

# Helena College Non-Academic Program Review

Year: 2021-22

Review: Admissions and Records 2021-22

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Status: Published

## Section 1: Mission, Goals, Objectives

### Narrative:

A little over a year ago the structure of the college changed which created the group of programs in Enrollment Services. This area is now made up of Admissions/Recruitment, Registrar's Office, Advising, and TRIO. Before the change Admissions Processing and the Registrar's Office had been grouped together for 10+ years. Recruitment was added into that functioning a little over three years ago. Advising, which was being managed by an Interim Director, was moved in the middle of summer 2020 and the title of Enrollment Services was developed. TRIO was moved from reporting to the Dean/CEO to Enrollment Services in spring of 2021.

### Mission:

The Admissions and Records Office at Helena College strives to guide students through admissions, registration, and graduation in a clear and concise manner while maintaining the state and federal policies concerning admissions and students records

Advising provides a supportive framework that empowers a diverse student body to develop successful academic plans that meet their academic, personal, and career goals.

The Admissions and Records mission was designed to focus on the access portion of our current mission statement and Advising focuses on support and diversity. Moving into the new Helena College mission statement we will look at an overarching statement for enrollment services with specific services underneath.

### Recommendations:

The previous program recommendation was to look at increasing funding in key positions to reduce turnover which has greatly affected our ability to move forward on projects.

The Admissions Counselors, Assistant Registrar, and Admin Assistant II positions have all been reclassified since the last program review. Advisors were given an In-Range Progression bump before moving into Enrollment Services. The Assistant Registrar reclassification only happened within the last year and was assisted by the consolidation of two positions. There was continued turnover in this position until that point.

### Strategic Goals:

Looking back at goals for the last three years speaks to the transition of the institution during this time and the reality that many of these goals are not easily completed and then put on the shelf. In particular, the advising goals show the multiple changes in leadership over the last couple of years. Some of the goals laid out in 2018-2019 were accomplished but now live in Academic Support, K-12 Partnerships, or Perkins Grant. The goals for 2019-2020 seem to be left behind in turnover. In 2020-2021 we moved back to core advising functions and started trying to standardize some of the materials to meet access and assessment needs.

Student Recruitment goals are mainly ongoing and typically tied to SG1.1 in creating access. The Admissions Evaluator position and Recruitment positions were redefined to create the Admissions Counselor positions. This has led to having redundancy in the position which has allowed prospective students increased access to someone that can help them through the process. We have found that our technological systems can limit our ability to track some items and that led to the push for the CRM. The communication plan has been a collaboration with Marketing and K-12 Partnerships. Their participation has been critical.

Admissions and Records had a goal, updating the registration system, which popped up through multiple years. This goal required assistance from IT and Missoula IT and wound up being more complicated than thought. The new system was implemented this summer and is tied to SG1.1. The other main one was creating online forms. It was started in multiple ways but due to turnover and system abilities has been put on the back burner until we know if our CRM has capabilities to help with this load.

### Strengths:

### Successes:

Our biggest strength is that we have had some stability in our positions in the last couple of years. It can be hard to make some of those larger system changes when people are learning the basics of their job. The transition of incorporating advising shows the strength of the team that has formed. While we still have some challenges we have greatly improved the flow of information between departments. Everyone in this area is willing to step up and help each other. This has allowed us to be very efficient with our human resources. We have also been able to greatly increase the efficiency of current and prospective students' ability to get to an advisor through teamwork.

**Challenges:**

Changes have been the biggest challenge. The Assistant Registrar position has continued to have quite a bit of turnover in the last three years. This has made it difficult to move some of the projects in that area forward. Changes in leadership and focus for Advising have caused a lack of stability in that area. We seem to be coming out of a lot of these challenges as we have been pretty stable for the last year and a half. Many of these changes are reflected in section C. We have also found that we lack some of the technological systems that many of our peers have for optimizing our technical resources. We have actively been participating to rectify this with Missoula for BANNER needs and we are working on the CRM. These resources do take a lot of time and energy to get right.

**Section 2: Procedure for Operation**

**Procedures:**

Admissions Counselors have an operation manual concerning processing applications and related materials. They keep this up to date as needed when they are working on projects. We are currently working with Marketing and K-12 Partnerships to develop a recruitment calendar that details our events and mailings. This will be able to be used as an operation guide in the future. It should be completed by September of 2022 as we will have gone through a complete cycle at that point. At that point it will be a matter of maintaining the document.

