



2018-2022
STRATEGIC PLAN
& MISSION FULFILLMENT
FINAL REPORT

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on behalf of the Institutional Development, Effectiveness, and Accreditation Committee
March 2023

MISSION STATEMENT

Helena College, a comprehensive two-year college, provides access to and support of high quality lifelong educational opportunities for our diverse community.

DETERMINATION OF MISSION FULFILLMENT

Helena College implemented a new framework for strategic planning and assessment of mission fulfillment following the acceptance of its [Year One Self-Evaluation Report](#) by the Northwest Commission on Colleges and Universities (NWCCU) in July 2018. In response to two recommendations from the NWCCU, the College collaboratively and thoughtfully refined its mission, consolidated and focused its strategic plan, and reframed its core themes to improve planning, decision-making, allocation of resources, and the evaluation of mission fulfillment.

For the 2018-2022 strategic plan, Helena College established a two-fold framework for articulating mission fulfillment:

1. Systematic evaluation of the performance of each of the indicators of achievement for the outcomes identified in the three core themes. An acceptable threshold for mission fulfillment is defined as 75% of the indicators of achievement exceeding, meeting or having an acceptable range of achievement.
2. Regular monitoring of progress towards achievement of the each of the five strategic goals and their supporting objectives. Progress is determined through evaluation of the results of annual work plans supporting specific strategic goal objectives at the unit level (programs, services, committees, and senates).

The Institutional Development, Effectiveness, and Accreditation (IDEA) Committee is responsible for monitoring, evaluating, and reporting on these metrics, sharing recommendations for improvement with the Dean's Cabinet, and keeping the entire campus community apprised of progress. The committee published one mission [fulfillment report in the spring of 2020](#), reflecting on the first year of the new framework.

IDEA intended to assess our performance and the framework annually, but a number of factors have influenced our ability to adhere to that schedule. Our first review happened at the onset of the COVID-19 pandemic, in an environment of unprecedented uncertainty that made it difficult to make informed decisions about aspirational yet achievable targets. Additionally, the recent decision by the NWCCU allowing colleges to choose whether or not they wanted to utilize core themes was a topic of discussion during 2020, as well. Staff turnover and workload changes in key positions meant that larger projects had to be put on hold for a period of time. In 2021, the IDEA committee began in earnest to develop a new strategic plan and focused its efforts on a new framework for mission fulfillment to accompany it.

This report serves to close out the 2018-22 strategic plan and demonstrate mission fulfillment to the extent possible given the events of the last few years.

HELENA COLLEGE CORE THEMES

1. Student Access and Success (2 outcomes, 10 indicators of achievement)
2. High Quality Education (2 outcomes, 5 indicators of achievement)
3. Community Enrichment (3 outcomes, 9 indicators of achievement)

Each indicator of achievement has a **baseline** (rolling three-year averages) and **target** by which **current performance** is measured. Performance on each indicator of achievement was scored using the following criteria:

- 2: Met or exceeded target
- 1: Performance within 90% of target
- 0: Performance not within 90% of target

Helena College defined an acceptable threshold for mission fulfillment 75% of all core theme indicators meeting or coming within 90% of their targets.

2020 Mission Fulfillment Progress

<i>Core Theme</i>	<i>Number of Indicators met, exceeded, or within 90% of target</i>	<i>Score</i>
Overall	10 of 22	45%
One	6 of 8	75%
Two	2 of 5	40%
Three	2 of 9	22%

The first review of the College's progress on mission fulfillment took place over the fall of 2019, utilizing the most recent data available at the conclusion of 2018-19 academic year. [A report was published in February 2020](#). The review indicated that less than half of the core theme indicators of achievement exceeded, met, or were within an acceptable range of targeted performance. Nearly a quarter of the indicators still needed processes implemented to collect the necessary data, and others needed targets established or revised. IDEA was pleased to see that Core Theme One, focused on student access and success, did meet the threshold for mission fulfillment. Several indicators in Core Themes Two and Three did meet or exceed their targets.

Follow-Up on Recommendations from 2020 Review

1. Current core themes, outcomes, indicators of achievement, and targets were established in 2017. They should be reviewed for validity and effectiveness in determining mission fulfillment.
 - a. Committee reviewed all indicators of achievement and targets in spring 2020. Many targets were adjusted with caution in anticipation of how the COVID-19 pandemic might impact the college. The committee proposed waiting a year to review the indicators and targets for core theme three, given the significant impact of the pandemic. This did not occur.
 - b. The IDEA Committee, Strategic Planning Steering Team, and Guiding Principles Work Groups evaluated all core themes, objectives, and indicators to develop a new strategic plan. Many of the indicators were transitioned to key performance indicators under the new plan, while others were retired due to ongoing challenges in collecting meaningful data.

2. Following completion of recommendation 1, the five remaining indicators need to be addressed promptly to close gaps in evaluation of performance.
 - a. Establishment of targets for indicators 2.1.1 and 2.1.2, centered around assessment of institutional competencies and institutional learning outcomes, have been deferred until sufficient data is available.
 - b. In support of a metric for indicator 2.2.1b, focused on the amount of professional development available to employees, the College implemented Vector PD, a professional development tracking platform, in the fall of 2020. Data from the first two years of use was used to set a target for the related key performance indicator under the new strategic plan.
 - c. The College has struggled to identify a feasible system for tracking all indicators under Objective 3.1, measuring responsiveness to workforce needs. The IDEA Committee has been discussing new options for tracking this key component of our mission under the new strategic plan.
3. If indicator 3.2.1 remains after the review process, the College should consider eliminating charges for non-profit groups to use the facility as a means of promoting community engagement.
 - a. Restrictions due to the COVID-19 pandemic have drastically reduced community use of facilities. IDEA Committee plans to re-evaluate a number of core theme indicators/key performance indicators related to community engagement in order to identify meaningful metrics that demonstrate a campus-wide commitment to supporting and working with our community.
4. Under the new 2020 NWCCU Standards for Accreditation, the College will need to make a decision about the use of core themes as a measure of mission fulfillment.
 - a. In January 2021, after thoughtful consideration, the IDEA Committee decided to eliminate core themes in our next strategic plan, set to begin in 2022. Core themes, objectives, and indicators of achievement served as an essential foundation for the College's 2022-27 Strategic plan, adopted July 1, 2022 (see Appendix A, Core Themes Mapped to Strategic Plan Key Performance Indicators and Strategic Goal Targets).

