

Helena College Non-Academic Program Review

Year: 2021-22 **Review:** K-12 Partnerships 2021-22 **Author:** Hunthausen, Stephanie **Status:** Published

Section 1: Mission, Goals, Objectives

Narrative:

Over the past three years, the Big Sky Pathways program has moved under a larger umbrella: K-12 Partnerships. In 2017-2018, the state of Montana shifted the focus of the Perkins Reserve grant away from the Big Sky Pathways program model, which was focused on creating college and high school-specific career pathways. The Perkins Reserve grant is now awarded to institutions who support innovation in CTE programs and increase access to high-quality CTE programs as well as college and career pathways on a statewide level, utilizing the Montana Career Pathways model. In response, Helena College created a new position, the Director of K-12 Partnerships, focused on fulfilling the focus of the new grant. With the creation of this new position, a new department emerged to administer the dual enrollment program, provide individual advising to students, manage the Perkins Reserve grant, and engage with the community’s K-12 schools/teachers/administrators, in an effort to expose students to college and career pathways.

Mission:

K-12 Partnerships works to fulfill the mission of Helena College to provide high quality education through numerous partnerships and with the support of various internal and external stakeholders. This is achieved by working with college and high school faculty to deliver credit instruction to Montana high school students, exposing K-12 students to statewide career pathways, and collaborating with area schools and educators as a means of strengthening the community while preparing students for post-secondary transitions.

Recommendations:

K-12 Partnerships is a new department, and this is the first report written.

Strategic Goals:

2018-2019: Jan Clinard was the plan developer for the former Big Sky Pathways program. This was the last year that Helena College employed a Big Sky Career Pathways Coordinator, and the 3 goals reflect statewide pathways efforts. (1.1, 2.1, 3.1). All of these goals were completed in the 2018-2019 academic year.

2019-2020: Stephanie Hunthausen was the plan developer, but the goals identified for this year were written to reflect the grant written by Jan Clinard, used to fund the new Director of K-12 Partnerships position. The goals are very similar to the previous year and modeled in the same way (1.1, 2.1, 3.1) with the addition of a goal (5.1) focused on the department’s institutional commitment to supporting the strategic enrollment planning efforts.

2020-2021: Stephanie Hunthausen was the plan developer and this is the first year that the department’s goals reflected the mission of a new department. Some goals were a continuation of the pathways goals (1.1, 2.1) and others reflected new goals within the department to strengthen academic alignment and respond to other accreditation requests/needs (3.1, 5.4, 5.3).

In summary, as you can see from the attached Annual Plan goal report, most annual goals for the past 3 years have fallen under strategic goal #1, specifically 1.1. Most goals are categorized as ongoing (7), but a number of goals in each strategic area have been completed (5).

Strengths:

Successes:

Successes:

1. Dual enrollment growth: While institutional enrollment has been dropping, dual enrollment numbers continue to increase. This has led to challenges as well; the department continues to assess how best to serve an increasing number of students so that the quality of the program is the greatest focus.
2. Dual enrollment course alignment and liaison work: A quality dual enrollment program begins with a strong connection between college faculty and dual credit instructors. This work is ongoing, but has been a true focus of the new department. Dual credit teachers now use college syllabi, sign letters of appointment each semester, and are more intentionally connected to faculty which is facilitated by the Director of K-12 Partnerships.
3. Partnership with Helena WINS to coordinate career awareness events: During the era of Big Sky Pathways, career awareness events were common. With the creation of a new department, this work now connects the academic programs at Helena College to the Helena Chamber through Helena WINS. More events are happening in partnership with Helena WINS, featuring in-demand careers for high school students to explore.
4. East Helena High School remote classroom, development of pathways such as the information technology pathway: Receiving one of the Governor's Emergency Relief grants last year was instrumental in creating an important connection with East Helena High School, particularly in the area of information technology. In addition, the high school has invited K-12 Partnerships staff to the high school campus each week and provided an office to advise students.
5. Creation and improvement of the Helena College STARS scholarship: Two cohorts of students nominated by teachers/counselors at area high schools have received these scholarships to attend Helena College. This scholarship program continues to be reconsidered and improved.

Strengths:

1. Grant funds for professional development: The Perkins Reserve Grant has allowed the Director to pursue numerous professional development opportunities including national conferences.
2. Institutional support and grant funding that resulted in a Dual Enrollment Coordinator position: The growth of the program has warranted another staff position. With the institution's support and receiving additional Perkins Reserve grant dollars, this was made possible.
3. The ability to provide dedicated support to the high school population (teachers and students): Prior to the Director of K-12 Partnerships position, dual enrollment responsibilities fell to different departments, and events/activities dedicated to high school students were the responsibility of Big Sky Pathways. Now, all of these efforts fall under the same umbrella, which helps internal processes as well as external communication. High schools now have a single point of contact.

Challenges:

1. Lack of budget beyond the Perkins Reserve grant which means no money for stipends for faculty liaison work and dual credit teacher responsibilities, no budget for events (food, swag) that isn't covered by the grant, and no money for work with students younger than 8th grade. Currently, the academic or marketing and recruitment budgets are sometimes able to cover costs, but then it is difficult to truly assess how much money is spent by K-12 Partnerships.
2. Lack of NACEP Accreditation as well as numerous factors that prevent the seeking of accreditation, such as:
 - a. No existing budget to pay stipends to teachers or faculty liaisons which would incentivize the activities needed to seek accreditation.
 - b. Faculty CBA language is currently too vague to be helpful in seeking accreditation: doesn't outline specific responsibilities ("assessment of dual credit offerings and review where applicable" does not address the ongoing needs of outreach and liaison work); also doesn't allow payment of stipends for additional work during the academic year.
 - c. Faculty Division Chair system doesn't exist which would provide a natural faculty liaison model.
 - d. Many school districts are unreceptive to continued relationship building; dual enrollment programs are inherited and not continually evaluated.
 - e. Website limitations: accreditation requires a robust website with active links.
 - f. No other colleges in Montana are accredited, resulting in a lack of mentorship and assistance from peer institutions.
3. As a new department, there are still mission and scope issues that need to be examined, addressed, and communicated such as:
 - a. Helena College's systems and processes are often designed for degree-seeking students, yet half of our student population is now dual enrollment. Processes, policies, and methods must consider this ever-growing student population.
 - b. Internal and external confusion exists regarding the work of K-12 Partnerships as opposed to the work of enrollment services.
 - c. Defining the scope of K-12 Partnerships will enable better use of staff time and effective handoff methods between departments (enrollment services: admissions & advising; financial aid; business services) need to be developed.
 - d. Measuring the program's effectiveness is currently limited to numbers - students enrolled and students who are captured after graduation - rather than by program quality and responsiveness to community needs. The department should work collaboratively with other departments to set the metrics by which it is evaluated.
 - e. The K-12 Partnerships department is often perceived as merely the dual enrollment program and the larger campus may not be aware of the additional work and programming provided.
4. Misunderstanding of the dual enrollment population: Helena College faculty and staff have varying levels of understanding regarding the dual enrollment student population and its impact on the College's overall enrollment numbers and FTE. Understandably, dual enrollment students are treated inconsistently by different offices and departments due to this confusion. Some college faculty/staff question the quality and rigor of the high school dual credit classes, and many are unaware of the subpopulation of students enrolled directly in Helena College classes. In addition, the growth of the dual enrollment population is at times portrayed negatively, and there is general confusion regarding the value of the dual enrollment program as well as the revenue generated.
5. Promotion and integration of services and support: Helping dual enrollment students recognize themselves as Helena College students is an important component of a successful dual enrollment program. Introducing these students to the services and support available to them (advising, tutoring, library services, etc.) is challenging since many of these students never come to the Helena College campus.
6. National Endowment for the Humanities Grant: Receiving the NEH grant is an incredible opportunity for the institution and for the students in our community. The challenge is that the grant requires a great deal of dedicated time by the Director. The structure of the grant and the part-time nature of the NEH Program Director means that much of the organizational responsibility and administrative tasks fall on the Director of K-12 Partnerships.
7. Development of dual credit courses and pathways for trades students: Many students interested in trades pathways are not able to participate in Helena College courses and programs because they are delivered in a block schedule format. This makes exploration difficult. In addition, high school teachers may not have the equipment or training necessary to teach the equivalent course at the high school.

Section 2: Procedure for Operation

Procedures:

K-12 Partnerships does not currently have documented procedures specific to Helena College. We refer to the “Operational Guidelines for Dual Enrollment” distributed by the Montana University System Office of the Commissioner of Higher Education.

The Dual Enrollment Coordinator has been developing a training manual for K-12 Partnership staff, which will be completed in the summer of 2022. From this, we can begin to develop a procedure manual.

A dual enrollment teacher Moodle course was developed in the spring of 2021 and will be available to all teachers beginning fall 2021. This is a first step at having a training manual/onboarding guide for dual enrollment teachers. It will lead to additional content, videos, and eventually include separate modules for continual professional development.

The ongoing plan is for the Department to have an internal training manual and external procedure guide (with separate applications for various audiences: such as a student guide and a parent guide) as well as a dual enrollment teacher Moodle course that are updated every year by the Director and Dual Enrollment Coordinator.

Section 3: Staff Profile

Staff:

K-12 Partnerships Staff Profile

Name	Title	FTE	Years	Highest Education
Stephanie Hunthausen	Executive Director of Career Technical Education and Dual Enrollment	1.00	1.00	Masters
Lewis Jackson	Dual Enrollment Coordinator	1.00	0	Masters

Changes in Staffing Needs:

With the addition of a Dual Enrollment Coordinator in fall 2021, the K-12 Partnerships program area now has the ability to balance student service, teacher support, outreach, and long-term planning efforts. In addition, K-12 Partnerships relies on the support of other program areas such as Enrollment Services & Business Office, in processing dual enrollment forms and paperwork, fulfilling transcript requests, and managing student bills. Two full-time staff members is currently an appropriate level of staffing for this area. More staffing may be needed if this population continues to grow, if more grant management is assumed, or more partner high schools ask for increased presence.

Staff Professional Development:

K-12 Partnerships Staff Prof. Dev.
Stephanie Hunthausen

National Alliance of Concurrent Enrollment Partnerships (NACEP) Annual Conference: October 2019, 2020 (virtual), 2021

Dual Enrollment Statewide Summit, June 2021.

National Perkins Leadership Conference, March 2021 (virtual).

Montana College Access Network Conference, March 2021 (virtual).

Leader of SEP Shared Read Discussion Group: "Redesigning America's Community Colleges", spring 2021.

Cycle of Working Adult Learners Virtual Summit, October 2020.

EDLD 591, "Advising, Mentoring, Coaching" class offered through Montana State University's graduate school of education, fall 2020.

Lewis Jackson
Essential Practice Workshop- Clarify the Path, October 2021 (Virtual)

Combating the Effects of Zoom Fatigue Workshop, March 2021, University of Georgia Center for Teaching and Learning

Citi Human Subjects Research, August 2020 (Virtual Course)

EDEL 610 "Institutional Effectiveness and Assessment" class offered through Mercer University's Tift College of Education, summer 2019

Section 4: Organization context and Impact

Collaborations & Dependencies:

The five most frequent/significant collaborations and dependencies include:

Enrollment Services: K-12 Partnerships is very dependent on the staff in these areas to help collect paperwork, answer questions, and refer students/families directly to our department. In the past year K-12 Partnerships has joined the marketing & recruitment meetings to better align our efforts and help in creating a communication plan that works for all prospective students, including dual enrollment students. In addition, K-12 Partnerships staff are invited to monthly advising meetings and contribute to conversations that involve advising and degree-planning. One particular collaboration that we are hoping for this year will be planning some “Student Experience Days” for prospective students to come and experience the life of a Helena College student. While at most institutions an event like this would be considered a recruitment event, the K-12 Partnerships department can assist in connecting students to career & academic pathways at Helena College and promote among the dual enrollment population, while the admission counselors can organize, promote and execute the event itself.

General Education division/faculty: The majority of dual credit courses offered in the high school fall under this division. Right now, the math and writing faculty bear most of the burden in onboarding new dual credit teachers and remaining in contact. As K-12 Partnerships builds new pathways at East Helena High School and examines our existing courses and pathways, we will look for ways to rely more heavily on faculty to provide continued support and professional development to dual credit teachers. In addition, we have an opportunity to explore new and emerging models for delivery of college credit to high school students, such as Helena College faculty teaching designed sections of classes for high school students.