Registrar's Office has an office manual for processes and procedures. It is in need of updating as there have been many changes over the years. We recently attended a BANNER session with UM to optimize our usage. We will be using some of the information learned in the session to update the guide. This has been an ongoing project due to the instability in the position. It is a priority for that area over the coming year.

The front desk also has an operation manual for their position for their functions. The duties to support advising need to be added to it. There is no plan to do so at this time.

Advising has developed a folder in teams to create a shared spot for advising materials and procedures. There are multiple advising guides scattered throughout the institution. So we are currently trying to distill it down to one. This is a continual work in progress, but the group in Teams seems to be working well for getting consistent information to all advisors. A consistent packet of student information is one of the program goals for the 21-22 year. We also meet on a monthly basis to ensure that advisors have the same information.

**Section 3: Staff Profile**

**Staff:**

**Admissions and Records Staff Profile:**

Name	Title	FTE	Years	Highest Education
Marika Adamek	Assistant Registrar	1.00	4.00	Post Grad
Sarah Dellwo	Executive Director of Enrollment	1.00	0	Bachelors
Kathy Mortimore	Admissions Counselor/Recruiter and Advisor	1.00	2.00	Bachelors
Melissa Mousel	Administrative Assistant III	1.00	2.00	Bachelors
Gregory Thompson	Academic Advisor	1.00	5.00	Bachelors
Anna Ebert	Admissions Counselor	1.00	3.00	Bachelors
Ann Willcockson	Director of Retention Initiatives	1.00	2.00	Masters

**Changes in Staffing Needs:**

Enrollment services has had several staffing changes in the last three years. Most of these changes have resulted from staff leaving. First, the admissions recruiter and admissions evaluator positions experienced turnover at the end of 2019. These positions became the Admissions Counselors positions currently held by Anna Ebert and Kathy Mortimore. The redesign of these positions allowed us to have back up for recruitment and admissions application evaluation by having them both trained in these areas instead of being in charge of separate functions.

Second, the Veteran's Services advisor quit in the fall of 2020. At the time they had a caseload of about 60 students which was much lower than all the other advisors. This position was not filled due to budget concerns and one Admission Counselor was assigned a small case load of advisees as well as the Executive Director of Enrollment. Veteran advising has been moved to the Academic Advisor, Greg Thompson. The certification process for benefits has been moved to financial aid.

Third, the Assistant Registrar position had been filled by a temp for a year and a half from 2019 to 2020. In the spring of 2021 the position was combined with the Records Clerk position and was taken over by the staff member in the Records Clerk position, Marika Adamek.

The staffing needs are adequate for our current enrollment and needs, but advising caseloads are on the upper end of what we would like. The full time advisor has a caseload of about 250. Other advisors in TRiO and trades are around 130. These numbers do fluctuate with semesters. The extra advising help with the Admissions Counselor and Executive Director of Enrollment works out to about 60 students. but that is max capacity with the other duties they perform.

During this time the Executive Director of Enrollment position has also changed significantly. What started out as Admissions and the Registrar's Office now includes Recruitment, Advising, and TRiO.

**Staff Professional Development:**

Admissions and Records Staff Prof Dev.

Marika Adamek

MBTI (Myers Briggs Type Indicator) & Communication 1 & 2; Effective Communication; Intro to SQL and Intermediate SQL

Sarah Dellwo

Masters Level course work in Strategy and Leadership, Data Visualization,

AACRAO Annual Conference

FERPA Training

Kathy Mortimore

Melissa Mousel

Introduction to Access Database

Gregory Thompson

AIMA training

Anna Ebert

Campus Security Authorities

GP Essential Practice Workshops

FERPA Training

Kognitio Training

Sexual Harassment

Coronavirus 108

Clery Act Overview

Americans with Disabilities Act Overview

FERPA: Confidentiality of Records

Ann Willcockson

Case Management Certification

Certified Peer Educator Trainer

## Section 4: Organization context and Impact

### Collaborations & Dependencies:

Admissions and Recruitment collaborates on a regular basis with Marketing and K-12 Partnerships. We have developed a communication plan together for prospective students and dual enrolled students. We meet monthly to discuss projects and keep track of the communication plan. The Executive Director of Enrollment and the Director of Marketing also meet monthly to discuss ongoing projects and needs. These meetings are fruitful and we are starting to build a really solid base for our communication plan.

Advising and Registrar's Office is most collaborative with Academics. This happens through execution of the schedule, upkeep of the catalog, advising sheets, advising forums, and meeting participation. The Executive Director of Enrollment also sits on ASCRC. For the most part these partnerships seem to work well but we always seem to have some bumps as there are many personalities involved. The Assistant Registrar works closely with faculty on scheduling issues and Admissions Counselors work closely with faculty for tours and recruitment.

