

Helena College Non-Academic Program Review

Year: 2023-24

Review: Student Life 2023-24

Author Schuff, Emily

Status: Published

Section 1: Mission, Goals, Objectives

Narrative:

The Student Life program was established at Helena College in 2021; the first Director was hired in July 2021 at the request of ASHC. The position is funded 1/3 ASHC, 1/3 student wellness funds, and 1/3 Helena College. This program is currently nested under the Executive Director of Compliance and Financial Aid; the Director of Student Life is a member of the Helena College leadership team as a part of the Dean's Campus Advisory Council and is responsible for services, functions, and programming related to three important aspects of student life: student health and wellbeing promotion and education, direct support and intervention for students in crisis, and campus activities/student engagement. Responsibilities under Student Life include:

1. Health and Wellbeing Promotion and Education
 - a. Manage HCM (Healthy Colleges Montana) Grant
 - i. Renew grant contract, complete required monthly reports, submit purchasing for reimbursement, attend monthly meetings, and attend in-person annual training.
 - ii. Hire and train NASPA Certified Peer Educators
 - iii. Provide opportunities for peer-to-peer health and wellness activities.
 - b. Manage RPE (Rape Prevention Education) Grant
 - i. Renew grant contract, complete required quarterly reports, submit purchasing for reimbursement, attend quarterly meetings, and attend in-person annual training.
 - ii. Hire and train Peer Educators
 - iii. Provide engagement opportunities to learn about sexual violence prevention, bystander intervention, and healthy relationships.
 - c. Suicide Prevention
 - i. Serve on MUS Mental Health Taskforce, suicide prevention sub-group.
 - ii. Manage Kognito, YOU at HC, and Thriving Campus
 - iii. Support Lewis and Clark County (LCCC) MHAT grant by completing QPR master training, serve on LCCC suicide prevention taskforce, provide QPR training for Helena College, create comprehensive suicide prevention plan for college staff and students.
 - d. Manage HC Campus Pantry
 - i. Manage/rotate food and hygiene goods stocked in 2 pantry locations.
 - ii. Create marketing and signage for pantry locations.
 - iii. Maintain partnership with Helena Foods Share, request quarter refills for non-perishable food items.
 - iv. Build capacity for pantry program by seeking direct donations of goods and funding.
 - v. Stock female and gender neutral bathrooms with menstrual products.
2. Student Support and Crisis Intervention
 - a. Chair Helena College CARE (Crisis Assessment Risk Evaluation) Team
 - i. Maxient software Administrator
 - ii. Train all Maxient users, create and maintain training materials.
 - iii. Respond to students in crisis through non-clinical case management
 - iv. Develop marketing and training materials for the HC CARE program.
 - v. Create CARE procedure manual using NABITA guiding documents.
 - vi. Maintaining relationships with community resources for student referrals.
 - vii. Attend state BIT conference in-person, ensure CARE Team members have appropriate NABITA certifications.
 - b. Serve on the Helena College safety committee.
3. Student Engagement and Campus Activities
 - a. Develop student leadership program at Helena College.
 - i. Advise ASHC, clubs, and student senate.
 - ii. Oversee ASHC student purchases and travel.
 - b. Attend BOR as Student Affairs Officer. Attend monthly SAO meetings.
 - c. Provide enriching campus activities and develop co-curricular engagement opportunities.

Mission:

Current Mission listed in the Helena College Assessment Database/Annual Work Plans:

"The Office of Student Life provides wellness coaching and community referrals for professional mental health services in the community."

A new mission should be constructed using NASPA and CAS standards. This is currently in progress as an Annual Plan in the HC Assessment Database for the 2023-2024 academic year.

Recommendations:

This is the first Non-Academic Program Review for Student Life. There is no prior feedback to review.

Strategic Goals:

Student Life inherited five Annual Work Plan areas in 2021: Student Life, Health and Wellness, ASHC, Disability Resources, and Orientation. In 2022, Orientation and Disability Resources were relocated to Kathy Mortimore (Orientation) and Ann Willcockson (Disability Resources). Student Life and Health and Wellness workplans are included below. ASHC plans are authored by the Executive Officers and have been intentionally excluded from this program review.

Student Life 2020-2021: Author Emily Schuff. I had little understanding of the Annual Work Plans database or how they integrated into the institution's strategic plan. I had only been employed at HC for 8 weeks when the 2021-2022 plans were submitted. My primary goals were learning my new role, promoting the campus pantry (SG3.1), develop priorities for the new department aligned with best practices for Student Affairs (SG5.4) and create an LGBTQ+ ally education program curriculum (SG4.3). At the time, the "ongoing" status was available for program goals; progress was made toward these goals. I understand the benefit to constructing annual work plan goals that can receive a "complete" status and adjusted my goals for subsequent years.

Student Life 2021-2022: Author Emily Schuff. Goals were to Continue building capacity of the HC Campus Pantry (SG3.1), develop a mission statement for Student Life using recommendations from professional student affairs associations (SG5.4), and complete the Safe Zone LGBTQ+ curriculum for Helena College. I was successful in working toward goals 1 and 2, I completed goal 3.

Student Life 2022-2023: Author, Emily Schuff. Primary goals for 2022-2023 included the completion of an improved Student Life mission statement and exploring a Student Life advisory committee (EF.3). I hoped to use the host LGBTQ+ trainings for campus using the Safe Zone Curriculum (EQ.4), this was not completed. The curriculum was completed in 2022. Prioritize substance use prevention and support for students in the recovery community. Although this goal is ongoing, I was successful at meeting the key indicators for the Annual Plan this goal was not completed and remains unfinished within the 2023-2024 annual work plan (EQ.2).

Student Wellness, previously "Wellness and Counseling" 2020-2021: Author, Deb Micu, edited by Emily Schuff. (SG.1.3) Administer the NCHA (National College Health assessment in spring 2021, completed; part two, data was underutilized due to role transitions. General health and wellness promotion, the completion of the "Culture of Respect" initiative through Rape Prevention Education and the development of the CARE Team procedures were initiated by Deb Micu; responsibilities transitioned to my role in July 2021.