Trades division/faculty: Even though very few dual credit classes in the high school fall within this division, we work closely with the faculty to organize career events, while promoting programs and career opportunities. As addressed in section 1F, the current structure of the trades programs makes it difficult for a high school student to participate, which has led to some creative efforts such as the Welding Rodeo and Welding Forklift instruction that have allowed students to engage with our faculty in hands-on activities. We would like to expand these efforts to other programs and build intentional pathways for East Helena High School students, in particular.

Marketing: Without a budget outside of grant funding, our department relies heavily on marketing to help advertise our events, provide posters, swag, and additional materials to promote dual enrollment, and assist in our planning for the year. Marketing has provided us with tools such as Canva and Mailchimp to enable better and more effective communication and promotion of our services.

Business Office: Currently our collaboration with the business office entails the normal paperwork and processes of any department as well as assistance with matters related to the Perkins Reserve grant and student billing. Improved collaborations may include our department providing more insight into the dual enrollment billing process to ensure that families understand their bills and the complicated nature of the One-Two-Free program.

In addition, other noteworthy collaborations/dependencies also include:

Financial Aid Office: Managing hardship scholarships, Helena College STARS scholarships, Pathway to College events and classroom visits.

TRIO/Montana 10: Promoting TRIO & Montana 10 to the K-12 population, equity collaborations and conversations, NEH grant.

Career Services: Assistance in planning PROSPECTS career events along with Helena WINS, involving local employers.

Library Learning Hub: Promoting LLH services to our population.

Community Education: Involvement in PROSPECTS career events.

IT department: onboarding and continued technology support, website updates, dual credit teacher support, management of dual enrollment lists in Moodle, classroom support.

Institutional Research: Dual enrollment data reports.

New Collaboration:

Student Life: With a new Student Life department comes an opportunity to collaborate in support of students. K-12 Partnerships can collaborate in coordinating our orientation for dual enrollment students and work with this department to promote campus opportunities and engagement for our high school population. (Strategic goal 1.3)

Community Education: We currently collaborate with Community Education, but in very limited ways. As this department continues to offer meaningful opportunities for various credentials, it is possible that more high school opportunities will develop. We could also collaborate in connecting high school students with work-based experiences, apprenticeships, and perhaps a mentorship program. (Strategic goal 3.3)

Nursing department: K-12 Partnerships does not offer any dual enrollment programs within nursing, but we can continue to develop a pre-nursing pathway for students. Perhaps the new seminar course (COLS 101) can eventually include a section devoted to dual enrollment students. (Strategic goal 2.1)

Section 5: Stakeholders, Data, and Assessment

Primary customers/stakeholders:

- High school students
- K-8th grade students
- Parents of students
- High school dual credit teachers
- High school counselors
- School districts & school administrators
- Helena College faculty liaisons

Service to stakeholders/customers:

High school students: Currently, our department uses enrollment reports (specifically, the breakdown of courses offered and to whom, diversity of representation, retention of students) as well as the number of advising appointments and attendance at planned events to assess effectiveness. Effectiveness should not be limited to enrollment growth but should include assessment of program quality as well as the diversity of student representation in dual enrollment and college/career planning activities. Right now, the departmental mission statement does not address the department's role in helping students shift to degree-seeking students at Helena College. One question that should be addressed by K-12 Partnerships in the coming year is whether student capture rate should be a measure of success as well.

K-8th grade students: Currently, assessment has entailed asking the question, "are we doing something to engage our K-8 partners?" Ideally, this reflection should include a more intentional assessment of the needs of K-8 partners and whether we are meeting those needs. In addition, not all K-8 collaboration needs to be undertaken by the K-12 Partnerships department. Assessment of effectiveness should also include measuring how K-12 Partnerships supports Helena College departments who wish to engage with this student population (such as academic departments/faculty, admission and recruitment, the Airport campus, etc.)

Parents of students: Much of the department's focus has been on effectively serving students; as a result, parents are often neglected in assessment of effectiveness. Some ideas for this assessment may include specific parent engagement efforts (a parent track for orientation, or a webpage devoted to parents) which would allow parents to be surveyed separately from students. One issue in collecting this information is that we do not currently have a means for storing this information (Banner does not have a parent information screen, and the College is not currently undertaking efforts with this population such as MailChimp communication).

High school dual credit teachers: The department offers opportunities each semester for teachers in the form of virtual meetings for all 45+ dual credit teachers. This provides an opportunity for communication and dialogue that was not currently happening prior to the creation of this program. Additional assessment measures are being created such as a dual enrollment teacher course in Moodle which will provide asynchronous content and an information bank that can be accessed at all times as well as a form of continued dialogue throughout the semester.

High school counselors: Many high school counselors have been working with Helena College and dual enrollment students for a long time, and it is the department's fear that this can often lead to students receiving old and outdated information. Yearly training opportunities should be offered to counselors who are on the front line, working with students and needing the most current information. The first of these opportunities is planned for spring 2022. This will also provide an opportunity to assess effectiveness through a survey instrument.

School districts & school administrators: School district administrators are sent a yearly dual enrollment MOU to sign. Because of the large geographic region that we serve, we now use DocuSign to aid in the process of collecting these documents. These MOUs could be used more effectively as a yearly prompt to schedule district meetings and reassess needs.

Helena College faculty liaisons: This is a new term being adopted by the K-12 Partnerships department to refer to Helena College faculty who have partner teachers at the high school teaching similar courses. For many years, high school teachers were operating independently from Helena College faculty and new efforts are being made to improve connection using a liaison model. An annual faculty workgroup opportunity will allow our department to assess faculty needs and more clearly define faculty involvement going forward.

Decision Making Support:

This department's main source of quantitative data includes the information collected from a student's dual enrollment application and the information provided by students at dual enrollment/career events. In addition, we administer surveys following all of our planned events to use in decision-making and program improvement. Qualitative data has been collected in the form of semesterly teacher meetings, a former dual enrollment student focus group in the winter of 2020, and through a faculty dual enrollment workgroup conducted summer 2021.