We also collaborate with Financial Aid and the Business Office when needed to work on BANNER or student processes. These work well when we need to get together to hash things out, but lately they have been pretty smooth.

We are dependent on IT for assistance with many areas. This relationship could use some improvement. With turnover it is not as clear what the expectations are from each department in terms of assistance with technical issues.

### New Collaboration:

We do not yet have a strong relationship with the Student Life position. Since it is a new position there this will take some time to grow. Since this position has taken lead on orientation we would like to collaborate to ensure other onboarding efforts are complementary to orientation. We would also like to develop clear referral pathways from advisors to student life to help build student engagement.

## Section 5: Stakeholders, Data, and Assessment

### Primary customers/stakeholders:

Admissions/Recruitment  
Prospective Students and Families - Customers  
Academic Programs - Stakeholders

Advising  
Prospective Students - Customers  
Current Students - Customers  
Academic Programs - Stakeholders

TRiO  
First Generation, Pell Eligible, Students with Disabilities - Customers

Registrar's Office  
Prospective and Current Students - Customers  
Academic Programs - Customers and Stakeholders

OCHE could also be considered a stakeholder for all areas depending on the policy or project.

#### Service to stakeholders/customers:

In terms of assessing service for our stakeholders, this is primarily done through enrollment in areas. While there are many factors that play into enrollment we are looking to make sure that the processes we have for enrollment areas are not hindering enrollment. Mainly this is done through the tracking of enrollment to make sure there is not an issue anywhere. With the implementation of the CRM, we are hoping to be able to gather more insight into student behavior so we can make more accurate assessments on program interest and why students retain or withdraw. Our current method of spreadsheets is inadequate to understand the larger picture of student behavior. We also make assessments based on the informal feedback we receive, but are hoping to gather more consistent information with a CRM that can help us track service times and student engagement in these services.

#### Decision Making Support:

We use quantitative data in the form of enrollment but our current capabilities are limited as we are not able to drill down very easily. This is especially true with prospective students. We have very limited capabilities in tracking their interest and engagement. Correcting this is something we hope to achieve with the implementation of the CRM. It should help us gather real-time data on interest and engagement. We have started collecting data on advisor engagement through a spreadsheet, but hope to have more effective reports through the CRM to determine service needs. Right now we are limited to basic information about if students have met with advisors and limited knowledge on future commitment. Areas where improved data collection include withdrawal tracking (including reasons), schedule efficiencies, and progress towards degree.

## Section 6: Budget and Efficiencies

#### Changes in revenue and expenses:

This is going to need more research because the 3-year budget report has some inconsistencies. For instance, only one admissions counselor was paid out of the correct fund in the year 2020. So it is hard to see the changes in the budget. There is an anomaly I am aware of with the recruitment budget. That budget includes a travel component for events and high school visits but with Covid, our travel has been greatly restricted. We have been trying to fine-tune this budget since we went to a new recruitment model, but the changing environment has made it difficult to figure out what we are actually going to use in that area.

#### Improved Efficiency:

Combining Admissions, Recruitment, Advising, and TRiO has led to more personnel efficiency. The Director position for the ALCC was removed. As mentioned earlier, Enrollment Services has cut an advising position and a 3/4 time position in the Registrar's Office. There have been benefits to the consolidation the biggest one has been providing the advisors with more administrative support even with fewer people. This has had a positive impact on our ability to get students in earlier and reduce confusion on where they can set up an appointment. Another complicating factor has been the MUS application portal. We are now processing almost double the amount applications but lost some admissions staff capabilities with them helping to advise.

#### Resource Needs:

Using the admissions counselors to help shore up advising is not a long-term fix. While we have created efficiencies in getting students to the correct advisor eventually we will need another full-time advisor to help manage the caseload. When we reach that point we will need to have space for that person. We lost a cubicle with the addition of a person in the K-12 Partnerships area. Another area that will require more review is our technical support. As we add more software in the MUS portal, Quottly, and the CRM we need more assistance in keeping these systems integrated with BANNER. This may be able to be done through our current IT resources, but there is going to have to be a change in the way we receive support. There needs to be more direct technical support that is focused on project management.

