain positive internal relationships

5.2.1 Enhance the sense of shared community across campuses for faculty, staff and students.	<ul style="list-style-type: none"> • Provide opportunities for and promote participation in campus community activities for all employees. • 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. • 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. 	
5.2.2 Provide timely and relevant communication to the campus community so that faculty, staff, and students serve as effective ambassadors for the college.	<ul style="list-style-type: none"> • Enhance and maintain regular campus-wide communications using multiple platforms (website, e-newsletters, flat screens, reader boards, mailings). • Host one campus meeting for all employees each semester. • Implement and regularly test an emergency 	

	<ul style="list-style-type: none"> communication system. Evaluate viability of all campus welcome back days that would integrate informational items and professional development opportunities relevant to faculty and staff constituencies. 	
5.2.3 Focus on those we serve, especially our students.	<ul style="list-style-type: none"> Provide expanded access to resources through further development of our website. Increase student participation in and satisfaction measured by surveys evaluating the institution and its support services. Document and communicate responses to needs identified in student surveys (additional course offerings, scheduling, support resources, etc.). Develop and regularly administer satisfaction survey to faculty, staff, and students to evaluate whether facilities, equipment, and instructional resources are adequate. 	104

Secure resources to enhance and expand institutional capacity

5.3.1 Create and implement a strategic plan for the Helena College Foundation with an annual review.	<ul style="list-style-type: none"> 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. 	102
5.3.2 Identify, cultivate and maintain philanthropic support to further College goals for excellence.	<ul style="list-style-type: none"> 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.). 	102, 510
5.3.3 Develop alumni database, communication plan, and programs to sustain involvement of graduates and target potential donors.	<ul style="list-style-type: none"> 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. 	510
5.3.4 Seek funding for student scholarships, facility enhancement, and instructional activities to	<ul style="list-style-type: none"> Seek state and federal grant resources. Target businesses that employ graduates from 	102, 510

improve educational opportunities and learning environments for students.

Helena College’s various trade and technical programs to solicit donations to improve and enhance instruction.

Develop and enhance academic programs

<p>5.4.1 Develop partnerships that lead to high-quality comprehensive offerings, including programs in high-demand fields.</p>	<ul style="list-style-type: none"> • 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. 	<p>104, 105, 108, 111, 120, 122, 506, 514</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>104, 105, 108, 110, 111, 118, 119, 506, 514</p>
<p>5.4.3 Continue to provide learning opportunities by expanding the selection of evening, weekend, and online courses.</p>	<ul style="list-style-type: none"> • Use average course capacity of 85% per semester to assess scheduling of course offerings • Track capacity in day, night, weekend and online courses 	<p>103, 104, 111, 120, 122</p>

Foster a community of dynamic growth

<p>5.5.1 Encourage innovation and future-oriented planning to promote an institutional climate of dynamic growth and change.</p>	<ul style="list-style-type: none"> • 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. 	<p>103, 104</p>
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Strategic Goal

Develop Resources

Mission alignment statement: Develop Resources supports Helena College’s mission and the goals of the Montana University System (MUS) 2011 Strategic Plan by providing students with access to state-of-the-art equipment, facilities, services, and programs for the pursuit of educational attainment, skill development, and lifelong learning. Strengthening the institution’s fiscal, material, and human resources will ensure the College’s continued ability to efficiently and effectively support and expand its operations to meet the needs of the diverse community it serves.

Objectives

- Develop and promote a unified college environment
- Increase the College’s monetary resources
- Improve and expand resources and services for students, faculty, and staff
- Enhance the visibility, recognition, and growth of the College

Impact Statement/Rational

Helena College 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 dynamically as a comprehensive academic institution as well as an integral part of the community in providing workforce training and personal enrichment. In response to this growth, and to ensure its continuity, the College must be unified in its focus and responsibly pursue alternative fiscal resources that will serve our students’ needs now and into the future. In developing resources, the College will look for opportunities to improve and expand the facilities, equipment, services, and programs available to students, faculty and staff, to invest in its employees through supporting professional development that results in excellence and innovation, and to enhance its visibility in the community as a premier institution of two-year higher education.

Strategies to Accomplish Objectives	Key Performance Indicators	MSMP/MUS Task
Develop and promote a unified college environment		
6.1.1 Provide more opportunities for faculty, staff, and students to positively experience each campus location of the College.	<ul style="list-style-type: none"> • 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. 	102, 510
Increase the College's monetary resources		
6.2.1 Establish on-campus grant-writing resources.	<ul style="list-style-type: none"> • 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. 	
Improve and expand resources and services for students, faculty and staff		
6.3.1 Provide necessary and appropriate support services for students, faculty, and staff at both campuses.	<ul style="list-style-type: none"> • Use results of student, faculty, and staff surveys to identify needed 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. 	
6.3.2 Maintain and improve access and services for students, faculty, and staff with disabilities.	<ul style="list-style-type: none"> • 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. 	

**Enhance the visibility,
recognition, and growth of the
College**

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.
- Obtain more off-site project locations 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.