2022 Mission Fulfillment

Indicators with more than one metric were separated into separate indicators to aid in evaluation, thus resulting in five more indicators at the end of AY 2021-22 than in AY 2018-19.

<i>Core Theme</i>	<i>Number of Indicators met, exceeded, or within 90% of target</i>	<i>Score</i>
Overall	10 of 27	37%
One	6 of 10	60%
Two	3 of 7	43%
Three	1 of 10	10%

The final mission fulfillment review took place over the course of the 2021-22 academic year as the IDEA Committee, and strategic planning groups carried out a comprehensive data review to support development of the new strategic plan. A final review in the fall of 2022 utilized the data available at the conclusion of AY 2021-22.

Unfortunately, the College has seen a decrease in the percent of indicators exceeding, meeting, or coming within 90% of targets. Declining enrollment and retention rates contributed to a decrease in degree completion, and the decreases in all three areas were greater than anticipated. One success was the 50% increase in dual enrollment students from AY 2018-19 to AY 2021-22. Graduation rates, transfer rates, course success rates, and professional license and certification pass rates all met or exceeded the target. Community engagement (core theme three) was most drastically impacted by the COVID-19, as all community enrichment courses were cancelled, use of the facility dropped as groups decided not to meet or to meet virtually, and the college hosted primarily virtual events over the course of AY 2020-21 and AY 2021-22. The College has been unable to obtain the data necessary to calculate the adult education conversion since AY 2018-19 due to staffing changes at the school district.

A full accounting of each core theme indicator of achievement is presented below.

Core Theme One: Student Access and Success

Objective 1.1: Helena College achieves its strategic enrollment management goals.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
1.1.1	Enrollment in credit-bearing programs and courses Average Annual FTE - AAFTE	832	825	742.5	658 AY22	0
1.1.2	Dual enrollment Fall + spring unduplicated headcount	762	850	765	1,146 AY22	2
1.1.3a	Fall-to-fall retention: Full-time % fall entering students who complete a program or return the subsequent fall semester		58%	52%	56% Fall 2020 entering cohort	1
1.1.3b	Fall-to-fall retention: Part-Time % fall entering students who complete a program or return the subsequent fall semester		46%	41%	34% Fall 2020 entering cohort	0

Objective 1.2: Helena College students achieve their educational goals.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
1.2.1	Completion of gateway math and writing courses % of first-time entering students completing college level math and writing within 2 semesters	29	30%	27%	26% Fall 2021 Cohort	0
1.2.2	Course success rate Students successfully completing courses each semester across all modes of delivery: face-to-face, hybrid, online	81%	75%	68%	83% AY22	2
1.2.3a	Completion of certificate and degree programs Annual number of degrees and certificates completed	257	254	229	209 AY22	0

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
1.2.3b	Completion of certificate and degree programs Entering students graduating within 150% of time to degree: 1.5 years for certificates, 3 years for associates	27%	30%	27%	34% Fall 2018 entering cohort	2
1.2.4	Transfer Entering AA/AS students transferring within 3 years	28%	22%	20%	45% Fall 2018 entering cohort	2
1.2.5	Employment rates Students completing career-technical education credentials who are employed within one year following graduation	87%	80%	72%	80% AY20 graduates	1

Core Theme Two: High Quality Education

Objective 2.1: Helena College students demonstrate achievement of learning outcomes.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
2.1.1	Institutional competencies Students demonstrating competency in information literacy, technology literacy, and diversity outcomes		70%	63%		
2.1.2	Program learning outcomes Program outcomes successfully achieved by students each academic year		70%	63%		
2.1.3a	Transfer success % of transfer students in good standing (>= 2.0 GPA) after 1st semester following transfer to 4-year MUS institutions	82%	80%	72%	87% Fall 2021 transfer students	2
2.1.3b	Transfer success Median 1st semester grade point average following transfer	3.29	3.00	2.70	3.31 Fall 2021 transfers	2
2.1.4	Professional license and certification pass rates Students successfully passing professional licensing exams and certifications	82%	85%	77%	88% CY21 and AY2122 average	2

Objective 2.2: Helena College supports professional growth opportunities for faculty and staff to advance excellence in teaching and delivery of support services.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
2.2.1a	Professional Development % of operating budget allocated to professional development	2.7%	5%	4.5%	4.3% FY22	0
2.2.1b	Professional Development % of professional development deliverables achieved	n/a	n/a	n/a	n/a	n/a

Core Theme Three: Community Enrichment

Objective 3.1: Helena College is responsive to regional workforce development needs.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
3.1.1	Assessment of workforce needs % of CTE programs completing a workforce needs assessment on a three-year schedule	n/a	n/a	n/a	n/a	n/a
3.1.2a	Responsiveness to workforce needs Projects, partnerships, curricular revisions, Continuing Ed offerings tied to the results of workforce needs assessments	n/a	n/a	n/a	n/a	n/a
3.1.2b	Responsiveness to workforce needs Employers indicating satisfaction with workforce development offerings and initiatives	n/a	n/a	n/a	n/a	n/a

Objective 3.2: Helena College provides cultural, intellectual, and social resources for the community.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
3.2.1	Community use of campus facilities Community events/activities hosted on Helena College campuses each year	44	None	None	10 FY222	n/a
3.2.2	College sponsorship of cultural, intellectual and/or social events or activities that are open to community participation Events/activities open to the public each year	20	None	None	Not available	n/a

Objective 3.3: Helena College partners with the community to expand opportunities for learning and service.