## Section 7: Recommendations and Preliminary Implementation Plan

Rec #	Title	Recommendations
1	Advising Assessment	<p><b>Recommendation:</b> Develop an advising assessment plan that gathers info on the knowledge base of advisors, effectiveness around retention/graduation, productivity, and professional development participation.</p> <p><b>Rationale:</b> This is required for accreditation standard 2.G.6 and is needed to ensure consistency in advising processes. This should also give us more complete information on staffing levels needed for effective advising.</p> <p><b>Success Target:</b> Completion of a yearly report that includes the identified assessment metrics.</p> <p><b>Success Strategy:</b> Use information from NACADA to look for established advising assessment models. Work with IR to gather data on current information on retention and graduation.</p> <p><b>Success Resource:</b> Use CRM to develop a better understanding of the time spent advising and a stronger profile of the needs our students are coming with.</p> <p>Use information from NACADA to look for established advising assessment models.</p> <p><b>Resp. Party:</b> Advising and Retention</p> <p><b>Cabinet Feedback:</b> Cabinet fully supports this as a top priority for the department. Not only is assessment of advising a required standard for NWCCU, it is an important step in ensuring the quality of our advising services. As mentioned in the narrative of the review, advising has transitioned over the past few years at Helena College but is now stabilized in the enrollment services division, so the timing is excellent to formalize an assessment process. Cabinet also appreciates the multiple measures approach being recommended and the use of NACADA as source of information for best practices. Assessment of advising should not be limited to satisfaction surveys from students (however, data from SENSE should be included as part of the assessment process on a tri-annual basis), but rather include metrics that help us determine accuracy of information, productivity of employees, and continuous improvement/professional develop of employees.</p>

2	Technical Capacity	<p><b>Recommendation:</b> Establish clear guidelines of IT service for technical projects in Enrollment Services. Once these guidelines are developed invest in appropriate professional development or capacity building to assist with BANNER, Online Application, and CRM technical needs.</p> <p><b>Rationale:</b> In order to serve our students in a more effective and efficient way we need to upgrade our BANNER system and implement a CRM to allow us a way to communicate in a manner that is a basic expectation now. This requires a lot of time for research and then the technical requirements to make the changes. It is unclear where these lines fall between IT and Enrollment Services.</p> <p><b>Success Target:</b> Development of a training plan to build technical capacity in Enrollment Services or identify a need for additional resources in Enrollment Services directed to technical implementation and upkeep.</p> <p><b>Success Strategy:</b> Work with IT Director and UM IT to develop clear guidelines on what services are provided by IT and when they are expected to be involved. Create complete listing of projects that need to happen for modernization.</p> <p><b>Success Resource:</b> Professional Development for specific software such as BANNER and the CRM for multiple employees in Enrollment Services.</p> <p>Time from IT and UM IT to help develop the expectations from each area.</p> <p><b>Resp. Party:</b> Information Technology Services</p> <p><b>Cabinet Feedback:</b> Cabinet in full support of this recommendation. Transition in the college has made this very timely, and changing technologies in the enrollment services department has created new support needs. Establishing these guidelines should be a joint effort between the CIO and the Executive Director of Enrollment.</p>
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**Cabinet**

**Cabinet Overall Feedback:**

Well-written review of area that has expanded over the past few years. The goals are well supported and logical. The need to establish an advising assessment is critical to our compliance with NWCCU standards and the review of technical processes and responsibilities will ensure efficiency moving forward. The second goal ties well with the recommendation of the Executive Director of Compliance and Financial Aid in ensuring we are utilizing best practices and are up-to-date with our SIS.

**File Attachments**

Attachment #	Attachment Title	Attachment URL
9	3 Year AWP	<a href="http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=9">http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=9</a>
19	Recruitment FY 2021 2020 2019.pdf	<a href="http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=19">http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=19</a>
20	Advising FY 2021 2020 2019.pdf	<a href="http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=20">http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=20</a>
21	Registration and Admissions FY 2021 2020 2019.pdf	<a href="http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=21">http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=21</a>

