

INSTITUTIONAL DEVELOPMENT, EFFECTIVENESS, AND ACCREDITATION MEETING ON OCTOBER 14, 2025, AT 1:00 PM, DON 132 Minutes

Helena College Mission: Helena College Supports our diverse community by providing the paths and tools necessary to assist learners in achieving their educational and career goals.

IDEA Council Mission: The Institutional Development, Effectiveness, and Accreditation Council 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.

Attendees

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| • Jessie Pate (Chair) , Director of Institutional Research & Effectiveness | • Abby Rausch , Director of Marketing, Communications, and Alumni Relations |
| • Marika Adamek , Assistant Registrar | • Bryon Steinwand , IT & Programming Instructor, Assessment Database Developer |
| • Katelynn Eberhardt , Director of Student Wellbeing and Engagement | • Cody Torres , Welding Instructor |
| • Nathan Munn , Psychology Instructor | • Paige Payne (Recorder) , Executive Assistant |

Priorities for AY2526

1. Carry out the institutional assessment plan.
2. Coordinate the collection of data in support of strategic goal IM-1 (community engagement).
3. Recommend leading indicators and real-time metrics aligned with each KPI under the new metrics tree model.
4. Prepare two ad hoc reports and coordinate one virtual visit in response to NWCCU recommendations.

Pre-Reads/Supplemental Materials

- IDEA Minutes 20250930
- [Fall Census Enrollment Dashboard - Link #2](#)
 - Also available, [Summer EOT Enrollment](#) and Spring Census Enrollment (coming soon)

Agenda

Approve minutes: IDEA Minutes 20250930

- Bryon Steinwand motioned to approve the minutes, Nathan Munn seconded the motion. Minutes were approved.

AY2526 Annual Plans

- Review dashboard November 4

IAP – Fall Census Enrollment

- Enrollment Summary

- Race/Ethnicity: There are two different race/ethnicity categories available. IR has typically used IPED race, while OCHE uses MT Race. Difference lies in how Native American students are categorized – any Native American students that indicate more than one race are put into “Multi-racial” IPEDS category, while they are put into “Native American” category in MT Race. **Consider switching to MT race to better capture these students.**
- First Generation: Defined by OCHE and TRIO as neither parent earning a bachelor degree. Any student that did not respond or responded with “unknown” is grouped into Not First Generation. **Consider whether we want to separate unknown and definitely not first generation students. Curious if this question is required on state or dual enrollment application.**
- 36% of eligible students receive Pell.
- 7.8% of our students using VA benefits.
- 11% of students with disabilities are using AS.
- Enrollment by Program
 - Most students select the associate degree as their major. The certificate is often put into the Priority 2 major in Banner – **is there value in capturing Priority 2 majors?**
 - Brief spike in Auto certificates due to Second Chance Pell, which is no longer offered.
 - Concern over lack of students in IT & Programming programs aside from Software Development (eg IT Help Desk). Might be due to certificates being added into Priority 2.
 - Pre-technical students are pulled out separately as they are not technically pursuing a degree at this time. It is helpful to see interest level for those programs.
 - Metals technology is low in terms of declared when students come in, it is something that they tend to pick up . Students will do this when Welding fills up.
 - Fire was a lot lower this year, and we are wondering why. Students can get jobs without the degree but in order to advance they need the degree.
 - General transfer is all inclusive because we don’t always see the student’s pathway or concentration. Only named degrees are shown separately.
- Enrollment by Year
 - Discussion about impact of STARS act on dual enrollment growth.
 - Headcount by year is going up due to dual enrollment, but general enrollment is also up.
 - Non-degree students increasing. Could this be due to students just taking pre-reqs for other colleges?
 - Without dual enrollment, we are about half and half for part-time vs. full-time students. General enrollment has dipped below 15 credits on average, which is something to note if we want students to finish degrees on time.
- Entering Students
 - New first time students up from last year.
 - Email from CT: Fewer entering students in the last two years.
 - Surprised to see no new homeschool students in Fall 2025. **Jessie will look into the data.**

- Decrease in new first time students from Helena High School complemented by nearly equivalent increase in new first time students from East Helena High School, which aligns with shifting enrollment from HHS to EHHS following the opening of the latter.
- **Jefferson County is not showing so Jessie is going to double check this.**
- Some interest in seeing where students transfer credits from.
- Age
 - Traditional age enrollment has increased this year.
 - Non-traditional age by program is interesting. Very heavy in nursing, second career?
 - Automotive pulls in more amounts of non-traditional students.
 - General transfer tends to have more traditional age students.
- Gender
 - Gender distribution, we tend to skew more female than male, the question is not required on dual enrollment application.
 - Gender in programs is not surprising for example, accounting and business is much higher for females and IT is higher for males
- Other
 - Little change in race/ethnicity distribution over time.
 - Of our Pell students and our first-generation students, a little less than half are in TRIO.
 - Email from Cody Torres (CT): More students using veteran benefits in the past two years.
- Comments/discussion
 - How do we give value to those students who are just here to take a few classes and transfer on to somewhere else? These are sometimes our best students. Could these students be ones that are trying to get residency before transferring into a 4-year school?
 - Email from CT: What contributing factors have caused a dip in entering students over the past two years? Potentially economics, job market trends, student preferences, program offerings, tuition.

Strategic Goal ST-3 - Tabled

Next meeting: Tuesday, November 4, 2025

- No meeting October 28 – I'm attending the Assessment Institute
- Moving to first and third Tuesdays in November due to holidays.