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
3.3.1	Participation in non-credit/credit-bearing continuing and community education programs Annual headcount enrollment in CE courses and programs	1,367	1,775	1,598	902 AY22	0
3.3.2	Completion of non-credit credentials Successful completion rate for credential granting non-credit programs	76%	80%	72%	87% AY22	2
3.3.3	Adult education conversion Annual conversion rate of Adult Education and Access to Success program completers to Helena College enrollment	AE: 3%, A2S: 9%	None	None	Not available	n/a

Indicators of Achievement		Baseline 2020	Target for 2022	90% Threshold	Current	Score
3.3.4	Service to community by faculty, staff, and students Service hours to the community each semester including student internships, clinicals, service-learning, faculty and staff involvement in the community	15,658	25,000	22,500	21,570 AY22	0
3.3.5	Credit and non-credit programs to support community needs CE programs/services provided annually to community partners	8	11	10	9 AY22	0

HELENA COLLEGE 2018-2022 STRATEGIC GOALS

Helena College's strategic plan was updated by the IDEA Committee in the fall of 2017 based on extensive input from a campus wide review of the existing plan. The plan includes five broad strategic goals, each with 3-4 supporting objectives outlining specific actions intended to advance those goals toward fulfillment of the College's mission. Annual work plans were implemented in the fall of 2018 to track departmental progress toward the college's identified goals. As of AY 2021-22, a total of 57 areas complete work plans, including academic programs and departments, student support services departments, and institutional committees and senates. Each year, the IDEA Committee reviews the plans to evaluate alignment, quality, and achievement. Changes are implemented to the process as needed to improve usability, plan quality, and reporting capabilities.

The five strategic goals are:

1. Promote student success and achievement (3 objectives)
2. Advance academic excellence and scholarship (3 objectives)
3. Build community engagement and partnerships (3 objectives)
4. Model and foster equity, inclusion and cultural competency (3 objectives)
5. Ensure institutional integrity (4 objectives)

Follow-Up on Recommendations from 2020 Review

Since AY 2018-19, both the success rate and the quality of plans has improved significantly, due in large part to the continuous evaluation and improvements to the process, including:

1. A guide to work plans is updated annually and distributed to plan developers throughout the process. Training is offered at the beginning of the academic year and on demand to new plan developers. The training includes both basic navigation of the database where plans are entered and education in how write effective action items following the S.M.A.R.T goal-setting framework.
2. Updates to the database have resulted in more plans being fully completed:
 - a. Prompts have been added to each field. Goal statuses have been defined to promote consistency of use.
 - b. Default values have been removed from drop-down menus, forcing developers to make a choice of strategic goal and objective.
 - c. Form validation ensures all required fields are completed before form is submitted.
 - d. A mid-year update has been added for the plan overall and for each goal.
 - e. The committee continues to receive requests to allow for the alignment of action items to multiple strategic goal objectives, but this has not been implemented yet.
3. Action items with a status of "ongoing," "in progress," or "deferred" are carried forward to the next year.
4. The Dean's Cabinet identifies five to seven priority strategic goal objectives for each year. This has not resulted in significant increases in plans aligned to those objectives and this practice should be evaluated to improve its effectiveness.
5. Work plan submission dates were changed to better align with the academic calendar. They open at the beginning of June, with initial plans due shortly after the beginning of the semester. Plan developers can close out their plans as early as the last week of the spring semester, or as late as July 30.
6. The IDEA committee strives to provide feedback in a timely manner twice a year: after initial plans and again after the final plans.

Alignment of Annual Work Plans

At the beginning of every academic year, plan developers are asked to set at least three goals for their areas and describe the actions, indicators of success, and responsible parties for each. They must also align each of their goals with a strategic goal objective from the college's strategic plan.

Action Items by Strategic Goal Objective

Cumulative AY1819 to AY2122

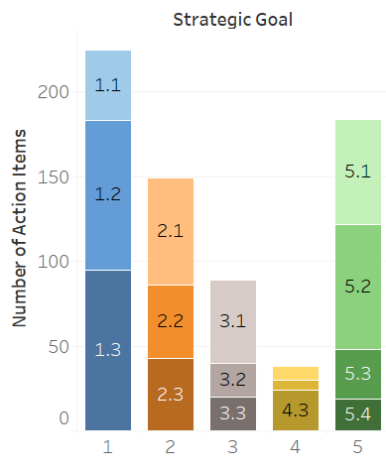


Figure 1

At the conclusion of AY2122, there were a total of 685 action items over four years of annual work plans. Extensive analysis of these action items involved a consolidation of recurring action items with deferred, ongoing, and/or in progress goals into single action items lasting multiple years. As a result, 514 unique action items have been identified and will be the focus of this report (Figure 1).

Distribution of action items remained relatively consistent over the four-year period (Figure 2). The majority of action items aligned with strategic goal (SG) 1, followed by SG 5, SG 2, SG 3, and SG 4. It was identified early on that the strategic goal objectives (SGOs) for SG 4, "Model and foster equity, inclusion, and cultural competency," were too specific for most departments to align their work to, but the college did not change the objectives for the remainder of the strategic plan, choosing instead to reevaluate the strategic goals for the next strategic plan. SGO 5.4 was added in 2019 to reflect the institution's commitment to supporting a strategic enrollment plan.