Area: Enrollment Services

Area	Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Admissions & Records	Dellwo, Sarah	2018-19	1	SG1	SG1.1	Ongoing	Develop a communication plan for Dual Enrolled students that helps them to understand how to access their student record, opportunities for study on campus, and help make connections to the Student Ambassadors.	A spreadsheet was created with the current dual enrollment students and letters were sent in the fall and spring that let students know about their accessing their records and transcripts. In the spring a dual enrollment night was held to discuss options for dual enrollment including on campus registration. There were 65 attendees. Fall 2019 has 22 on campus dual enrolled students.	Admissions and Records will continue to work with the newly formed K-12 Partnerships position. This position will take the lead on these activities.
Admissions & Records	Dellwo, Sarah	2018-19	2	SG1	SG1.1	Not Completed	Examine the feasibility of getting the Starfish Degree Planner online versus the UM Collaboration possibility of using DegreeWorks.		
Admissions & Records	Dellwo, Sarah	2019-20	1	SG1	SG1.1	Ongoing	Test, train, and roll out revamped registration system in BANNER 9.	BANNER 9 was loaded into test but we encountered a variety of issues with being able to actually log into the system to test it. Missoula was unable to figure out the log in issues before a critical issue created the need to refresh test and wipe out the load. We are now loading in pieces at one time to try and test and move over. We are scheduled to bring up the faculty grade entry the week of August 31, 2020.	Have the student registration piece loaded into test this fall. Once it is tested we will enter it into production.
Admissions & Records	Dellwo, Sarah	2019-20	2	SG1	SG1.1	Not Completed	Audit forms on the website and convert them to fillable PDF files or look at a Maxient option for the form.	This project was started with a work-study from IT. We have recently started using Access Gov and will pursue that for updating forms versus turning them into PDFS.	Forms need to be online and accessible to students. We will continue to work towards creating online forms, but with the Access Gov platform.
Admissions & Records	Dellwo, Sarah	2019-20	3	SG1	SG1.1	Not Completed	NULL	NULL	NULL
Admissions & Records	Dellwo, Sarah	2020-21	1	SG1	SG1.2	In Progress	Establish weekly meetings during the fall 2020 semester to test and review the updated version of MyHC in BANNER 9. These meetings will include Sarah, Virginia, and IT.	The meetings have taken place, but we found that the new MyHC did not screen for insurance selection the way it is configured. We are working with Missoula to get this solved. Marika has taken the place of Virginia. We are working to get it updated by Mid March.	Part of this was implemented at end of the school year, but a server upgrade in the summer crashed it. We are working on getting it loaded back in. The insurance piece has still not been solved by Missoula.
Admissions & Records	Dellwo, Sarah	2020-21	2	SG1	SG1.3	Completed	Participate in a pilot project with the University of Montana and OCHE for a course sharing software, Quottly, which will allow students access to additional courses and help us to potentially fill open classes. Quottly will be active for the summer and fall 2021 registration cycle.	We were able to get the software up for spring registration. We had 9 students from Helena College register for Missoula College and 19 students from Missoula College register for Helena College.	We are currently working on determining what courses will be posted to Quottly for the summer and working out some of the behind the scenes items that did not flow smoothly in the systems.

Area: Enrollment Services

Area	Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Admissions & Records	Dellwo, Sarah	2020-21	3	SG1	SG1.2	Deferred	Update and post Registrar Office forms for online submission using Access.gov by mid-summer 2021.	We have successfully converted one form, but Virginia left and she had the most experience with Access.gov. We were also unable to update the form to the forms page on the Website. We told that only PDFs could be on that page the way that it is set up. We will continue to work on online forms, but unsure of how to proceed with posting them to the website.	The Access Gov contract is in limbo. We have been authorized to pursue a CRM and will instead look towards that option and this will be put on hold.
Advising & Retention	Willcockson, Ann	2018-19	1	SG1	SG1.1	Ongoing	1. Hire and train quality academic tutors in those areas that have been identified as having a high DWF (i.e. math, writing, chemistry). 2. Develop and offer more robust skill development workshops for students (i.e Time-engagement, Study-Skills, Moodle.) 3 Increase collaborative efforts with UM and MSU to create a tighter and seamless transfer process for students (AA/AS) wishing to attend the four-year institution.	1. Tutors and Writing Center tutors were trained and in place by the start of the Spring term. 2. The Academic Coach's role was expanded to include the hiring, training and supervision of tutors. 3. Workshop development is in process. Currently piloting an Emerging Scholars Program for new and academically sanctioned students. 4.Two transfer events were accomplished this year with UM and one with Carroll College.	UM collaboration is continuing. UM Student Support Services Personnel are intending to visit this summer to discuss future collaborations such as online tutoring in writing.
Advising & Retention	Willcockson, Ann	2018-19	2	SG3	SG3.1	Deferred	1.Partner with local agencies and faculty to conduct skill development workshops for students. 2. Closer partnership with local business and community organizations that offer jobs, internship, apprenticeships and talent search opportunities.	Due to the change in personnel and reorganization of various areas these objectives are deferred.	Perkins funded career services program coordinator to assist in the above mentioned action items.
Advising & Retention	Willcockson, Ann	2018-19	3	SG2	SG2.1	Ongoing	1.Attend NACADA or regional national advising conference. 2. Hire and train quality academic tutors in those areas that have been identified as having a high DWF (i.e. math, writing, chemistry). 3.Develop and offer more robust skill development workshops for students (i.e Time-engagement, Study-Skills, Moodle.) 4. Increase collaborative efforts with UM and MSU to create a tighter and seamless transfer process for students (AA/AS) wishing to attend the four-year institution.	1. Currently developing advisor training through the use of NACADA materials. 2. Met with faculty in most academic areas to learn their programs for advising purposes. 3. Further development of tutor training through CRLA training and resources. 4.Possible HC student leadership training is being looked at based on TRIO student leadership pilot. 5.Transfer trips were completed with both UM Missoula and Carroll College. UM recognized our HC collaboration this last year in their successful initiatives of 2018-2019.	