Data that needs to be collected: Currently our department only has information from the students who fill out dual enrollment applications, but in order to know what percentage of students we are serving and who we are not capturing we must compare this information to high school enrollment data (which can be obtained through OPI). In addition, a number of things are needed to follow the standards outlined by NACEP: evaluation instruments used in dual credit classes (such as student course evaluation forms); regular evaluations from our K-12 partners (surveys, focus groups, teacher course evaluations); parent surveys; alumni surveys; faculty reporting of onboarding and alignment work. All of this can lead to public-facing published program evaluation reports for our customers/stakeholders.

Section 6: Budget and Efficiencies

Changes in revenue and expenses:

The only budget that exists for the K-12 Partnerships department comes from the Perkins Reserve grant, written annually. For the past 3 years, this budget has been approximately \$47,000 and has paid for some portion of the Pathways Coordinator or Director of K-12 Partnerships salary & benefits as well as for costs associated with travel, professional development and professional dues, stipends/honorariums for teachers and faculty, printing costs for allowed usage, as well as books and supplies for dual credit classes. The only significant change in how funds were used happened last year 2020-2021, when travel was suspended and money was reallocated to other forms of professional development for teachers and the Director of K-12 Partnerships. In addition, Helena College began paying a portion of the Director of K-12 Partnerships salary to allow the Director to perform duties outside of what is allowed by the Perkins grant.

Improved Efficiency:

Assessing efficiency is difficult since the program itself is new and money has been reallocated. In addition, while grant funds have remained consistent, there has been no incentive to focus on budgetary efficiency. The College has begun to pay a larger portion of the Director's salary (as opposed to a Pathways Coordinator position which was entirely grant funded), but as a result, now the College has a person dedicated to a growing student population. Efficiency has been gained by the General Education program and Enrollment Services - departments which are no longer responsible for administering the dual enrollment program. In addition, efficiency has increased for stakeholders such as teachers, school administrators, and dual enrollment students who now have a department and dedicated staff to meet their needs.

Resource Needs:

Now that K-12 Partnerships is a distinct department, a budget provided by the institution will allow the department to better budget and plan for all departmental expenses (not just grant-allowed expenses). A budget recommendation is listed in section 7 of the report.

Section 7: Recommendations and Preliminary Implementation Plan

Rec #	Title	Recommendations
1	Institutional Budget	<p>Recommendation: Establish a K-12 Partnerships institutional budget.</p> <p>Rationale: The K-12 Partnerships program supports half of the student population but does not have a budget apart from the Perkins Reserve grant (refer to section 1 and section 6 of this report). Currently, the department relies on other departmental indexes, such as the academic, recruitment, or marketing budgets, to fund the costs associated with events, as well as the swag and materials provided to students/teachers with dual enrollment and partnership branding (costs prohibited by the Perkins Reserve grant). This is an important student population that deserves institutional prioritization.</p> <p>Success Target: A departmental budget would result in better departmental planning and resource allocation specific to a growing student population. An institutional budget would show institutional support for the department's efforts. A successful outcome would involve a sustainable and flexible source of funding for K-12 Partnerships, eliminating the reliance on a grant and the need to work entirely within the grant criteria.</p> <p>Success Strategy: Ensure that Dean's Cabinet and Budget Committee understand the rationale for a departmental budget. Review the departmental needs and propose a specific budget with expense accounts identified.</p> <p>Success Resource: Creating a fund that has never existed before does require larger budget and planning conversations with Cabinet and the Budget Committee. One option could be to use a model like the TRIO grant and allocate the indirect funds from the Perkins Reserve grant (about \$2,500) to an institutional index for K-12 Partnerships. The funds drawn from the academic budget to pay for the Director's salary and other costs could be shifted to this index as well.</p> <p>Resp. Party: Budget Management Team</p> <p>Cabinet Feedback: Cabinet team fully supports this recommendation. It was identified as the top priority by the Director of K12 Partnerships, and should be implemented immediately. This will both allow for continued growth and expansion of activities not allowed in grant, but also allow for better tracking of the true cost of our dual enrollment and promotional activities. In future years, a mechanism should be put in place to ensure that adjunct faculty hired specifically for dual enrollment courses are charged to the appropriate index as one facet of the cost of providing this type of education.</p>