Strategic Goal Objective by Year

AY1819 to AY2122

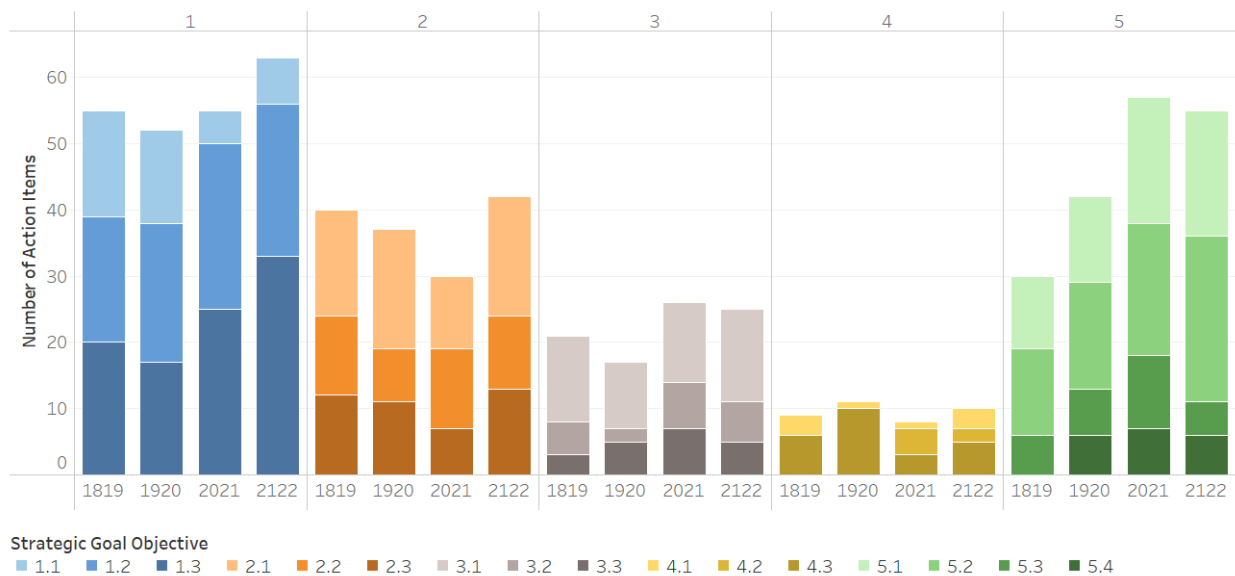


Figure 2

Results of Annual Work Plans

Review of the final status of the 514 unique action items revealed that 49% were marked completed, and another 34% were marked as in progress or ongoing. Six percent of action items were marked as not completed, while another 6% did not have a final status entered (incomplete). Only 4% of action items were deferred at the conclusion of the four-year period (Figure 3).

Many areas tend to mark action items as ongoing when they are successfully completed for the year, but the work will continue in future years. Recognizing this practice, and acknowledging that any positive progress is good progress, success will be measured by the percentage of action items that were completed, ongoing, or in progress by the conclusion of the strategic plan, which was 82% of all action items at the end of AY 2021-22.

Evaluation of final status by strategic goal objective revealed moderate variation in the percent of action items with positive progress (Figure 4). Strategic goal objectives 4.1 and 4.2 showed the most success, with 100% of action items completed, in progress, or ongoing, though these two were aligned with the fewest action items (8 and 6, respectively). Action items aligned to all strategic goal objectives for SG 1, as well as SGOs 2.1, 2.2, 3.1, 4.3, and 5.1 also saw greater than average success. Strategic goal objectives with lower than average performance were: 2.3, 3.2, 3.3, 5.2, 5.3, and 5.4. Areas struggled the most to make progress on action items aligned with SGO 3.3, expanding civic engagement opportunities through work-based learning and other real-world educational experiences. IDEA Committee should investigate the action items in areas with lower than average success rates to identify ways to support the work.

A selection of completed work plan goals for each strategic goal objective over the last four years is available in Appendix B. These goals highlight some of the notable work accomplished in support of the strategic plan.

Final Action Item Status
Cumulative AY1819 to AY2122

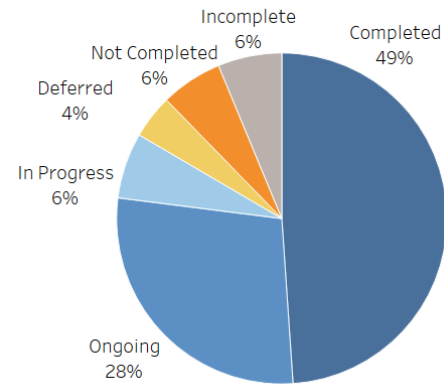


Figure 3

Final Status by Strategic Goal Objective
Cumulative AY1819 to AY2122

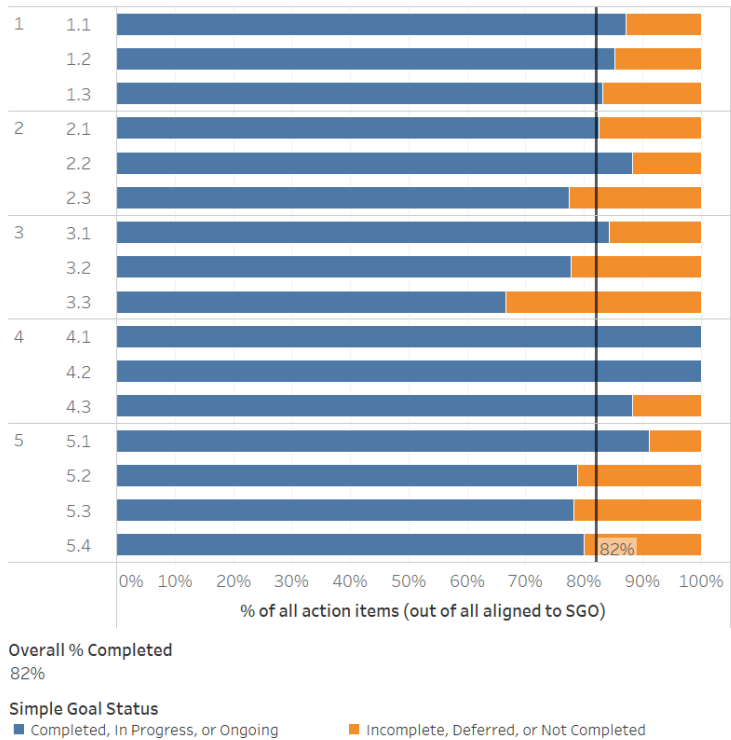


Figure 4

Quality of Annual Work Plans

IDEA Committee continues to evaluate both final and initial work plans every year, both for overall clarity of the content, and for quality of action items, indicators, results, and future actions. Plans have improved over the last four years, indicating the efforts to improve education and training around work plans have been successful (Figures 5 and 6).

As of AY 2021-22:

- 75% of initial plans (up from 67% in AY 2018-19) and 71% of final plans are concise and clearly understood.
- 85% of action items are aligned to an appropriate strategic goal objective, compared to a low of 42% in AY 2019-20.
- 91% of action items are SMART (specific, measurable, relevant, achievable, and timely).
- 83% of indicators are appropriate to measure success of the action item, up from a low of 46% in AY 2019-20.
- 78% of results and future actions demonstrate sound analysis and a commitment to continuous improvement, compared to only 38% in AY2018-19.