Student Wellness 2021-2022, Author, Emily Schuff. I requested the name change to "Student Wellness," we do not offer counseling services at Helena College. Wellness goals for 2021-2022 included capacity building for the campus pantry (duplicative of the student life goal SG.3.1), creating a Peer Education program at Helena College (completed SG1.2), develop a suicide prevention program in partnership with Lewis and Clark County and the Montana University System (marked as in-progress SG4.3).

Student Wellness 2022-2023, Author, Emily Schuff. Student Wellness goals are more developed in semesters 3 and 4; I successfully recruited, hired, and trained four peer educators to assist with programming for Healthy Colleges and Rape Prevention grants (IM.3). Suicide Prevention with Lewis and Clark County continues as an ongoing project (IM.4)

Strengths:

Resource Ingenuity: Furniture and office items for Student Life were relocated from other departments and/or cold storage. Strategic grant purchases provide sustainable tools to build capacity for this new department; and example being the purchase of a Cricut machine to create several vinyl and paper projects rather than single purpose purchase (posters and/or event swag). Programming materials purchased prior to the department's creation have been reinvested into new initiatives; these include smoking cessation kits, alcohol education materials, sexual violence pins and stickers, and Fresh Check Day activity materials.

Donaldson Campus Student Life Suite: The Donaldson Campus Student Center remodel in 2020-2021 resulted in the creation of a suite of three offices joined by a small, open corridor (104 G, H, I). Each office is newly painted, is fob accessible, and wired to the network. These offices provide a physical location to house Student Life, which includes the Director's office, the ASHC Student Government office, and a Student Life main office for peer educators and work study. Prior to this suite, no physical location existed for a cohesive Student Life Department.

MUS System Engagement: The Director of Student Life serves as the Helena College Student Affairs Officer (SAO) and is a critical conduit exchanging information to and from the Montana University System Student Affairs group. The MUS SAO group meets monthly and convenes for Board of Regents (BOR). The SAO role includes serving on the MUS Mental Health and Suicide Prevention taskforces, serving on the University of Montana Better Together affiliate workgroup, and participating as an active professional among the network of Student Affairs administrators in the state of Montana. The Director of Student Life position strengthens Helena College's connection to SAO initiatives from the Commissioner of Higher Education's office and provides consistent leadership.

Successes:

The Department of Student Life is new, the generation of the Director of Student Life position for students should be recognized as a major accomplishment for Helena College. The creation of this department/position locates co-curricular engagement within a single area which can be further developed to enhance the educational experience of students and intentionally contribute to the initiatives of our Strategic Plan and accreditation under the NWCCU. In addition to the creation of the job description, successfully procuring funding and hiring for the position, the successes of the Department also include:

NASPA Certified Peer Educator Program

In 2022, positions descriptions, hiring, and training protocols were drafted by the Director of Student Life to generate a sustainable NASPA Certified Peer Educator (CPE) program to assist with programming and education goals for two grants: Healthy Colleges Montana (2-3 peer educators) and Rape Prevention Education (1-2). The Director completed the NASPA CPE Instructor and advising certifications to deliver the 16 hour evidence-based student leadership training. Peer Educators currently assist with educational programming for substance use prevention, physical activity, cancer prevention, nutrition and the HC Campus Pantry, domestic violence prevention, sexual violence prevention, and healthy relationships.

Increasing capacity of the HC Campus Pantry

Helena College TRIO office initiated campus pantry shelves before the creation of my position in 2021; this included the creation of a formal partnership with the Helena Food Share. The pantry was relocated to Student Life with the creation of my position and Department. Capacity building to date includes procurement of almost \$3,000.00 in donations, the creation of a pantry index, branding and signage for the "HC Campus Pantry," 7 ADA accessible shelving units, collaboration and resource sharing with MT Campus Compact, the generation of an Americorps Vista position and student Peer Educator position(s). The Director continues to research for future partnerships and grant opportunities. The pantry remains an "open model," no registration is required to access pantry goods. Rotating good include non-perishable, shelf-stable food items, digital access to a campus pantry cook book, hygiene items, and donated academic supplies.

CARE Team and Maxient Software

Maxient case management software is required by the Montana University System and is essential to the success of the Crisis Assessment Risk Evaluation (CARE Team). Several improvements have been made for the software's functionality at Helena College including the consolidation of reporting forms to a single dashboard, the addition of several processes to the software including disability services and early academic alerts, and the addition of training guides now maintained in a Microsoft Team accessible to all Maxient users.

Responsibilities for the Helena College CARE Team were included directly within the position description for Director of Student Life. Four members of the CARE Team completed essential certification for campus threat assessment, the VRAWW in 2023 (Violence Risk Assessment of the Written Word) though NABITA (The National Association of Behavioral Intervention and Threat Assessment). The remaining members will complete the SIVRA-35 certification (Structured Interview for Violence Risk Assessment) in 2024. The NABITA Standards guide the strategic development of the Helena College CARE program, action items include the identification of inner, core, middle and outer members, the drafting of a CARE Manual, identifying a team name, establishing regular meetings, developing a team mission and goals, appropriate record keeping, and the appropriate use of approved threat assessment rubrics.

Challenges:

Challenges for Student Life include the department as a new program at Helena College including unclear direction, insufficient staffing and financial resources, low and changing student engagement, and institutional support for diversity initiatives.

Unclear Direction

There are growing pains associated with building a new department and program. Student Affairs is a dynamic and student focused profession which uses student development theory and evidence-based programming models to affect student behavior change, civic engagement, academic success and retention, and health and wellbeing. There is currently no formal model guiding student affairs at Helena College which is bound by common language, applied consistently, or routinely assessed for its impact on student retention. A comprehensive needs assessment and advisory committee for student affairs could be essential for the collaborative development of student affairs priorities that can be shared among departments who traditionally fall under “student affairs.” This work is time consuming but necessary for a productive transition into a thriving and well supported initiative on campus.

Resources

Resources are a challenge for the Department of Student Life; the two most impactful are staffing capacity and financial resources. At this time the Department has 1 FTE which is not integrated into a well-designed student affairs division at the college. Student Engagement and Student Health and Wellbeing are two separate initiatives within a student affairs program which both need the full support of a professional staff person. There is no budget or index for student life; all activity funds remain under the governance of ASHC as the student government fee. There is no discretionary funding for the Director of Student Life to host events, coordinate campus activities, or pursue other opportunities for student engagement; all purchases must be recommended and approved by the Student Senate.