<p>2</p>	<p>Explore NACEP Accreditation</p>	<p>Recommendation: Continue to explore the feasibility of NACEP accreditation for the Helena College dual enrollment program.</p> <p>Rationale: The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the sole national accrediting body for concurrent enrollment. The organization works to ensure that college courses offered in high schools are as rigorous as courses offered on the sponsoring college campus. NACEP accreditation is an endorsement of dual enrollment program quality, and the program standards outlined for accreditation can be used as best practice guidelines for colleges offering dual enrollment. The state of Montana does not have a single accredited dual enrollment program; meanwhile, our neighboring state of Idaho is requiring that all dual enrollment programs are accredited by 2025. Many states see the benefit of NACEP accreditation, including many in our western region. The benefit to students is seamless credit transfer, and the benefit to the college is program legitimacy and recognition, leverage for high school partners, and assurance of program quality.</p> <p>Success Target: Determination of whether Helena College can and will pursue NACEP accreditation within the next three years.</p> <p>Success Strategy: First, the Director of K-12 Partnerships will lead a self-study effort with the dual enrollment faculty workgroup in the summer of 2022. This self-study will reveal the gaps and needs preventing accreditation, and the Director will present information to the Cabinet to determine whether the institution would like to seek accreditation. From this assessment of needs, additional targets can be created such as looking for ways to fund teacher and faculty stipends to assist in accreditation tasks.</p> <p>Success Resource: As described in section 1F, many challenges exist to seeking accreditation. With two, full-time staff members in the K-12 Partnerships program, the process of seeking accreditation feels more possible; however, institutional support is needed in the form of resources, and employing a successful strategy. Accreditation requires significant work on the part of Helena College faculty (including routine high school classroom visits, organization of professional development training, and significant onboarding of new teachers). More consideration will need to be given to determining which tasks are outside the scope of a faculty member’s contract, and stipends may need to be budgeted for and paid out. In addition, many institutions pay their dual credit teachers a stipend. At one time, Helena College budgeted for these stipends, and this will need to be considered for budgeting purposes again.</p> <p>Resp. Party: K-12 Partnerships</p> <p>Cabinet Feedback: This recommendation to complete a self-study to assess feasibility of pursuing NACEP accreditation is an excellent recommendation. As a fairly new department, it is great timing to conduct this type of review. This recommendation also ties well with recommendation 3 to define the scope of the department. The self-study will inform that process.</p>
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<p>3</p>	<p>Scope of K-12 Partnerships</p>	<p>Recommendation: Define the scope and responsibilities of the K-12 Partnerships department, examining how this departmental work transitions into the responsibilities of other departments. Develop a new mission statement and success measures for the department.</p> <p>Rationale: Distinguishing how a new department operates within an existing system requires a great deal of collaboration and communication. This recommendation is addressing the challenge of defining the scope of K-12 Partnerships (section 1F) and how best to work with other campus departments in serving students, while maintaining a unique mission and specific goals. Due to K-12 Partnerships' reliance on Perkins Reserve grant funds, it is important that the work of the department is focused on creating quality high school experiences; it is imperative that we are not perceived as recruiters and that we have an effective student handoff approach to other departments and staff. Departmental success relies on a clear vision and campus-wide understanding of the roles and responsibilities of K-12 Partnerships.</p> <p>Success Target: Much work and improvement has been accomplished in this area over the past two years. In the next two years, K-12 Partnerships will evaluate and rewrite a new departmental mission statement that clarify roles and responsibilities and define departmental success measures.</p> <p>Success Strategy: K-12 Partnerships will plan to evaluate and rewrite a departmental mission statement to accurately reflect the new department's work. In addition, K-12 Partnerships staff will work with enrollment services, marketing, career services, and academic departments to discuss effective collaborations for activities and events, as well as think through the various student handoff points.</p> <p>Success Resource: Institutional support in the area of professional development for departmental mission statement writing.</p> <p>Resp. Party: K-12 Partnerships</p> <p>Cabinet Feedback: Ties well with Recommendation 3. Cabinet supports this work and appreciates the assessment focus using success targets that are more than just enrollment numbers. Success for dual enrollment should be measured using a range of metrics that include quality of education and advising for students. Defining the role in how this department supports students, and then how students are further supported by other departments is important to ensure that excellent service is provided to student (and potentially other partners) by the appropriate departments at the right time.</p>
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4	East Helena Partnership	<p>Recommendation: Build a successful partnership with East Helena High School.</p> <p>Rationale: East Helena High School is a new high school that poses new opportunities for creative collaboration. Most high school/college partnerships are longstanding and many dual enrollment program partnerships are rarely reevaluated or reconceived. We are in an enviable position to establish practices that can benefit many students. It is important that Helena College is poised to accommodate the specific needs of this new high school by providing support in the form of instructors, staff, training, and consistent dialogue.</p> <p>Success Target: Successful outcomes include maintaining a Helena College presence at the high school, providing advising and career exploration opportunities for students, establishing the appropriate dual credit classes, exploring new methods and modes of dual enrollment delivery, and offering ways for students to visit the Helena College campus for meaningful experiences.</p> <p>Success Strategy: K-12 Partnerships can set up important conversations between Helena College and East Helena High School in addition to supporting the high school in meeting its dual credit goals. But the entire College needs to assist in bringing forward creative ideas as well as exhibiting a willingness to participate in joint ventures. Each academic division should play a role in college/high school collaboration.</p> <p>Success Resource: At this time it is difficult to anticipate the specific resources needed. Grant funding has been able to provide a Helena College virtual learning classroom. Currently, the most important need is the time commitment of existing faculty to onboard new dual credit teachers, help plan campus visits, and to propose course offerings for East Helena students.</p> <p>Resp. Party: K-12 Partnerships</p> <p>Cabinet Feedback: This is an excellent (and rare) opportunity for a college to have a brand new high school to work with to develop create new programming. Fully support this work.</p>
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Cabinet

Cabinet Overall Feedback:

The timing of this review is very appropriate, as it covers the period of time from inception of this department to current. In that time, there has been great growth in both enrollments and programming. We very much appreciate the focus on quality of education and assessment of results. The recommendations are all well supported and important. Full support from cabinet on each.

File Attachments

Attachment #	Attachment Title	Attachment URL
7	Annual Plan goal report	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=7
8	Perkins Reserve budget 19-21	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=8

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2018-19	1	SG1	SG1.1	Completed	<p>Helena College will promote Montana Career Pathways and its website to increase statewide awareness and utilization, by continuing to provide a link to MCP on the Helena College Pathways website and update information to tie Helena College activities (including apprenticeship opportunities) to specific MCPs. Information on MCPs will be included in presentations to students when the Pathways Coordinator visits classrooms, at middle school Career Day (arranged by Helena and CRA Middle School counselors) and when groups of students come to Helena College for tours and to take the Accuplacer. Additionally, the Coordinator will speak about MCPs and Dual Enrollment at Parent Nights. Printed bulletins highlighting Early College offerings, pathways, and student activities will be distributed to partner schools during visitations and via email. Dual Enrollment Planning Worksheets (developed and printed in 2017), will continue to be promoted and distributed to individualize students' use of dual enrollment in MCPs.</p>	<p>During the 2018-19 school year, six bulletins were published and distributed; presentations were made directly to 31 teachers, 6 principals, and 29 students; and nearly 500 planning worksheets distributed. Pathways Coordinator also presented at two conferences (ACTE Regional Conference) in the fall and MCP Conference in spring). Topic of major presentation was Work-Based Learning and used principals from CareerWise Colorado and NCPN Conferences attended by Pathways Coordinator, as well as experiences from Helena WINS. None of the pre-apprenticeships pursued in grant were achieved. Coordinator attended Intern Bridge training in June, hoping to find ways to succeed in this WBL space.</p>	<p>DE Planning Worksheets will continue to be used and completed by students, with K-12 Partnership Director increasing the number of face-to-face interactions with students and teachers. Developing pre-apprenticeships are no longer a goal of pathways.</p>