Plan Clarity

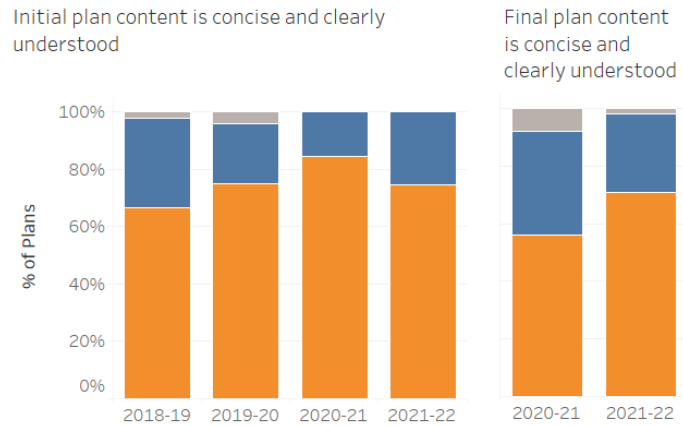


Figure 5

Action Items

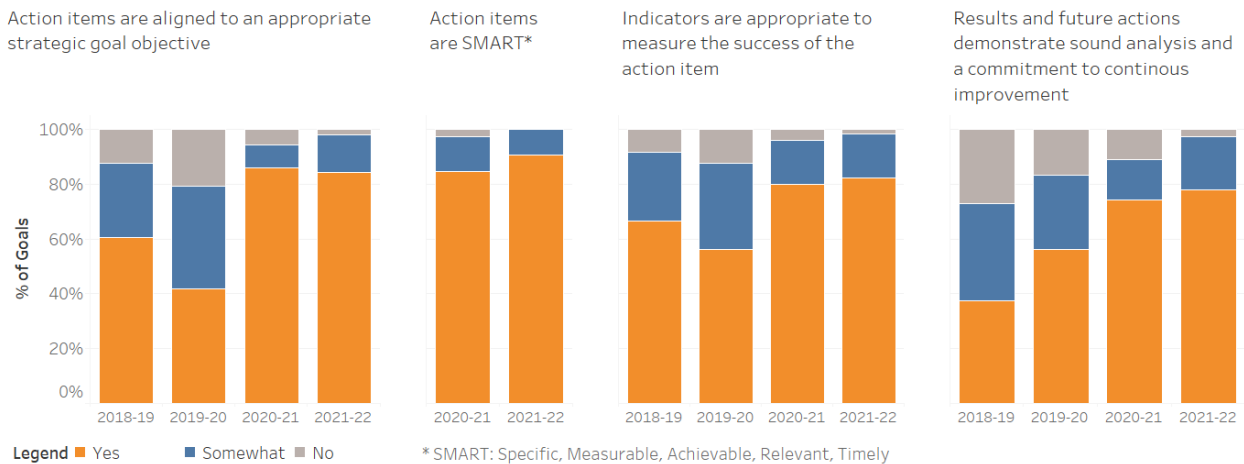


Figure 6

IDEA Committee is pleased with the progress made on annual work plans, and has decided to continue using them to measure alignment of departmental and committee work with the new strategic plan. Another change for AY 2022-23 is the addition of program review recommendations that have been assigned to the area. Plan developers will have the opportunity to tie work plan goals to recommendations and track progress toward accomplishment of recommendations within annual work plans.

CONCLUSION AND NEXT STEPS

Helena College's current framework for evaluating mission fulfillment was established in spring 2018. The final review of progress on mission fulfillment indicates that fewer than half of the core theme indicators exceeded, met, or were within an acceptable range of targeted performance, with a third of indicators unable to be measured due to lack of data or targets. Despite the College's best efforts, some of the indicators have proven to be too difficult to measure. All core theme indicators were considered for inclusion in the new strategic plan as key performance indicators or strategic goal targets. The IDEA Committee is working to identify more meaningful and assessable indicators to replace those that have been too difficult to track.

Annual work plans have proven to be an effective way to tie the work of all areas on campus to the strategic plan. They will continue to be used under the new strategic plan.

[Helena College's 2022-2027 Strategic Plan](#) is the result of campus-wide collaboration, careful evaluation of data, and thoughtful consideration of who the college is, where the college wants to be in five years, and how we intend to accomplish our goals. Following a series of listening sessions open to all employees, a new mission statement, vision statement, and four guiding principles were established and approved by the campus. These principles form the pillars of the strategic plan. A steering team and work groups composed of representatives from all areas of campus and types of employment finalized the defining characteristics that describe what it means for Helena College to live our mission and proposed strategic goals to help us achieve our vision. The plan was finalized by the Dean's Cabinet in April 2022 and became effective July 1, 2022. IDEA Committee is currently finalizing strategic goal targets and key performance indicators that will be monitored regularly to ensure progress toward our goals.

Looking back on the last four years at Helena College, the IDEA Committee, Dean's Cabinet, and all employees can attest to the numerous challenges we faced that made it difficult to accomplish the goals set forth in 2012 and re-articulated in 2018. Although the numbers do not indicate a quantifiable confirmation of mission fulfillment, the considerable successes outlined in the annual work plans attest to the fact that we work daily to live our mission and continuously strive to improve our performance in the indicators of success we set for ourselves.