Student Engagement: A 2022 NASPA Compass Report for trends in Student Affairs (NASPA, Student Affairs Administrators in Higher Education) offers recommendations for Student Affairs professionals to address at their respective campuses. Of the recommendations offered, Helena College would benefit by considering three of the five recommendations: Strengthening data capacity to highlight evidence about the impact of holistic student support programs and activities; Operationalizing student center commitments to DEI initiatives, and aligning student affairs preparation and talent management with evolving needs of the profession. These challenges can be mitigated by developing clear outcomes for the Department of Student Life and integrating these into academic pathways, retention and early alert interventions, and by introducing high impact co-curricular opportunities.

Campus E-sports: Competitive gaming at Helena College was an investment made prior to my arrival to campus in summer 2021. The professional staff supporting the program’s creation left the institution leaving a significant staffing shortage in this area. The E-sports initiative is a labor intensive program which currently has no supervision. I have made several attempts to gain student attention regarding gaming and the interest cannot be maintained as there is not staff designated to develop its capacity. There is great potential for the E-sports program if the college invests in staffing required; it has been unsuccessful as a student club. The program is not currently nested under Student Life.

Section 2: Procedure for Operation

Procedures:

A comprehensive manual for student life is currently being constructed. This procedure manual includes a table of contents, general information, responsibilities, software access, hiring and training student workers, accounts/indexes, position history and description, and passwords/notes for affiliations and memberships. These are located in the Employee Drive -> Student Life --> Operations. Back-end and front-end user guides for Maxient software are also being developed for operational continuity. The draft copies are currently being developed and are located in the “Maxient User Group” Microsoft team. Final copies will also be located in the Employee Drive --> Student Life-->Operations-->Maxient.

In addition to the digital copies of the Student Life Operation Manual, a physical binder is also being developed which contains the primary manual with supplemental “hands on” forms/templates available. A planning calendar is included in the binder to show when/how student life programs are planned in collaboration with other departments/academic calendar. All printed components in the binder are available in the respective files within the Employee-->Student Life Drive.

Section 3: Staff Profile

Staff:

Name	Title	FTE	Years	Highest Education
Emily Schuff	Director of Student Life	1.00	3.00	Doctorate

Changes in Staffing Needs:

The Department of Student Life should develop a staffing plan to expand to include both the current Director of Student Life and a second professional coordinator position. The Coordinator position would provide support for the Director of Student life and would focus efforts on campus activities, student clubs and organizations, service learning, and diversity and inclusion for campus. This would allow necessary work time and capacity for the advancement of health and wellbeing initiatives, including grant writing, by the Director of Student Life.

During the current program review period, I have generated and hired student positions including (1) student work study position and several NASPA Certified Peer Educators; Peer Educators are compensated with Healthy Colleges Montana and Rape Prevention Education grant monies.

Staff Professional Development:

Emily Schuff

*Completed Ph.D. May 2023 from MSU Bozeman. Doctor of Philosophy in Adult and Higher Education; Educational Administration. Dissertation Title: Exploring Equity in University Student Conduct: A Phenomenological Investigation of Administrative Resolution.

*Attended NASPA Conferences in Student Success, Kansas City, MO. June 2023

*Attended NASPA Strategies Conference, Kansas City, MO. January 2023

*MUS NABITA/BIT State Annual Drive-in trainings; VRAWW Certification

*Heartsaver/CPR Virtual training

*QPR Train the Trainer

*NASPA CPE Train the Trainer

*MUS Mental Health Summit, Billings, MT. September 2022

*NACCOP Clery Training

*Required new employee and annual Helena College Vector Solutions Trainings (Clery CSA, AIMA, Cyber Security, etc.)

Section 4: Organization context and Impact

Collaborations & Dependencies:

Internal Collaborations:

- Financial Aid: Assisting with work study for Student Life.
- Advising, MT 10, and TRIO: Advising staff served on the CARE Team beginning 2021 and ending 2023; it was determined the advising staff should be replaced by administrative staff who held higher authority for intervention on campus. Early Academic reporting was a process previously managed within Starfish software; Starfish software was no longer available after summer 2021. A cost effective solution was to use Maxient, case management software, for Early Alerts. Maxient is not ideal for advising; advisors would be better served with a true advising software or CRM which is cost prohibitive at this time
- Marketing: Student Life works very closely with Marketing. The Director of Student Life is responsible for all marketing materials for Student Life as well as clubs, student organizations, and student government. I purchased CANVA software through my Healthy Colleges Montana grant to make this task manageable. I rely on the Executive Director of Marketing to accept and circulate HC events on our web calendar, Digital TV screens, and HC Student News Letter. Communicating to students directly is a cumbersome process for my position as Director of Student Life, this could be improved.
- Orientation Committee: A collaborative committee I work with to orient new students to Helena College.
- IR/IT - I rely on the Institutional Researcher and the IT Department to assist me with the implementation of institution wide surveys like the National College Health Assessment and the Healthy Minds Study. They are able to collect student email addresses and ensure the survey company I am working with is able to communicate effectively with our students. IT assists with Maxient/Banner connection and key fob assignments for student staff.
- Maintenance and Facilities: Moving furniture for events.
- Faculty: Student Life supports faculty projects by advocating for student engagement and support through ASHC. Student Life supports faculty club advisors by creating training materials and documents for advisor to use with their clubs.
- Business Office

External Collaborations

- Healthy Colleges Montana: A NASPA Coalition of 20 colleges across the state of Montana responsible for health promotion and education. We (Helena College) receive approximately \$5,500.00 annually from this grant which is funded by the Montana Tobacco Use Prevention Network.
- Helena Food Share: Our local food pantry, the HC Campus Pantry serves as a “satellite” pantry location of the Helena Food Share. They help to provide non-perishable food items directly to our campus pantry locations (2) five times per calendar year.
- Montana Sexual Violence Prevention and Victim Services (SVPVS): State agency who distributes CDC funds for Rape Prevention Education. We receive approximately \$5,000.00 annually to fulfill the CDC initiatives for sexual and domestic violence prevention and education on our campus.
- Montana Campus Compact: An organization dedicated to service and civic engagement, the MT CC is a collective Helena College pays a substantial annual contribution to partner with. Student Life directly benefits from the Campus Food Insecurity monthly meeting, advisory committee, and opportunities for student scholarships.
- Lewis and Clark County (Suicide Prevention): Financial support (training for Director of Student Life). Helena College signed with Lewis and Clark County as a cooperating partner for an MHAT grant for community suicide prevention. We are required to establish a comprehensive suicide prevention training program at our institution which includes QPR (Question, Persuade, Refer) Gatekeeper training and Military Strong training.