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2018-19	2	SG2	SG2.1	Completed	Helena College will grow and enhance high-quality dual enrollment by hosting a second Mathematics Alignment Meeting with a focus on the new Concurrent Enrollment offerings of M105, Contemporary Math, a course in pathways statewide for non-STEM majors. Participants will redesign the Drop Box established in 2017-18 to become more interactive among CE and college faculty, particularly to follow-up on the requests for shared assignments in M111T, Technical Math. The use of Accuplacer as a placement tool will be discussed.	Eight HS teachers and 8 college members attended (Oct 4); math drop box will be expanded by HS teachers; authenticity was discussed; and teachers left with a better understanding of Accuplacer and how to prepare students. In addition to the Math meeting, a Soft Skills Seminar for DE Writing and Communications faculty on March 13, attracted 14 participants (5 HS teachers and counselors, 5 college faculty, 4 job service and community organization reps, plus 4 panelists from business and industry. Dual enrollment continued to grow. Courses targeted (M105) had 21 enrollments; M111T had 56; and WRIT121 had 48. Over the year, there were 275 dual enrollments in CTE courses and 1036 enrollments in Gen Eds.	HHS teachers who boycotted meeting should be visited in after-school hours. K-12 Partnership Director will meet directly with DE teachers. Dual Enrollment will continue to grow, with an emphasis on attracting students to on-campus offerings.
Hunthausen, Stephanie	2018-19	3	SG3	SG3.1	Completed	1. Helena College will continue to enhance work-based learning with two FABrication Fridays and two Transportation Tuesdays, giving students opportunities to explore Manufacturing and Fabrication careers, as well as Aviation, Automotive, and Diesel careers. Manufacturing is one of the highest projected job growth occupations (MT DLI) in the region. Automotive Technicians are in the top four job growth areas, with 38 opening projected annually until 2026. (MT DLI). These four days will begin with hands-on work and demonstrations in the labs of Helena College in the morning and provide tours of Boeing (Fabrication) and Vetter Aviation, Mergenthaler's Trucking, and Subaru, with students touring by interest in the afternoon. (Transportation). 2. We will assist with implementation of pre-apprenticeships in programs such as construction, IT, and machining.	27 students from 3 schools attended Transportation Tuesday October 20, and toured 3 businesses; 18 students plus teachers from 3 schools attended FAB Friday, November 2 and toured Boeing. 67 students attended FAB Friday April 5, 6 faculty members provided hands-on activities and 8 industry leaders provided tours at three different manufacturing facilities (Boeing, McDantim, Marks Lumber). In partnership with Helena WINS, spring Transportation Tuesday morphed into Building Helena from the Ground Up, with 16 businesses participating, 14 high school students, 317 fifth graders.	In an active partnership with Helena WINS, Helena College will continue to host similar events, though not funded through Pathways.
Hunthausen, Stephanie	2018-19	4	SG1	SG1.1	Not Completed	NULL	NULL	NULL

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2019-20	1	SG1	SG1.1	Ongoing	<p>Helena College will promote Montana Career Pathways and its website to increase statewide awareness and utilization, by continuing to provide a link to MCP on the Helena College Pathways website and update information to tie Helena College activities to specific MCPs. Information on MCPs will be included in presentations to students when the Director visits classrooms, at middle school and high school Career Days, and during individual advising sessions with students.</p> <p>Additionally, the Director will speak about MCPs at Dual Enrollment at Parent Nights. Printed bulletins highlighting Early College offerings, pathways, and student activities will be distributed to partner schools during visitations and via email. Dual Enrollment Planning Worksheets will continue to be promoted and distributed to individualize students' use of dual enrollment in MCPs.</p>	<p>A Spring Dual Enrollment Bulletin was published in early December and distributed to high school counselors and students visiting campus. Approximately 150 Dual Enrollment Planning worksheets were given to students who attended a Dual Enrollment Information Night in August as well as to high school students during classroom visits or who came for advising meetings and ACCUPLACER exams. The Director visited 6 classrooms (9 courses) in the fall semester, presenting information to 150+ students about career pathways and dual enrollment opportunities. Approximately 120 Dual Enrollment Planning worksheets were given to students who attended Manufacturing and Transportation Nights in January & March. The Director attended a junior parent night, a junior college day, and taught a College Readiness class for Access to Success in February, presenting information to 110+ students/parents about career pathways and dual enrollment opportunities. At all classroom visits and campus presentations, the Director demonstrated use of the Montana Career Pathways website.</p>	<p>The Director of K-12 Partnerships will continue to promote Montana Career Pathways into the next year.</p>

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2019-20	2	SG2	SG2.1	Ongoing	<p>The Director of K-12 Partnerships will provide a more seamless experience for concurrent enrollment teachers, strengthen relationships between college faculty and high school teachers, offer more dual enrollment CTE courses embedded in pathways and provide more robust advising to high school students as they focus on their chosen pathways and enroll in courses for college credit. The Director will meet with concurrent enrollment instructors and students at all partner high schools: once during fall semester and once during spring semester, to ensure that concurrent enrollment courses are aligned with college courses, provide authentic college experiences, and that students understand the value and challenges of taking Concurrent Enrollment courses in their high schools and/or Early College credit courses directly from the college online or on campus. Additional avenues for achieving these goals include encouraging college faculty to visit high schools to share specific assignments, assessments, and instructional approaches; meeting with high schools to assess individual teacher training needs and develop a training plan for Concurrent Enrollment teachers to assist them in</p>	<p>The Director visited six partner high schools in the fall semester and met with 90% of the concurrent enrollment instructors at these high schools. On one of these visits a Helena College faculty member accompanied. In addition, 6 classrooms (9 classes) were visited in the fall semester so that the Director could meet with students to emphasize the resources and services available to them as Helena College dual enrollment students. In addition, the Director met with the Capital and Helena High teachers during their PLC time to discuss course delivery, course alignment, and the new syllabus template. Visits were interrupted in the spring semester due to COVID-19. The Director had planned to visit the remaining high schools at the end of March (Manhattan and Seeley-Swan High Schools), but travel was cancelled when schools began to move online. Rather, the Director was available by email and phone. Prior to schools closing, the Director did attend a junior parent night and a junior college day at 2 partner high schools.</p>	<p>Alignment activities, high school visits, and research regarding accreditation for concurrent enrollment courses will continue into next year.</p>