Area: Enrollment Services

Area	Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Advising & Retention	Willcockson, Ann	2018-19	1	SG1	SG1.1	Ongoing	1. Redesign student orientation to include a broader base of committee members and student involvement. 2. Connect and subscribe to major educational professional organizations (i.e. NASPA, ASHE, UIV) to determine best practices for student engagement and retention. 3 Collaborate with the University of Montana (Office of Student Success) to create development and cross-training opportunities.	1. Student orientation is currently being redesigned to have both an online and face to face component. 2.The Student Support Center personnel now have access to institutional memberships with NACADA and NASPA. 3.Helena College student services personnel are part of a UM collaboration team. We did provide two events a transfer trip to UM and an UM registration day on HC campus.	1. Changes to Student Orientation will be incremental. This year's changes were the incorporation of faculty and metamajors into the face to face component of orientation. Next year we hope to have developed a more robust online element to orientation. We currently use Moodle and are exploring online products that are solely designed for online orientation.
Advising & Retention	Willcockson, Ann	2018-19	2	SG3	SG3.1	Ongoing	1 One-two visits a year to local high schools (i.e. Capital High and Helena High) to discuss college readiness and test placement. 2. Partner with local business and career agency.	Personnel and objectives for the Student Support Center changed in the Fall of 2018. The Director of TRIO became the Interim Director of the Student Support Center. The college began exploring the creation of a K-12 Director and expanded Continuing Education to include Workforce Development. This shift in direction and reorganization has put on hold the above action items.	1.The Interim Director of TRIO & Student Support Services did create a new career position to be funded by the Perkins grant to address the need for a repository of opportunities and contacts for career related opportunities available to students. 2. HC has agreed to partner with Carroll College on a career fair in the fall. 3. The HC advising unit is looking at the possibility of one of its general advisors work with the K-12 Director in advising dual enrollment students.
Advising & Retention	Willcockson, Ann	2018-19	3	SG2	SG2.1	Ongoing	1. Increase cross-campus collaborative efforts with administrative units (i.e. Admission, Financial Aid, Trio, and Marketing). 2. Partner with faculty to conducted more in-class presentations and workshop.	Personnel and objectives for the Student Support Center changed in the Fall of 2018. The Director of TRIO became the Interim Director of the Student Support Center. With this change the restructuring of Student Support Center began. The Academic Coach was moved into the Student Support Center to take over the tutoring and Academic Recovery Program. In addition, the TRIO program helped with the creation of a new writing center for all HC students. This increased the academic support of the HC students which supported special populations such as Veterans, TRIO in addition to faculty.	This process of restructuring will continue. The learning support functions of various programs such as the library, Student Support Center, Disability services, TRIO, will be joined to create a Library Learning Hub.
Advising & Retention	Bauman, Sandra	2019-20	1	SG1	SG1.1	Not Completed	1. Redesign student orientation to include a broader base of committee members and student involvement. 2. Connect and subscribe to major educational professional organizations (i.e. NASPA, ASHE, UIV) to determine best practices for student engagement and retention. 3 Collaborate with the University of Montana (Office of Student Success) to create development and cross-training opportunities.		