APPENDIX A

Core Themes Mapped to Key Performance Indicators and Strategic Goal Targets

Core Theme Indicator	Key Performance Indicator (KPI) / Strategic Goal (SG) Target			Metric
1.1.1	SG	Impact-2.1	Enrollment in credit-bearing programs and courses	Annual average FTE (AAFTE)
1.1.2	KPI	Impact-1a	Dual enrollment	Fall unduplicated + spring unduplicated headcount of dual enrollment students
1.1.2	KPI	Impact-1b	Early college enrollment	Annual unduplicated number of high school students taking any class as early college credit
1.1.3	SG	Impact-2.2a	Retention rate	Percentage of first-time freshmen and new transfer students returning for a second year of enrollment
1.1.3a	SG	Impact-2.2b	Full-time retention rate	Percentage of full-time first-time freshmen and new transfer students returning for a second year of enrollment
1.1.3b	SG	Impact-2.2c	Part-time retention rate	Percentage of part-time first-time freshmen and new transfer students returning for a second year of enrollment
1.2.1	KPI	Effectiveness-1a	Completion of gateway math course – full-time	Percentage of full-time entering students completing gateway math within first year
1.2.1	KPI	Effectiveness-1b	Completion of gateway math course – part-time	Percentage of part-time entering students completing gateway math within first year
1.2.1	KPI	Effectiveness-1c	Completion of gateway writing course – full-time	Percentage of full-time entering students completing gateway writing within first year
1.2.1	KPI	Effectiveness -1d	Completion of gateway writing course – part-time	Percentage of part-time entering students completing gateway writing within first year
1.2.2	KPI	Effectiveness -2	Course success rate	Students successfully completing courses each semester across all modes of delivery
1.2.3a	KPI	Impact-2.3	Completion of certificate and degree programs	Number of degrees and certificates awarded annually
1.2.3b	KPI	Impact-2	150% graduation rate	Percentage of entering students that graduate in 150% of time to degree: 1.5 years for certificates, 3 years for associates
1.2.4	KPI	Impact-3	150% transfer rate	Entering AA/AS students transferring within 3 years
1.2.5	KPI	Impact-7	Employment rate	Students completing career-technical education credentials who are employed within one year following graduation
2.1.1	KPI	Effectiveness-5	Institutional competencies	Students demonstrating competency in information literacy, technology literacy, and diversity outcomes
2.1.2	KPI	Effectiveness-4	Program/credential learning outcomes	Program/credential outcomes successfully achieved by students each academic year
2.1.3a	KPI	Impact-4	Transfer success rate	Percentage of transfer students in good academic standing (2.0 or better GPA) after first semester following transfer to a 4-year MUS institution

2.1.3b	KPI	Impact-5	Transfer GPA	First-semester GPA following transfer to an MUS 4-year institution
2.1.4	KPI	Impact-6	Professional license and certification pass rates	Students successfully passing professional licensing exams and certifications
2.2.1a	KPI	Stewardship-1	Professional development funding	Percent of fiscal year operating budget allocated to professional development
2.2.1b	KPI	Stewardship-2	Professional development activities	Number/percent of permanent employees recording at least one PD activity in Vector PD annually
3.1.1	TBD	Impact	Assessment of workforce needs	TBD
3.1.2a	TBD	Impact	Responsiveness to workforce needs	TBD
3.1.2b	TBD	Impact	Employer satisfaction with response to workforce needs	TBD
3.2.1	SG	Impact-1	Community use of campus facilities	TBD
3.2.2	SG	Impact-1	College sponsorship of community events	TBD
3.3.1	KPI	Impact-8	Participation in non-credit/credit-bearing continuing and community education programs	Annual headcount enrollment in Community Education Center courses and programs
3.3.2	KPI	Effectiveness-6	Completion of non-credit credentials	Successful completion rate for credential-granting non-credit programs
3.3.3		Eliminated	Adult education conversion	Challenges in data collection and low yield from these programs led committee to eliminate as a metric
3.3.4	SG	Impact-1	Service to community by faculty, staff, and students	TBD
3.3.5	SG	Impact-10	Credit and non-credit programs to support community needs	CEC programs and services provided annually to community partners

The indicators related to assessment and responsiveness to workforce needs (3.1.1 and 3.1.2) are currently in development by the IDEA Committee. The original plan for career technical education programs to complete a workforce needs assessment every three years was never implemented. Committee members are considering alternative means of assessing community needs, documenting results of and responses to the assessment, and measuring employer satisfaction with our efforts.

The indicators related to community engagement (3.2.1, 3.2.2, and 3.3.4) will be re-visited when IDEA Committee finalizes the first strategic goal under the Impact guiding principle. As the College and community emerge from pandemic-era restrictions, there is a renewed commitment to promoting campus-wide involvement with the community and we want to thoughtfully consider meaningful and effective indicators and targets that will help us accomplish this goal.

APPENDIX B

Selection of Completed Annual Work Plan Goals, AY 2018-19 to AY 2021-22

Strategic Goal #1 – Promote student success and achievement

1. Construct academic pathways for undergraduate education that enable seamless career transition or postsecondary educational transfer
 - **2018-19:** Accounting and business articulation agreements updated and in place with UM, MSU, and MT Tech. MUS transfer pathways developed for chemistry and biology.
 - **2019-20:** Automotive program removed from moratorium with 14 students enrolled. Helena College adopted common course numbering. Shared read of Guided Pathways text with General Education Faculty.
 - **2020-21:** Transitioned Fire & Emergency Services program from AAS to CAS and AS to promote entry-level training and provide a pathway to a bachelor's degree.
 - **2021-22:** Media arts courses and pathways approved by ASCR. Request to plan for AAS in Cosmetology approved by MT Board of Regents. Sociology transfer pathway to Carroll College established. Computer science pathways for MSU, MT Tech and UM. Guided Pathways initiatives included draft degree maps and 10 meta-majors for grouping program offering. WRIT 121 aligned with transfer institutions and WRIT 104 created for non-transfer pathways.
2. Increase educational access and support for a diverse student population through community efforts and collaboration
 - **2018-19:** Academic Coach added tutoring and writing center to responsibilities. Title IV Program Participation Agreement renewed through April 2022. Thirty percent of TRIO students received an associate's degree or certificate within 4 years, surpassing goal of 25%.
 - **2019-20:** Banner upgrades resulted in improvements to navigation and display of information. Diversity & Inclusion Committee partnered with TRIO to celebrate First Gen Day. Financial Aid improved communications with recent graduates regarding their upcoming repayment status. Orientation moved to virtual format following COVID-19 restrictions. CARE team established and received training on best practices.
 - **2020-21:** ASHC partnered with TRIO and Staff Senate to provide holiday meal kits to students and keep the campus pantry stocked. Graduation application and Veteran notification form converted to electronic format. College transitioned to a third party vendor for textbooks and course materials. Distributed National College Health Assessment.
 - **2021-22:** Advising checklist created to help students navigate advising and registration processes. Disability Resources student handbook converted to checklist of student responsibilities and campus resources. Student Wellness expanded peer educator program. QWL hosted food trucks for students and employees. Embedded tutoring expanded to all writing and communications courses.
3. Promote a culture of collaboration and communication that ensures the College meets its mission
 - **2018-19:** Library added database subscriptions through TRAILS consortium. Developed and implemented preliminary communication plan for dual enrollment students. Created campus events calendar. Records retention training.
 - **2019-20:** Monday Morning Memo, monthly open forums, and regular meetings with senate leaders implemented to improve communication from Dean's Office. Recruitment communication plan developed and implemented.
 - **2020-21:** Successful Quottly course sharing pilot with Missoula College. IT upgraded and expanded wireless network access. Library completed conversion of physical space to Library Learning Hub.
 - **2021-22:** Documentation for Quottly course sharing processes developed. Human Resources moved under Administrative Affairs to support shared position with IM Western. Student