New Collaboration:

A campus planning calendar and shared planning time/space would mitigate competing events and generate collaboration. There is not currently an effective avenue for institutional/campus event planning; the culture on campus could be more collaborative.

The Department of Student Life would benefit from increased campus collaboration with the Library; unique programming and co-curricular engagement for diverse students can be accomplished through this partnership. Annual events like Child Literacy Month (November) are an example.

Faculty and Service Learning: There is not a designated service learning program at Helena College, however, our institution type (public, two-year, trade/technical, community serving) would benefit from incorporating a strategic service learning partnership between student life and faculty or other campus stakeholders. Integrating high-impact, transformative service opportunities is consistent with our andragogical mission and would enrich the educational experience for students and strengthen the partnership between Student Life and Faculty.

Institutional Research and Advising: Intentional effort should be made to identify and measure the efficacy of retention interventions within Student Life and Advising. Partnering with Institutional Research will promote strategic collaboration among key retention offices on campus and provide data and direction for future retention efforts.

Other: Early Childhood Collaborative, YWCA, Montana Food Bank Network, Feeding America, Swipe Out Hunger, Helena Indian Alliance, University of Montana Student Affairs/Student Wellness.

Section 5: Stakeholders, Data, and Assessment

Primary customers/stakeholders:

Internal Stakeholders:

- Helena College Students: Student stakeholders engage with Student Life for two primary functions; students of concern and student engagement (ASHC and Clubs).
 - Students of Concern
 - ASHC Student Government and Clubs
- Dean's Cabinet
- Maxient Users

External Stakeholders:

- Lewis and Clark County Suicide Prevention
- Healthy Colleges Montana
- Montana Campus Compact
- MT Sexual Violence Prevention and Victim Services (SVPVS)
- Campus Pantry patrons

Service to stakeholders/customers:

Internal Stakeholders:

Student Life currently uses informal assessment strategies to measure effectiveness in fulfilling its mission to internal stakeholders. Student participation in clubs and activities is actively managed within an annual programming spreadsheet. Increasing student engagement across campus demonstrated by increased club and student government participation for years 2021, 2022 reflect the positive impact the Director of Student Life position has on students. The creation of new department procedures, marketing materials, CARE team training materials, and annual plans demonstrate increased capacity within this new department.

External Stakeholders:

- Lewis and Clark County Suicide Prevention: QPR trainings are documented through the Lewis and Clark County pre and post surveys required by our participation in their suicide prevention coalition. A letter of support between the county and Helena College outlines key indicators for success. This partnership is ongoing.
- Healthy Colleges Montana: The Director of Student Life completes monthly reports for this grant and participates in monthly coalition calls with other Healthy Colleges Montana campuses (18) across the state. The success indicators are established annually in contract renewal and goal setting on-site visits with grant administrators.
- Montana Campus Compact: Helena College pays annual dues to participate in the national and state campus compact organization. The Director of Student life attends monthly advisory calls and contributes to annual strategic planning on behalf of Helena College. Our active participation serves as a measure of our effectiveness with this organization.
- MT Sexual Violence Prevention and Victim Services (SVPVS): Grant priorities are issued every 5 years to SVPVS from the CDC. Annually, the Director of Student Life articulate the goals for our participation within the priorities issued by the CDC. Quarterly grant calls and reports are submitted for the RPE (Rape Prevention Education grant) progress, these include programming efforts and outcomes.
- Campus Pantry patrons: The pantry remains an open model, we do not measure goods in/out by item or pound. We provide goods from the pantry to all and do not require a check-in or registration; the pantry is open to the public, employees, and students. We measure success of the pantry by its use and frequent need to refill (quarterly) with the Helena Food Share.

Decision Making Support:

In collaboration with Healthy Colleges Montana, Helena College collected health attitude and behavior data from eligible students in 2021 using the National College Health Assessment Survey (NCHA). The results of this study were included in goal setting for "Student Life" and "Student Wellness" annual plans for 2022.

Helena College Crisis Assessment Risk Evaluation (CARE) Team collects valuable quantitative data through Maxient, case management software. Data includes reports of threatening, concerning and/or unusual behavior, students experiencing depression, anxiety, distress, or other mental health concerns. This data is used by the CARE team for early intervention and threat assessment. Data is also used to determine trends on campus to improve training for faculty and staff and to advocate for resources on campus.

Useful data not currently collected:

- Student affairs/engagement "touch points" during first semester at Helena college
- Efficacy of new student orientation
- Efficacy of interventions for Student Life basic-need referrals
- Student housing needs
- Students using the HC Campus Pantry and/or Helena Food Share
- Qualitative data regarding student interests for campus activities
- Student childcare needs
- CARE Interventions and academic success/persistence

Section 6: Budget and Efficiencies

Changes in revenue and expenses:

Student Life oversees five indexes at this time; currently there is no index or budget directly named “Student Life.” Office supplies and printing are currently funded by the “Student Services” index, H01030. Clarifying the current funding for Student Life is a recommendation included in section 7, recommendation 2 of this review. Detailed revenue/expenditures for each index are included as a separate attachment with this review. Indexes under the Director of Student Life include:

- 1)H60060 Student Government fee (ASHC)
- 2)H60025 Student Wellness fee
- 3)HRHCMT Healthy Colleges Montana grant
- 4)H30129 Rape Prevention Education grant
- 5)H60529 HC Campus Pantry

Index 1: H60060 ASHC Student Government fee (governed by Student Senate).

Each student pays \$35.00 per semester, regardless of credit load. Funds from this index can only be used according to the ASHC Bylaws and require an affirmative vote from the senate. The Director of Student Life serves as the Advisor for ASHC, overseeing purchasing. The Director has no discretion over the use of these funds for student activities, campus events, and resources for students, etc.