Area: Enrollment Services

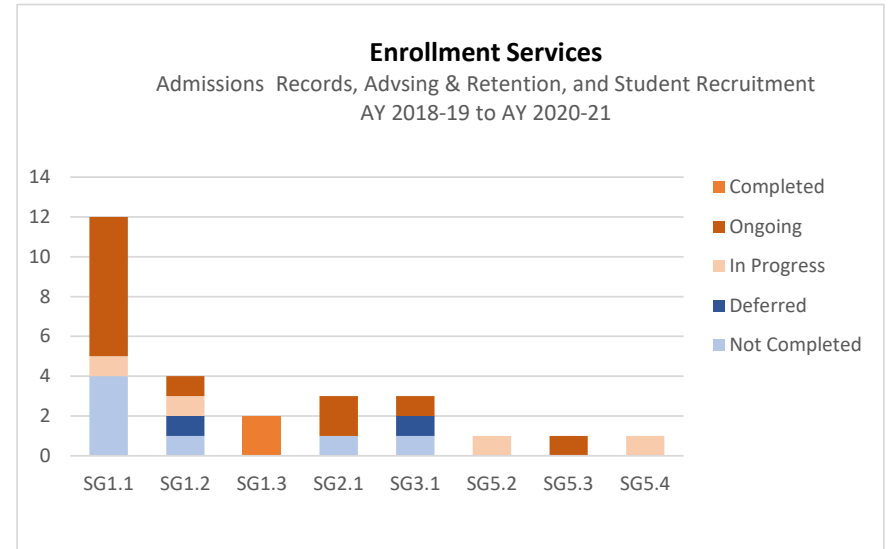
Area	Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Advising & Retention	Bauman, Sandra	2019-20	2	SG3	SG3.1	Not Completed	1 One-two visits a year to local high schools (i.e. Capital High and Helena High) to discuss college readiness and test placement. 2. Partner with local business and career agency.		
Advising & Retention	Bauman, Sandra	2019-20	3	SG2	SG2.1	Not Completed	1. Increase cross-campus collaborative efforts with administrative units (i.e. Admission, Financial Aid, Trio, and Marketing). 2. Partner with faculty to conducted more in-class presentations and workshop.		
Advising & Retention	Dellwo, Sarah	2020-21	1	SG5	SG5.3	Ongoing	Clearly define the learning objectives for an advising meeting and create a survey process that measures student outcomes by summer 2021.	A draft document has been created and reviewed by advisors. I will be working with Donna to get a piece created for students to help students understand what advising and the expectations for the advisor and the student. We have not explored the survey yet.	These still need to be put into a formal way of disseminating the outcome to students. After further research, a survey may not be the best way to measure this so there will be additional research into the best metric.
Advising & Retention	Dellwo, Sarah	2020-21	2	SG1	SG1.2	Ongoing	Update the website to reflect the new structure and provide directed information to advising from the student portal by summer 2021.	A review of the website is getting started. Advising pages are updated, but the structure of the website has not changed.	Continue with working on finding a spot for advising on the website.
Advising & Retention	Dellwo, Sarah	2020-21	3	SG1	SG1.1	In Progress	Development of pre and post materials for advising appointments that help support advising outcomes and provide consistent information.	A draft is created of advising materials for each semester. After going through advising for the spring semester additional we decided some additional materials need to be discussed.	Will work with Donna to get these marerials created.
Student Recruitment	Dellwo, Sarah	2018-19	1	SG1	SG1.1	Ongoing	1. Review areas of declining enrollment through Strategic Enrollment Planning. 2. Develop plan and create baselines for recruitment practices to help increase enrollment in those populations.	A situational analysis was completed. Major areas for improvement in recruitment were identified as nontraditional students and increasing the yield on dual enrollment students. Plans are being put in place through SEP to address these. The dual enrollment plan has been complicated by project 10.	Plans will continue to be worked on by SEP to help address program needs for nontraditional students and converting dual enrolled students.
Student Recruitment	Dellwo, Sarah	2018-19	2	SG1	SG1.2	Not Completed	Redesign Admissions Evaluator and Recruitment positions help increase opportunities for recruitment and develop a stronger connection with applicant through the admissions process.		