resources updated, including orientation materials, student veteran paperwork, and recruitment packets. Open forums with faculty and advisors supported information sharing to benefit students.

Strategic Goal #2 – Advance academic excellence and scholarship

1. Provide relevant and enriching instruction and academic programs that address the evolving job market and global community.
 - **2018-19:** Added Cultural Heritage of the American Indian course designation and completion requirement to align with MUS core. Research and inquiry-based projects added to biology and chemistry courses.
 - **2019-20:** Faculty implemented Quality Matters standards in accounting and business courses. Efforts to improve experience of dual credit teachers, strengthen relationships between HC faculty and high school teachers.
 - **2020-21:** Accounting and business courses and program converted to fully online. AVMT updated documentation for FAA approval. Information Technology & Programming and K-12 Partnerships collaborated to develop new curriculum in partnership with East Helena High School with grant funding. Montana 10 students recorded narratives of their path to college as part of first year experience.
 - **2021-22:** Received BOR and ASCRC approval for Avionics program, curriculum, and courses. Grant funding to promote Accounting and Business program. Converted diesel lab space to a classroom. New seminar and capstone courses in art facilitated community connections for students. COLS 101 First Year Seminar pilot successful. Nursing received approval to increase cohort from 16 to 20 students per semester. New CAS for Automotive Technology. Independent research course in biology offered.
2. Utilize research and assessment data to make evidence-based decisions regarding curriculum, instruction, and programming.
 - **2018-19:** Strategic Enrollment Planning work groups analyzed data to develop situational analyses and priority areas of focus. Library satisfaction survey distributed to inform library improvements. Student support services restructured based on data and campus feedback – testing center moved to Community Education, tutoring moved into library, which expanded to a Library Learning Hub, professional advisors took over advising and faculty serve as mentors.
 - **2019-20:** Faculty senate conducted evaluations of administrators. Information Technology & Programming added first year experience seminar and modified capstone course. CARE team established and received training on best practices.
 - **2020-21:** Administrative Support and Management program terminated due to low enrollment and declining demand. Use of assessment database to track assessment of course and program learning outcomes expanded. New non-academic program review process established. National College Health Assessment administered.
 - **2021-22:** Curriculum revisions completed for IWMF degrees. Library Learning Hub tracked usage of new space. First round of new non-academic program review process completed.
3. Demonstrate that students have learned requisite knowledge and skills relevant to their educational goals.
 - **2018-19:** Library Research Tutorial Updated to better assess student learning. 100% NCLEX pass rate for RN and LPN students. Established assessments for general education core science outcomes.
 - **2019-20:** Implemented self-placement using multiple measures for math, writing, and some science courses.
 - **2020-21:** New format for graduation to conform to COVID-19 precautions led to a more personalized experience.
 - **2021-22:** Changed graduation fee collection and implemented audit system and targeted messaging to improve degree completion rate. Computer literacy assessment and course developed through partnership with Library Learning Hub and eLearning. 100% completion of IFSAC/Pro Board Fire Firefight 1 certification. New credential outcomes for Information

Technology & Programming developed. A nursing instructor organized NCLEX review sessions for students.

Strategic Goal #4 – Build community engagement and partnerships

1. Foster collaborative partnerships with business, industry, and the broader community to enhance workforce development and lifelong learning.
 - **2018-19:** Big Sky Pathways hosted events to promote trades careers to high school students. QWL organized a service day for employees and students. Computer Technology Round Table Forum held.
 - **2019-20:** Hosted STEAM month and CTE month to build partnerships with various organizations and promote HC programs. Participation in Career Mini-Summit at Carroll College to improve support services for veterans and service-members.
 - **2020-21:** Work group with state agencies to host virtual career fair and improve connections between agencies and HC students. Officer Reserve Training with HPD, Quickbooks with MT DBE and SBE, trainings for MVD. “Anti-Black Racism” course offered to community. Foundation developed new brochure and updated websites, conducted postcard campaign to raise awareness.
 - **2021-22:** Collaborations with Women’s Business Center, MDT, Opportunity Bank, JCF, Job Service. Successful Manufacturing & Mechanics Night. Monthly activities for Bryant students to explore programs well-received. Hybrid electric vehicle training offered for students and industry.
2. Evaluate and respond to ongoing and emerging community educational and workforce needs.
 - **2019-20:** Surveys in community education courses to ensure offerings are satisfactory. New CEC classes offered in collaboration with SBDC, Helena WINS, and Job Service.
 - **2020-21:** Hybrid training expanded to technicians in community. HAAS turning center installed for machining courses. Converted some community education courses to hybrid format. Testing center offerings expanded. Grand funds used to expand LPN program to Bitterroot College.
 - **2021-22:** AA in Pre-Criminal Justice developed in collaboration with MT Dept. of Corrections. Community Education Center developed advisory council. Introduction to Behavioral Health Technician course created through partnership with Psychology instructor and CEC, plans to pilot at Shodair Children’s Hospital.
3. Expand civic engagement opportunities through work-based learning and other real-world educational experiences.
 - **2019-20:** Tool sets purchased for automotive program as required for apprenticeship/internship. Welding program met with advisory board to begin discussions of internships/apprenticeships.
 - **2020-21:** Biology research, art seminar, and art capstone courses added to course bank, all of which incorporate internships or connections to industry.
 - **2021-22:** RN and LPN students participated in vaccination clinics offering flu and COVID-19 vaccines, also participated in COVID-19 testing. Fire and Emergency Services students became members of local volunteer fire departments. Independent research course in biology offered for the first time.