Index 2: H60025 Student Wellness fee is \$17 per student, each semester, regardless of credit load. Funds are used for student health and wellbeing initiatives.

Index 3: HRHCMT Healthy Colleges Montana grant funds are funded by the Montana Tobacco Use Prevention Network through NASPA. Allowable expenses include training, technical assistance, approved program materials, and peer educator stipends advancing chronic disease prevention, cancer prevention, nutrition, physical activity, and tobacco/alcohol use prevention. HCM staff to pay prefer directly for our goods/travel expenses, however, they also reimburse Helena College directly for expenses.

Index 4: H30129 Rape Prevention Education grant

Rape Prevention Education initiative of the Center for Disease Control (CDC). These funds pass through the Montana Sexual Violence Prevention and Victim Services (SVPVS) state agency. We receive approximately \$5,000.00 annually to fulfill the CDC initiatives for sexual and domestic violence prevention and education on our campus.

Index 5: H60529 HC Campus Pantry

Donations only, this index was generated in 2022 and is used for the purchase of direct goods for the HC Campus Pantry. 2022 total donations: \$155.00 (private donation); 2023 total donations \$2,500.00 (Townpump grant).

Improved Efficiency:

Index 1: H60060 ASHC Student Government fee (governed by student senate).

ASHC student government and signing authority for their index was moved to Student Life in Summer 2021. Student senate voted to support 1/3 of the Student Life Director position with an MOU (2021 through 2025). 2022 and 2023 ASHC Annual Plans include prioritizing the creation of an accurate budget for ASHC spending which can be used annually and accurately reflects annual expenditures. \$9,000.00 in scholarship money had been earmarked from the ASHC Budget for students annually (18 scholarships x \$500.00 each) with poor planning and oversight. A plan is in place to assist ASHC with repurposing these funds to generate a sustainable compensation plan for the senate which will be appropriately managed by the Helena College Scholarship and Work study Officer rather than ASHC Executives.

Index 2: H60025 Student Wellness fee. 1/3 of the Director of Student Life compensation comes from this index.

Index 3: HRHCMT Healthy Colleges Montana Coalition. This grant was moved under the Director of Student Life in 2021. Grant spending directly supports strategic campus programming efforts to fulfill the grant requirements for peer educators, training materials for students, improving the campus pantry, annual cancer prevention programs, and incentives for participating in health and wellbeing initiatives.

Index 4: H30129 Rape Prevention Education. This grant was moved under the Director of Student Life in 2021. Funds have been used the funds to hire student peer educators (2021, 2022) and two optional online modules for bystander intervention training and healthy relationships training (2023) for Helena College students.

Index 5: HC Campus Pantry. This index was generated in 2021 to collect funding donations for the HC Campus Pantry.

Resource Needs:

Student Life Activity fee or other source of financial support separate from ASHC “Student Government Fee:” There are no funds accessible for student engagement/programming that are not either 1) restricted by the parameters of Healthy Colleges Montana and Rape Prevention Education or 2) restrictions of the “wellness fee” index or 3) governed by students. An activity fee or other stream of funding designated for Student Life can be use to generate campus activities at the discretion of campus staff. Accessing activity money through ASHC is a barrier for student engagement because it depends on the convening and agreement of student senate. This is often too late in the Fall semester to engage incoming and returning student effectively (within the first 6 weeks).

Section 7: Recommendations and Preliminary Implementation Plan

Rec #	Title	Recommendations
1	Student Affairs CAS Assessment	<p>Recommendation: The dissolution of a distinct division of student affairs at Helena College has disjointed non-academic student support and co-curricular efforts. Helena College would greatly benefit from the shared, strategic evaluation of departments within this area to improve planning, implementation, and assessment of individual program impacts –specific care should be given to assessing the needs of special and at-risk student populations. At minimum, Helena College should convene a student affairs advisory committee to jointly conduct a comprehensive self-assessment of Helena College using the appropriate CAS (Council for the Advancement of Standards in Higher Education) cross-functional framework(s) or student affairs SAG. Learn more about CAS self-assessments here: https://www.cas.edu/standards.html. Assessments can be purchased here: https://store.cas.edu/.</p> <p>Rationale: CAS offers functional standards for over 50 areas within higher education programs and services. CAS partners with the Student Affairs Assessment Leaders (SAAL) and National Institute for Learning Outcomes Assessment (NILOA); CAS is supported by NASPA, Student Affairs Administrators in Higher Education and ACPA, College Student Educators International. CAS assessments are evidence-based, affordable, and include appropriate resource/timelines for self-assessment. Conducting a CAS evaluation will provide Helena College Student Life targeted priorities for evaluation that can be done in collaboration with other student support services on campus: TRIO, Advising, and the Library Learning Hub. Results from the self-assessment can be used to better align our programs with evidence-based student engagement strategies for retention which complement our 2022-2027 strategic plan. The process will allow us to identify student needs and campus priorities for non-academic student learning. The CAS evaluation will foster collaboration between our departments and provide shared language and outcomes for us to further define the function of Student Life at Helena College.</p> <p>Success Target: Convene a Student Affairs Advisory Committee at Helena College to accomplish an appropriate CAS evaluation for student services/student affairs. Integrate recommendations and CAS standards into annual plans for these areas The purpose of this evaluation is to define the functional role of Student Life at Helena College using evidence-based outcomes and standards for student affairs programs.</p> <p>Success Strategy: 1. Convene a Student Affairs Advisory Committee at Helena College. The participating stakeholders should be identified through collaborative discussion at the Deans Cabinet Advisory Council (DCAC) or joint Student Services meeting. This advisory should include departments who directly contribute to “Student Affairs” priorities as well as other faculty, staff, and students. 2. The Student Affairs Advisory Committee should apply for professional development funds (or other recommended area funding) to purchase appropriate CAS Cross-Functional Framework or other SAG (Self-Assessment Guides) which are designed for non-academic program assessment. 3. The CAS assessment model includes suggested institutional preparation for a self-study which includes identifying our audience, conducting the review, prioritizing recommended actions, developing an action plan for changes, preparing and presenting the report to key campus stakeholders. 4. A report should be generated after the CAS assessment which will include a summary of findings and key recommendations for consideration. 5. The Student Life Advisory should orient the CAS findings within the 2022-2027 Strategic Plan and include useful CAS considerations into annual plans. Improved annual plans should include strategic data collection and assessment regarding interventions for student engagement, persistence, and retention.</p> <p>Success Resource: CAS Self-Assessment: 1. Cross Functional Frameworks are \$45.00-\$65.00 per guide 2. Individual SAG (Self-assessment guides) are \$65.00 each 3. CAS Professional Standards, 11th ed. \$139.00 4. Significant staff time/dedicated work time. A timeline can be generated using the CAS guides. I recommend this as a summer project for 2024 or 2025.</p>