Area: Enrollment Services

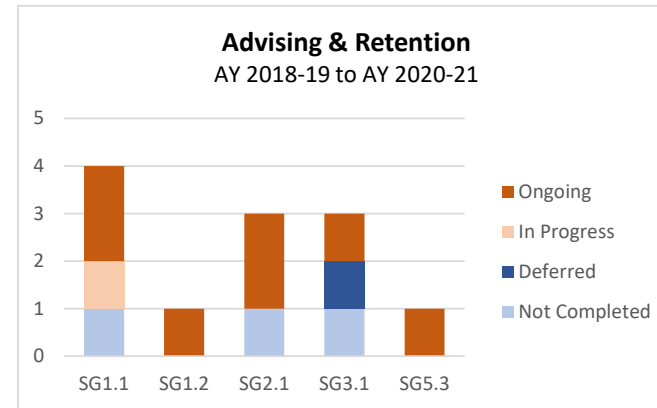
Area	Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Student Recruitment	Dellwo, Sarah	2019-20	1	SG1	SG1.1	Ongoing	1. Develop a consistent communication plan for prospective students including those that have given some information but have not applied and those that have applied.	We were able to consistently reach out to individuals with FASFA's and no applications and those with ACT scores in the last year, but we have not developed an ongoing communication plan. We continue to have pockets of data all over the place and are struggling to come up with a baseline and how to judge the effectiveness of a campaign. Mailchimp is useful for the effectiveness of a campaign but we are struggling to see a larger picture of overall recruitment activities.	Marketing and Recruitment will continue to develop a stepped communication plan. After last year, it appears that our original goal was too vague and we need to develop a couple of profiles to focus on for the communication plan.
Student Recruitment	Dellwo, Sarah	2019-20	2	SG1	SG1.1	Ongoing	Create a full year database of outreach efforts to have a baseline of number of prospective students interacted with.	We have changed our process for entering students into the prospective database. This change appears to be getting a more accurate number of those that we are in contact with, but we still have holes in walk-in traffic and phone calls.	The holes in our data and our system for tracking are making it difficult to keep an accurate report. In order to start some creating a wholistic report, we will focus on creating a few solid pieces this year with the hope that will help us to systematize the easy busy and spend more effort on the more difficult pieces.
Student Recruitment	Dellwo, Sarah	2020-21	1	SG1	SG1.3	Completed	Develop a consistent system for loading prospective students into Mailchimp for email outreach by spring 2021.	A communication plan was created to send prospective students a piece every month. A protocol was also created to upload names once a month to Mailchimp to get them on the list. The first email went out by January 2021.	A system for uploading the names has been created and is working smoothly. We need to create more content for emails in order to have a monthly email that is sent out to prospective students.
Student Recruitment	Dellwo, Sarah	2020-21	2	SG5	SG5.2	In Progress	Creation of physical recruitment materials for prospective students that flow into onboarding materials by summer 2021.	An admissions and financial aid one sheet is ready to be printed. This lays out steps to applying/registering and applying for financial aid. We are also working on a folder that prospective and incoming students can use to keep these materials in. Future projects include a bookmark of contact information and advising information.	We are still waiting for the folder and will then continue onto the bookmark.
Student Recruitment	Dellwo, Sarah	2020-21	3	SG5	SG5.4	In Progress	Use list created in Mailchimp of prospective students to determine yield rate from prospective students.	The list is being created in Mailchimp, but we will not be able to judge effectiveness until we know our incoming class of 2021.	Will need to wait for fall class to attend before this can be assessed.

AWP 3-Year Summary Enrollment Services (003)

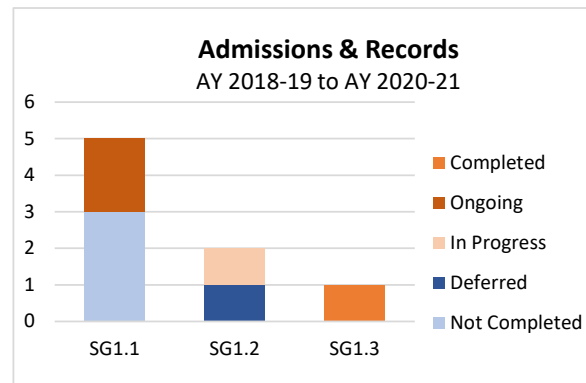
Enrollment Services Overall Objective	Goal Status					Grand Total
	Not Completed	Deferred	In Progress	Ongoing	Completed	
SG1.1	4		1	7		12
SG1.2	1	1	1	1		4
SG1.3					2	2
SG2.1	1			2		3
SG3.1	1	1		1		3
SG5.2			1			1
SG5.3				1		1
SG5.4			1			1
<b>Grand Total</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>12</b>	<b>2</b>	<b>27</b>



Admissions & Records Row Labels	Goal Status					Grand Total
	Not Completed	Deferred	In Progress	Ongoing	Completed	
SG1.1		3			2	5
SG1.2			1	1		2
SG1.3					1	1
<b>Grand Total</b>		<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>8</b>



Advising & Retention Row Labels	Goal Status					Grand Total
	Not Completed	Deferred	In Progress	Ongoing	Completed	
SG1.1		1		1	2	4
SG1.2					1	1
SG2.1		1			2	3
SG3.1		1	1		1	3
SG5.3					1	1
<b>Grand Total</b>		<b>3</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>12</b>



AWP 3-Year Summary Enrollment Services (003)

Student Recruitment Row Labels	Goal Status				Grand Total
	Not Completed	In Progress	Ongoing	Completed	
SG1.1			3		3
SG1.2	1				1
SG1.3				1	1
SG5.2		1			1
SG5.4		1			1
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>7</b>