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2019-20	3	SG3	SG3.1	Ongoing	Transportation is among the top five employment sectors for new job openings in Southwestern Montana (DOLI), yet many of today's students aren't aware of the job opportunities, the compensation, and the cutting-edge processes used by today's auto, diesel, and aviation technicians. By hosting a Transportation Career Exploration Night featuring Auto, Diesel, and Aviation Programs with tours of shops, information about programs, and a panel of employers from the transportation sector, Helena College will introduce students and parents to these exciting pathways, which include opportunities to earn dual credit, to enter apprenticeships, and to earn industry recognized credentials.	This goal became broader than just a Transportation Night event. After the success of Manufacturing Night (a collaboration with Helena WINS) in January, and after hosting the entire 8th grade class from CR Anderson Middle School on the Airport Campus in the same month, an entire CTE month was planned and advertised for March. Manufacturing Night brought fifty-three students and their families to the Airport Campus. Forty-six students and their families attended Transportation Night which featured a panel of employers and current students, a parent break-out session, and hands-on student activities led by Helena College faculty in the auto, diesel, and aviation programs. CTE month at Helena College was a collaboration between the Director of K-12 Partnerships and the Career Connections Coordinator. The month allowed Helena College to partner with local high schools, particularly East Helena High School, who bused students to various CTE month events and would have also brought students to the culminating career fair at the end of the month (moved online due to COVID-19). Manufacturing Day, a partnership with Helena WINS was scheduled for April 16 and	Additional CTE related activities and events will be hosted in the 2020-2021 academic year.
Hunthausen, Stephanie	2019-20	4	SG5	SG5.1	Ongoing	Support the Strategic Enrollment Planning (SEP) initiatives related to dual enrollment by providing relevant data and input in developing an action plan.	The Helena Stars Scholarship, an enrollment initiative which resulted from SEP, was awarded to nine local high school students nominated by their respective high schools.	The Director of K-12 Partnership will be part of the SEP Steering Team for the next academic year.

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2020-21	1	SG1	SG1.1	Ongoing	Develop and maintain an enrollment management strategy for dual credit students that includes advising students into Montana Career Pathways and Helena College programs. Advertise advising, provide one-on-one advising to high school students, help students complete their dual credit planning worksheets, assist in selecting dual credit courses that fit student's chosen pathway, and promote the resources available through the College for dually enrolled students. This will also include laying the groundwork at East Helena High School to begin to serve the school's first class of junior students next year. An ongoing relationship with EHHS will allow the Director to begin planning for specific pathways such as manufacturing (machining), transportation (automotive), information technology and potential work-based learning opportunities.	The Director was able to provide direct advising to students and families in a variety of formats: in-person, phone and virtual meetings. She also visited classes virtually since in-person travel was suspended, as well as recording a video and creating a lesson plan for students enrolled in dual credit classes. A committee of Helena College staff met regularly with East Helena High School to plan for the 2021-2022 academic year: students are currently signing up for fall 2021 classes and the first cohort of Information Technology students will take a class in grant-funded SMART classroom at EHHS.	EHHS meetings will continue as well as pathways development work for rising seniors.

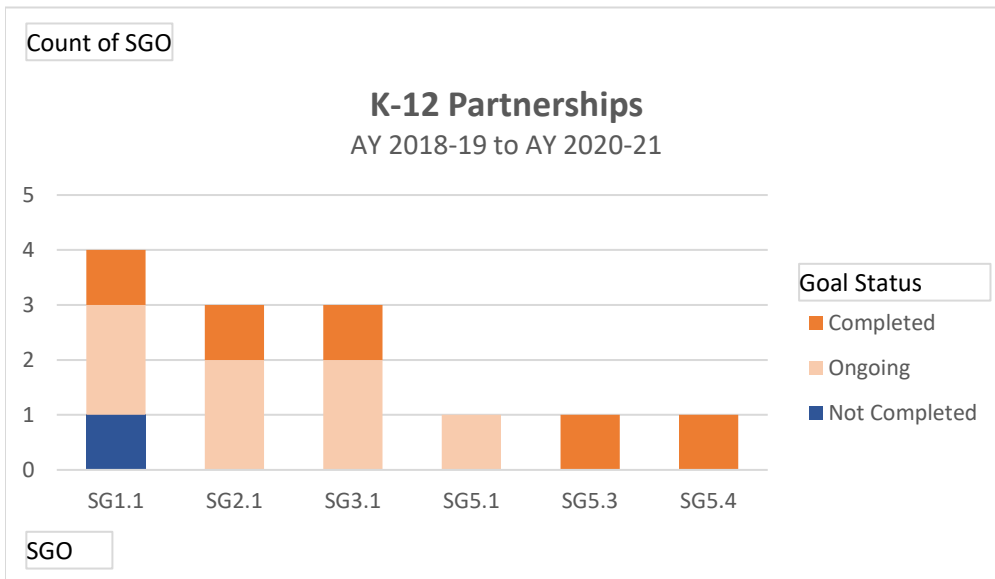
Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2020-21	2	SG2	SG2.1	Ongoing	The Director will meet with concurrent enrollment instructors and students at partner high schools to ensure that concurrent enrollment courses are aligned with college courses, emphasize the authentic college experience, and help students understand the value and challenges of taking concurrent enrollment courses in their high schools and/or early-college-credit courses directly from the college. A three-year rotation for alignment of courses will allow Helena College faculty to make connections with concurrent enrollment teachers on a scheduled basis and share specific assignments, assessments, and instructional approaches. Additional avenues for achieving these goals include meeting with high schools to assess individual teacher training needs and develop a training plan for concurrent enrollment teachers to assist them in delivering their courses with fidelity, and utilizing PLC meeting times with the Helena School district, when possible, to meet with teachers.	The Director hosted a virtual fall meeting for all dual credit teachers and about half of the 50 teachers were able to attend. As a result of NACEP best-practice research, the Director formed a faculty summer work group to discuss a course alignment process which can begin in the 2021-2022 academic year. In addition, the Director hired a Helena College adjunct to design a Moodle course to help onboard and orient dual credit teachers.	The Director will continue to organize meetings for dual credit teachers and make use of the virtual meeting space as a more efficient use of time to promote connection. The results of the faculty work group will be shared widely with faculty in the fall 2021. The Moodle course will roll out for dual credit teachers in the fall 2021.
Hunthausen, Stephanie	2020-21	3	SG3	SG3.1	Ongoing	In partnership with people/programs at Helena College as well as Helena WINS, and building on the momentum from the previous year's CTE month, the Director of K-12 Partnerships will plan and implement monthly CTE/dual enrollment-focused events throughout the year.	Due to the restrictions in place as a result of COVID-19, monthly events began to seem overly ambitious. Rather, in partnership with Helena WINS and area employers, the Helena College welding and machining faculty planned and promoted an online Manufacturing Night to correspond with the statewide CTE month in February. We estimate that over 50 people (students, parents and community members) attended the event live. A recording of the event was also shared with those who could not attend. The Director recorded a Dual Enrollment Information Night video for the website, rather than hosting live events.	With fewer restrictions next year, the Director hopes to collaborate with Helena WINS and Helena College faculty to plan and promote more CTE events in the 2021-2022 academic year. In addition, more videos can be produced and shared on the website.