Strategic Goal #4 – Model and foster equity, inclusion, and cultural competency

1. Ensure that recruitment and hiring practices promote equity and inclusion.
 - **2018-19:** Staff satisfaction survey evaluation revealed confidence in fair hiring practices. New hiring plan, position justification, onboarding plan, supervisor resources, and checklist for new employees developed. Worked with UM to advertise more broadly, resulting in larger and more diverse candidate pools.
 - **2019-20:** Held implicit bias training for employees and incorporated video as requirement for hiring committee members.

- **2020-21**: Developed document outlining expectations and contract for hiring committee members to ensure fair and consistent hiring practices.
 - **2021-22**: ASHC executive team featured diverse representation of students. HR recruitments continued to expand. Worked with Institutional Diversity Officer to ensure hiring practices complied with DEI best practices.
2. Develop a diversity and inclusion action plan with measurable outcomes and ongoing assessment.
 - **2020-21**: Created, distributed, and analyzed results of inaugural campus climate survey, reports and recommendations shared with Dean’s Cabinet.
 - **2021-22**: Determination made to incorporate DEI into new strategic plan and transition Diversity & Inclusion Committee to DEI Council.
 3. Deliver professional development and other training to support the increased cultural competency of students and employees.
 - **2018-19**: Hosted workshop with Montana Human Rights Network and presentation by Montana Indian Alliance.
 - **2019-20**: Six events hosted by Diversity & Inclusion Committee on a variety of DEI topics. New faculty received training in working with students with disabilities. Accessibility education and training in relevant tools provided to faculty. Mandatory employee training through American Indian Minority Achievement initiative.
 - **2020-21**: ADA compliance rubrics for online courses embedded into course evaluations, instructional equity plan created for remote teaching guide, offered training in creating accessible online materials.
 - **2021-22**: Outside speakers from Transvisible Montana and UM. HR received training in FMLA and ADA. Student mental health resources implemented, mindfulness training provided to students. CARE team launched and received training.

Strategic Goal #5 – Ensure institutional integrity

1. Maintain and enhance a transparent process for resource prioritization and allocation that fosters efficient, effective, and equitable use of fiscal resources.
 - **2018-19**: Increased ASHC student fees. Provided UMDW training. Updates on budget shared to campus. Implemented robocalls to remind students about outstanding bills. Retail Services Operations Manual completed.
 - **2019-20**: New Business Management Team formed with representation from across campus. Hiring process forms created to promote consistency in hiring. Improvements to transparency of resource allocations and management. Improved process for major purchases.
 - **2020-21**: Developed systematic approach for assessing and planning for classroom upgrade needs. Welding implemented a plan for equipment replacement through program fees. HC Foundation Board decided to remain an independent 501(c)3. Met HEERF reporting goals to maintain transparency in spending of CARES funds.
 - **2021-22**: Created charging index for e-learning. Improvements to Professional Development Committee scoring rubric. Utilized COVID-19 relief funds effectively. Continued employee training on UMDW. Internal audits on purchasing process. Business Office staff began learning to use Axiom. Business Office partnered with other areas to communicate importance of finalizing bills. Financial Aid procedure manual updated. TRIO has made internal improvements to prepare for new grant cycle.
2. Procure and allocate resources to support the mission of the college.
 - **2018-19**: Accounting Associate III and custodial supervisor hired. New equipment purchased for Diesel Technology programs. Provided honorariums to outside speakers.
 - **2019-20**: Purchased equipment for Aviation Maintenance Technology and IWMT programs. HC Foundation raised \$20,000 to match student funds for scholarship.
 - **2020-21**: Purchased equipment for AUTO, CAM, Nursing, AVMT, and Diesel programs. Hired IT staff, and barista (and restructured retail services and store locations). Professional

- development offered in response to campus survey. Nine classrooms converted to SMART rooms to promote flexible class attendance.
- **2021-22:** Hired business, accounting, math/physics, computer science, and communications faculty. Hired Assistant Dean of Administrative Affairs, temporary IT staff, Dual Enrollment Coordinator. Created standalone tool room for maintenance use. Foundation sold truck to college. More SMART classrooms added. Fire and rescue upgraded and repaired equipment. New equipment for Machining, and Aviation Maintenance Technology. Security cameras installed, lighting upgraded, and conversion to electronic key fobs in progress.
3. Devise and implement performance metrics for assessing institutional progress toward identified goals.
- **2018-19:** Assessment Database implemented for documentation of assessment of course and credential learning outcomes, as well as annual work plans. SPAA Committee reconfigured to IDEA Committee.
 - **2019-20:** Ad Hoc and Year Three Self-Evaluation reports published for NWCCU accreditation. First Mission Fulfillment Progress Report published.
 - **2020-21:** Adopted Vector professional development tracking platform. New academic program review process developed and implemented. Developed new faculty evaluation process.
 - **2021-22:** Strategic planning steering team and work groups form. Developed new strategic plan for 2022-27. Preliminary academic assessment reports.
4. Maintain and systematically assess a strategic enrollment plan that supports the mission of Helena College.
- **2019-20:** Published comprehensive SEP situational analysis. Restructured SEP work groups. HC Stars scholarship created and awarded to 9 new students.
 - **2020-21:** Academic maps developed for all existing program areas and in use by advisors. Created preliminary communications plan for potential and new students, including a comprehensive list of prospective students and flyers promoting orientation.
 - **2021-22:** Diesel faculty investigated cause of high course completion and low degree completion. Academic maps designed, and a rotation for promoting programs annually has been developed.