		<p>Resp. Party: Student Life</p> <p>Cabinet Feedback: We fully support forming a student life advisory council and using the applicable CAS self-assessment guides as a framework for assessing our programs and processes. We suggest starting with the Leadership Education and Development (as a way to advance our efforts to develop and empower student leaders) and Case Management as the two biggest priorities. In addition, the cross functional guide for advancing health and wellbeing could add further structure to the assessment.</p>
2	Student Life Finances	<p>Recommendation: Student Life does not have a budget or index of its own; at this time it is challenging to have a comprehensive cost analysis of the department as there are several indexes contributing to its operation. Funding for the Director of Student Life position is currently divided by a cost of 1/3 ASHC Student Government Fee (ending in 2025), 1/3 student wellness fee, and 1/3 other funding sources.</p> <p>Rationale: 1.It is challenging to see the total cost of operation for my area as it is spread across several indexes. 2. Using student fee money to fund the professional position of Director of Student life takes funding away from direct goods/services for students and puts the burden of replacing those goods/services for students on 1 person (Director of Student Life). It is challenging to accomplish both a. serving students without the Director position and b. paying for goods and services for students. 3. No CARE Team budget exists to maintain access to the NABITA membership and/or resources. There is no funding earmarked for the annual, extensive professional development necessary to complete and maintain appropriate certifications for this team.</p> <p>Success Target: The target objective of this recommendation is to identify the current cost of operation of the new department of student life to accurately determine what resources are needed for capacity building and program development.</p> <p>Success Strategy: The Director of Student Life will need direct support in developing a budget for this new department which includes the five indexes and cost of operation. An accurate budget can be used to identify a cost to benefit ratio for the Director of Student Life position and support the need for additional professional staff in this department.</p> <p>Success Resource: Support from supervisor (Dean/CEO or Executive Director of Compliance and Financial Aid) and direct support from Cari Schwen or other financial leadership at Helena College.</p> <p>Resp. Party: Student Life</p> <p>Cabinet Feedback: The first step to achieving the intended outcome in this recommendation is developing a comprehensive budget to support activities, trainings, supplies, and other departmental needs for the upcoming year. Identify the needs so the funding sources can be determined. Once this budget is submitted to the budget manager overseeing the Student Life department (currently the Dean/CEO) this can be reviewed for appropriate indexes/sources of funding by the Budget Management Team. As with all budget requests, the committee will make decisions based on available resources and priorities of the College.</p>
3	Increase Student Life Personnel	<p>Recommendation: Increase professional staffing in Student Life by 1 to assist with the daily operation of the department, particularly in the area of campus activities and student engagement.</p> <p>Rationale: The 2022 NASPA Compass Report (NASPA -Student Affairs Administrators in Higher Education) states 84% of the 957 respondents (all student affairs professionals) believe their peers leave their jobs and the field of Student Affairs due to stress levels and job duties related to crisis response, resulting in burnout. The depth and breadth of the current Director of Student Life position description is not sustainable for 1FTE. The current workload for the three primary responsibilities listed in Section 1 (support for students in crisis, campus activities and student</p>

engagement, and health and wellbeing programming and education) at the current ratio of 1 professional staff per approximately 700 students is unrealistic and unsustainable as we currently do not have traditional student affairs support staff employed at Helena College. Example of these positions include a mental health counselor, a Dean of Students or dedicated chief student affairs executive.

I highly recommend the consideration of a Student Life Coordinator position to assist with daily operation, campus activities, clubs, student government, equity and inclusion, campus event scheduling, and social media. A coordinator position will provide support for the Director of Student Life; this will allow the Director of Student Life to maintain an appropriate level of work with student crisis response, capacity building for a comprehensive student basic needs program, grant writing and applications, and higher order institutional program development such as the completion of a comprehensive suicide prevention, LGBTQ+ ally program, and sexual violence prevention programs.

The position should be written as a collaborative role who can support other areas of campus; the position could support the Executive Director of Marketing and Alumni Relations by managing internal marketing, newsletters, events, and the campus planning calendar. The position will be supervised by the Director of Student Life.

Success Target:

Create and hire a Student Life Coordinator to support student engagement at Helena College.

Success Strategy:

1. Review the Director of Student Life position description to include all current responsibilities not listed; calculate the appropriate staffing required to accomplish the duties as front-line personnel.
2. Research student affairs staff-to-student ratio for two-year colleges nationally and in the state of Montana. Present findings to Dean/CEO and cabinet for consideration. Include assessment of staff-to-student ratio for Behavioral Intervention Teams.
3. Draft the recommended position description for Student Life Coordinator including all potential opportunities for shared-duties within other campus departments. Position description should include required education and recommendation for pay using MUS pay scale. Consider similar positions within the MUS when developing the position.
4. Research funding opportunities to develop a Student Life Coordinator position for Helena College. Include funding proposal with position description and present to cabinet/other required stakeholders.
5. Hire and train a qualified individual to serve in this role.

Success Resource:

1. The Student Life Coordinator would use the third office in the Student Life Suite; Student work spaces would be combined into one office (ASHC Student Government, Student Life Work study, Peer Educators).
2. Funding to support the position.
3. Office resources include desktop work station, desk, chair. These materials can be sourced from cold-storage or other areas of campus not in use.

Resp. Party:

Student Life

Cabinet Feedback:

We believe the self-assessment work the student life advisory council will undertake will help inform what is needed for personnel and is the reason we recommend starting with the Student Leadership Education and Development self-study.

Additionally, the Director and the Dean/CEO should review the existing Role Description and workload to determine:

1. What is realistic for one person
 - a. What data should be tracked to determine need for staffing
2. Priorities for the position
3. A more reflective title to describe the work and responsibilities of the position
4. Best organizational fit for the department

4 Integrate Wellbeing with Academics

Recommendation:
Helena College students would benefit by integrating health and wellbeing initiatives of Student Life into academics to supplement co-curricular prevention and education programming.