Area: K-12 Partnerships

Plan Developer	Year	Goal #	SG	SGO	Goal Status	Action Item	Results	Future Actions
Hunthausen, Stephanie	2020-21	4	SG5	SG5.4	Completed	Support the Strategic Enrollment Planning (SEP) initiatives related to dual enrollment and Guided Pathways by providing relevant data and input in developing an action plan.	The SEP Steering Committee was able to work with faculty to develop academic maps for all existing program areas (in each of the academic and career communities). These maps are being used by advisors who are meeting with incoming students. These maps can also be used for advising high school dual enrollment students.	Maps will be professionally designed and made available from the website. The new certificate of liberal studies can be developed into specific advising maps for each academic and career community which will be useful for dual enrollment students.
Hunthausen, Stephanie	2020-21	5	SG5	SG5.3	Completed	The Director will chair a committee of directors to review and revise the non-academic program review process for Helena College. This was identified as a recommendation from NWCCU during our mid-cycle evaluation visit.	The Director formed a committee in the fall 2020 to research and create a proposal for a new non-academic program review process. This proposal was brought to the IDEA committee in the spring of 2021 and approved. The first cohort of programs to participate in the process were notified in May 2021.	The Director will be part of a newly-established non-academic program review committee to ensure continuity and success for the new process.

Count of SGO Row Labels	Column Labels			Grand Total
	Not Completed	Ongoing	Completed	
SG1.1	1	2	1	4
SG2.1		2	1	3
SG3.1		2	1	3
SG5.1		1		1
SG5.3			1	1
SG5.4			1	1
Grand Total	1	7	5	13



The University of Montana
Multi-Year Comparison of Operating Accounts
H50091

Fund: 421527 Big Sky Pathways-Perkins
 Orgn: 444102 Big Sky Pathways-Perkins

Account Type Levels / Accounts	2019	2020	2021
50 Revenue			
55 Federal Grants and Contracts			
50176 Carl Perkins Grants	46,783	46,563	47,396
Federal Grants and Contracts:	46,783	46,563	47,396
5F Other Sources			
50264 Accommodation Tax/Agencies	8	0	0
Other Sources:	8	0	0
Revenue:	46,791	46,563	47,396
60 Personal Services			
61 Salaries and Wages			
61123 Contract Faculty	100	0	750
61124 Contract Professional	30,900	27,775	28,312
61132 Contract Faculty-Extra Comp	100	0	500
61141 Contract Professional-Extra Comp	0	0	1,500
Salaries and Wages:	31,100	27,775	31,062
64 Employee Benefits			
61401 FICA	1,929	1,723	1,926
61402 Retirement	0	0	22
61403 Group Insurance	0	5,797	6,851
61404 Workers Compensation	30	99	118
61409 Medicare Tax	451	403	450
61410 State Unemployment Tax	135	70	79
61411 Teachers Retirement	3,530	0	0
61415 TIAA-CREF Retirement	0	2,688	2,812
61415A TIAA-CREF 1% HB95	0	278	291
61499 Benefits-General	0	0	0
Employee Benefits:	6,074	11,058	12,550
Personal Services:	37,174	38,833	43,612
70 Operating and Capital			
71 Other Services			
62134 Honorariums/Speakers	606	0	0
62191 Printing	0	65	0
62199 Contracted Services-General	0	0	0
Other Services:	606	65	0
72 Supplies			
62225 Books & Reference Materials	5,887	511	0

The University of Montana
Multi-Year Comparison of Operating Accounts
H50091

Fund: 421527 Big Sky Pathways-Perkins
 Orgn: 444102 Big Sky Pathways-Perkins

Account Type Levels / Accounts	2019	2020	2021
70 Operating and Capital			
72 Supplies			
62241 Office Supplies	75	0	0
62299 General Supplies	0	0	0
Supplies:	5,962	511	0
73 Communication			
62304 Postage & Mailing	65	0	0
62309 Local Advertising-Non Recruitment	0	476	0
62399 Communications-General	0	0	0
Communication:	65	476	0
74 Travel			
62402 In State Commercial Transport	355	0	0
62405 In State Other	82	128	75
62407 In State Meals-Non Overnight	12	16	9
62408 In State Lodging	205	105	0
62412 Out of State Commercial Transport	1,299	252	0
62417 Out of State Meals	218	122	0
62418 Out of State Lodging	1,477	492	0
62494 Non-Employee Mileage	308	0	0
62499 Travel-General	0	0	0
Travel:	3,957	1,114	84
78 Other Expenses			
62801 Dues	690	690	560
62809 Education Training Costs	0	1,925	0
62817 Meetings & Conference Costs	1,492	705	874
62853 Public Relation Expenses	89	0	0
62899 Other Expenses-General	0	0	0
Other Expenses:	2,271	3,320	1,434
7Z Indirect Costs			
62827M Sponsored Programs Indirect Cost	2,900	2,245	2,305
Indirect Costs:	2,900	2,245	2,305
Operating and Capital:	15,761	7,730	3,823
Orgn 444102 Total:			
Income (Credits)	\$46,791	\$46,563	\$47,396
Expenses (Debits)	\$52,935	\$46,563	\$47,434

**The University of Montana
Multi-Year Comparison of Operating Accounts
H50091**

Fund: 421527 Big Sky Pathways-Perkins
Orgn: 444102 Big Sky Pathways-Perkins

<u>Account Type Levels / Accounts</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Fund 421527 Total:			
Income (Credits)	\$46,791	\$46,563	\$47,396
Expenses (Debits)	\$52,935	\$46,563	\$47,434

The University of Montana
Multi-Year Comparison of Operating Accounts

<u>Account Type Levels / Accounts</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Grand Total: Income (Credits)	\$46,791	\$46,563	\$47,396
Expenses (Debits)	\$52,935	\$46,563	\$47,434