

**INSTITUTIONAL DEVELOPMENT, EFFECTIVENESS AND ACCREDITATION**  
VIRTUAL MEETING ON FEBRUARY 16, 2021, AT 12:00 PM.  
**MINUTES**

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**ATTENDEES:**

- **Jessie Pate, (Chair)** Interim Director of Institutional Research & Engagement
  - **Jocelynn Norman**, Associated Students of Helena College President
  - **Julie Adams**, Staff Senate President
  - **Ryan Loomis**, Director of Community Engagement
  - **Phillip Sawatzki**, Faculty Senate President
  - **Bryon Steinwand**, Faculty Representative
  - **Michael Reid**, Assistant Dean of Administrative Affairs
  - **Tammy Burke**, Executive Director of Career Technical Education
  - **Sandy Bauman**, Dean/CEO (Ex-Officio)
  - **Paige A. Payne**, Recorder
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*Helena College Mission: Helena College University of Montana, a comprehensive two-year college, provides access to and support of high quality lifelong educational opportunities for our diverse community.*

*IDEA Committee Mission: The Institutional Development, Effectiveness and Accreditation Committee is a representative body whose mission is to advance the strategic direction of Helena College through assessment and planning. The committee also has oversight for activities related to maintaining institutional compliance with regional accreditation policies and standards.*

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**PRE-READS (FIND IN TEAMS – FILES AND LINKED FROM POST)**

- January Minutes – Pre-Read
- Fall 2020 Community Engagement Survey Results
- Strategic Planning recommendations – forthcoming
- Assessment Database Reports

**AGENDA**

1. **Approve January minutes.**
  - a. Motion by Phillip Sawatzki to approve. Tammy Burke seconded the motion. All in favor. Approved.
  - b. Jocelynn Norman was not present.
2. **Fall 2020 Community Engagement Survey Results**
  - a. The survey is sent out each semester to HC employees to collect community engagement data. (Survey was not completed in Spring 2020 due to the COVID disruption)
    - i. Measures formal (HC related) and informal (volunteer work/community) engagements.
    - ii. 37% responded to the invitation via the MMM.
    - iii. 57% overall community engagement rate.
    - iv. Results: 548 employee hours. 1886 student hours. Total hours = 2434.
    - v. Previous hours were higher in number. COVID impacted all community hours, especially clinical hours and hours from internships. The other factor is the small response to the survey.
    - vi. In the future, add a focus to internship hours because an internship is work-based learning.
      - ✓ The employee is responsible to input student activity. Remind them to include internship hours.
      - ✓ Automotive does an internship, but not for credit. Does this count towards community engagement? It is an expectation in the program, but not a requirement.
  - b. Jessie is going to work with the language and send it to IDEA to review before next survey.

- i. Clearly define community engagement.
- ii. Clarify what IDEA wants to see in the data in relation to the move from core themes to institutional values.

### 3. Program Review – No Updates

- 4. **Work Plans:** AY2021 Work Plans: Mid-year review completed by 2/5/21. Supervisors to accept mid-year updates by Feb 19.

### 5. Accreditation/Strategic Planning –SB

- a. General Principals:
  - i. Always tie back to the mission.
  - ii. 3-5 year maximum because things change quickly.
  - iii. Build around values.
  - iv. Need goals, strategies, and tactics.
- b. Mission and Vision:
  - i. Now is the time to modify.
- c. Move core themes to institutional value statements:
  - i. Student access and success.
  - ii. High quality education.
  - iii. Community enrichment and support.
  - iv. Diversity, equity, and inclusion.
  - v. Institutional integrity.
- d. Pillars as Framework:
  - i. Ties the statements to the mission and values.
  - ii. Allows HC to maintain basic structure, connect to mission, departmental tactics, and require realistic targets for goals.
- e. Process - Form a team, either IDEA or a different team to create timeline, gather data, use SEP Strategic Analysis, and include campus and Helena community.
  - i. Engagement with the campus will determine the timeframe.
  - ii. Use a day of visioning in May to include the campus.
  - iii. Previously, the campus used six workgroups focusing on SG and then divided entire campus and assigned a team.
  - iv. Follow same tactic, using pillars instead of SG.
  - v. Use IDEA as the steering committee to start process.
    - ✓ Bryon does not think IDEA committee has is a wide enough representation.
  - vi. Assign an expert to head each pillar.
- f. Recommendation:
  - i. IDEA will review the mission and vision first, then create the five pillars/institutional values, set timeframe, and decide whether the plan is 3, 4, or 5 years.
  - ii. Suggestion: Create a three year strategic plan (2022-2024) and after the assessment in 2024, incorporate the recommendations into a seven year plan for 2025 to 2031.
    - ✓ Ryan is concerned that there will be a severe change in 2025 instead of using the recommendations to improve on the 3-year moving into a 7-year plan
    - ✓ Tammy will contact NWCCU and ask for recommendations.

**6. Institutional Competencies**

- a. Sample Assessments: Change information to show a chart instead. Add time frame.
- b. Great Falls has polished assessment reporting. HC has the data to create the same type of chart to measure institutional competencies.

**7. Assessment Database Reports – Bryon**