Rationale:

The nature of institution type (two-year transfer/trade, non-residential) is better suited to andragogical/adult learning theory; this is applied consistently in Helena College's 2018-2022 Strategic Plan. Students attending Helena College are likely working outside class hours, some have families, and all students' live-off campus/commute to campus for classes or attend virtually. Although Student Life has seen some increase in student engagement, there is very low participation in campus activities promoting health, wellness, suicide prevention, and sexual violence prevention.

The Montana University System mental health taskforce provided three years of virtual mental health support for students post COVID-19 for 2021, 2022, and 2023; Helena College had very low participation in all three platforms, Kognito, Thriving Campus, and You at College. The MUS continues to mitigate an emerging "mental health crisis" across the state, a trend which is also represented across the nation. Best practices for non-clinical health and wellbeing skill building among college students suggest integrating health and wellbeing initiatives into academics to provide reprieve for clinical support staff. Students, particularly Helena College students, are most accessible during their course time and most frequently interact with campus faculty/instructors.

Success Target:

Integrate health and wellbeing outcomes for prevention and education programs within Student Life into academic curricula in meaningful and relevant ways.

Success Strategy:

1. Outline desired outcomes for Student Life programming
2. Identify instructors/classes currently promoting health, wellbeing, prevention/education as outcomes. Work with faculty to align these more clearly with student life outcomes for RPE, HCM, Suicide Prevention, and wellbeing skill building. Use this data to more accurately share the intentional efforts of Helena College wellbeing promotion on campus.
3. Identify current courses which could appropriately incorporate health, wellbeing, and prevention/education outcomes and work with Executive Directors of General Education/Transfer, Trades, and Nursing to identify individual faculty or faculty work groups to incorporate Student Life outcomes into course outcomes.
4. Create "canned" outcomes and/or course material which could easily be incorporated by faculty with outcomes already listed. Meet with faculty to integrate into class assignments, classroom management, etc.
5. Add campus wellness resources and wellbeing/resilience skill building to every syllabus as required language to demonstrate an institutional commitment to wellbeing resources as tools for academic achievement.
6. Incorporate wellbeing assessment on relevant/participating course evaluations which match the desired listed wellbeing outcome for the course. Compile this data in meaningful and accessible ways for appropriate staff to evaluate. This data will assist with meeting the objectives of our grant partners.

Success Resource:

1. Project should include the Director of Student Life, Executive Directors or General Education/Transfer, Nursing, and Trades, and relevant faculty.
2. Health prevention and education and wellbeing outcomes should be defined and articulated within relevant course curricula and included in syllabi.
3. Create an intentional communication campaign for students, staff, and faculty to educate them about this intentional culture shift and institution's commitment to integrating health and wellbeing across the campus experience.
4. Collaborate with faculty to identify strategies and appropriate content to introduce within relevant courses. Compile the list of intentional collaborations and campus updates into a summary which can be included in our next accreditation cycle.
5. Create mechanism for assessing integrated outcomes to determine if health prevention and education/wellbeing content is affecting changes in student's perception of their own knowledge and skills in these areas.

Resp. Party:**Cabinet Feedback:**

Cabinet

Cabinet Overall Feedback:

As the College adjusted to a new organizational structure in 2020, some of the impacts of those changes were still being realized when the Director of Student Life position was created. The program review author did a good job of capturing how a new position, in a changing environment, can face many challenges in creating a successful alignment with other programs. There have been steps taken by the campus in the last year to help alleviate some of those tensions. These include:

- Moving Disability Services from a part-time faculty position, reporting to the Director of Student Life, to a full-time position house in TRIO/Retention Services. The original idea that Disability Services would fit under the umbrella of wellness was determined to be too broad to adequately support the students and the person performing the duties.
- Addition of regular Student Services team meetings to ensure that employees serving in these positions had regular communication, coordinated efforts, and the opportunity to share ideas and grow offerings to our students.
- As the CARE team transitioned to a high-level behavioral intervention team, including of the Director of Student Life in biweekly advising meetings to coordinate response on student wellbeing cases.

Another commendable change that has occurred over the three years of this position is the improvements in our Maxient system. This has allowed us utilize the functionality of the platform, and the College is committed to continuing to support and train employees with responsibility for maintaining the system.

Areas for us to continue to grow are more NABITA training for all core CARE members and ensuring the campus has two fully trained Maxient administrators.

File Attachments

Attachment #	Attachment Title	Attachment URL

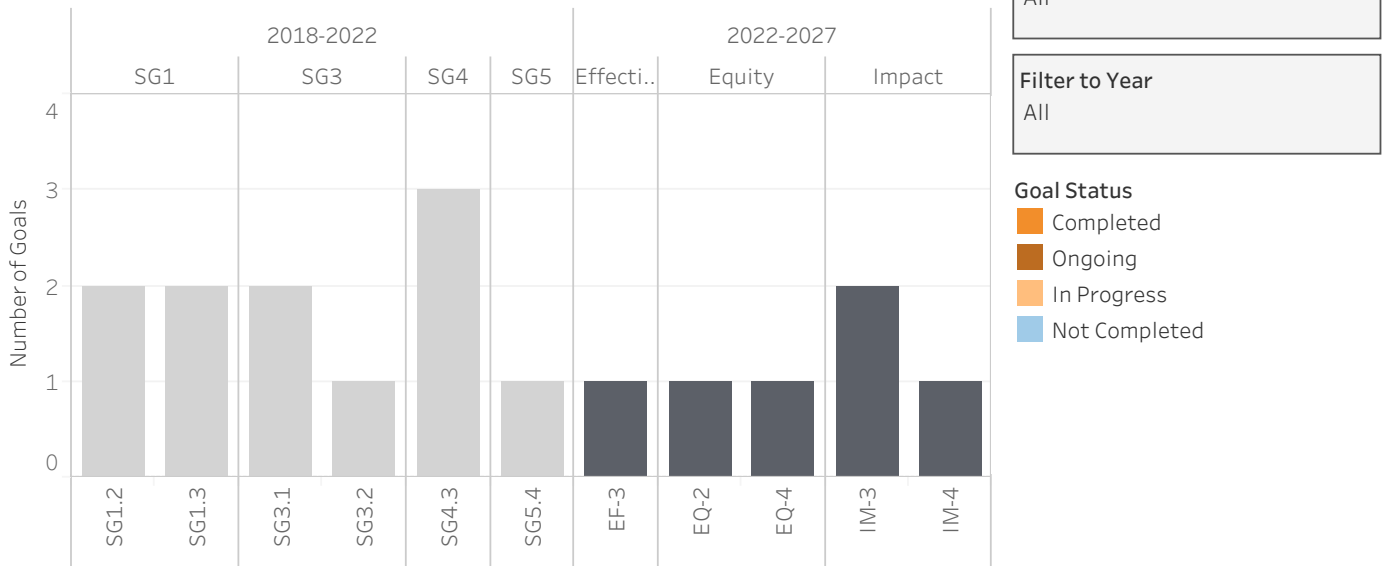
Annual Work Plan 3-Year Summary

Student Life | AY 2020-21 to AY 2022-23

Hover over a data point to see strategic goal objective or defining characteristic values.

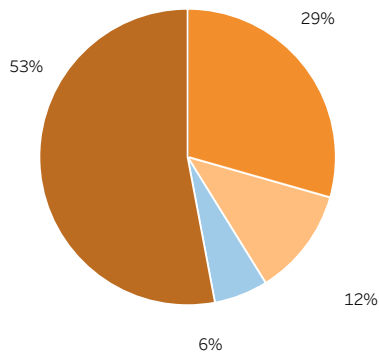
Click on a data point to see the associated action items.

Detailed Strategic Plan Alignment

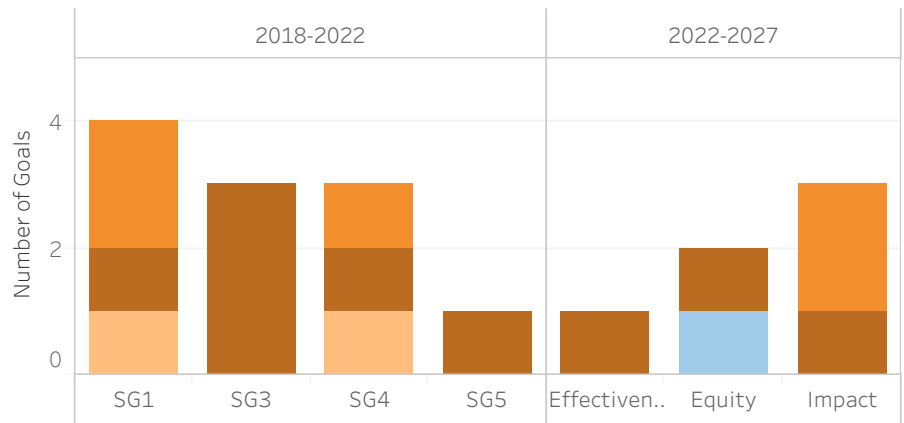


Overall Goal Status

94% positive progress



Strategic Plan Alignment and Goal Status



All AWP

Area	Year	Goal #	SGO/DC	Action Item	
Student Life	2021-22	1	SG3.1	Continue to develop the Helena College Food Pantry program by improving access, increasing usage, and providing education about food insecurity and nutrition to students.	Ongoing
		2	SG5.4	Identify and develop priorities for the Student Life program which align with NASPA best practices and enhance the Helena College Strategic Enrollment Plan (SEP).	Ongoing
		3	SG4.3	Enhance the Diversity and Inclusion committee efforts by promoting LGBTQAI+ acceptance and education at Helena College through the development of a sustainable SafeZone ally progr..	Ongoing
	2022-23	1	EF-3	Identify and develop priorities for the Student Life program which align with NASPA best practices and support the Helena College Strategic Enrollment Plan (SEP).	Ongoing
		2	EQ-4	Enhance the Diversity and Inclusion committee efforts by promoting LGBTQAI+ acceptance and education at Helena College through the development of a sustainable SafeZone ally progr..	Not Completed
		3	EQ-2	Create a supportive network through Student Life to bring knowledge and resources for students impacted by addiction, recovery, and/or substance use disorders.	Ongoing
Student Wellness	2020-21	1	SG1.3	Enrich the wellness component of Helena College' culture and environment to support student wellbeing by administering the American College Health Association/National College Health Asses..	Completed
		2	SG1.3	Utilize ACHA-NCHA survey results to refine the Wellness and Counseling approach to current services offered in the areas of chronic disease, resiliency, mental health, suicide prevention, foo..	In Progress
		3	SG1.2	1. Educate and engage Student Leadership as positive agents of change by implementing the Peer Education program. 2. Promote campus wide wellness resources. ..	Ongoing
		4	SG4.3	1. Provide staff and faculty training by using Kogntio Mental Health Training for Staff and Faculty using Evidence-Based Health Simulations and Training. ..	In Progress
	2021-22	1	SG3.1	Continue to develop the Helena College Food Pantry program by improving access to students, increasing the usage of the pantry program, and providing education about food insecurity and nu..	Ongoing
		2	SG1.2	1. Educate and engage Student Leadership as positive agents of change by implementing the Peer Education program. 2. Promote campus wide wellness resources. ..	Completed
		3	SG4.3	1. Provide staff and faculty training by using Kogntio Mental Health Training for Staff and Faculty using Evidence-Based Health Simulations and Training. ..	Completed

All AWP

Area	Year	Goal #	SGO/DC	Action Item	
Student Wellness	2021-22	4	SG3.2	Build a comprehensive Suicide Prevention training program for students, staff, and faculty through collaboration with the Lewis and Clark County Suicide Prevention taskforce.	Ongoing
	2022-23	1	IM-4	Build a comprehensive Suicide Prevention training program for students, staff, and faculty through collaboration with the Lewis and Clark County Suicide Prevention taskforce.	Ongoing
		2	IM-3	Hire and train 2 peer educators for the Healthy Colleges Montana Grant. These two educators will develop the programming for the grant including active, passive, social, and educational events an..	Completed
		3	IM-3	Hire and train 2 peer educators for the Rape Prevention CDC Grant. These two educators will develop the programming for the grant including active, passive, social, and educational events an..	Completed