



# SELF EVALUATION REPORT

Prepared for the  
Northwest Commission  
on Colleges and Universities

YEAR  
**ONE**  
APRIL 2018

  
**HELENA** COLLEGE  
University of Montana

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**YEAR ONE MISSION AND CORE THEMES**  
**SELF-EVALUATION REPORT**

Helena College University of Montana

Helena, Montana  
[www.helenacollege.edu](http://www.helenacollege.edu)

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## INSTITUTIONAL OVERVIEW

Helena College University of Montana, a comprehensive public two-year college, is located in the state's vibrant capital city near the headwaters of the Missouri River in the heart of the Northern Rocky Mountains. The College offers 28 associate degrees and certificates in general education/transfer, technical and trades programs of study, as well as developmental education and a variety of credit and non-credit continuing education courses for workforce training and personal enrichment. Helena College serves a large geographic area including Lewis & Clark, Jefferson and Broadwater counties and currently has an annual unduplicated enrollment of 1,790 students. After reaching a record level of nearly 1,700 students at the peak of the Great Recession in 2012, fall headcount enrollment since 2014 is now averaging just over 1,400 students.

The College was established in 1939 as the first vocational-technical institute in the state of Montana under joint control by the Office of Public Instruction (OPI) and the Helena School District (HSD). In 1987, the state legislature authorized the transfer of the institution's governance to the Montana Board of Regents of Higher Education (BOR) along with four other vocational-technical centers located throughout the state. The separate two- and four-year units of the Montana University System (MUS) were reorganized in 1997 resulting in the five vocational-technical centers and four regional four-year colleges being affiliated with either the University of Montana (UM) or Montana State University (MSU), the state's flagship institutions. Helena College of Technology of the University of Montana, or UM-Helena COT, retained its independent status and historical mission, but linked its resources and operations with the University of Montana in Missoula. Following the restructuring, the College expanded its educational programming to include Associate of Arts and Associate of Science transfer degrees, broadened its offerings of general education courses, and began promoting its wider mission as a comprehensive two-year college to the Helena community under a five-year strategic plan adopted in 2006.

Starting in 2010, the College participated in College!NOW, a multi-year initiative led by the MUS with funding support from the Lumina Foundation. The purpose of the initiative was to improve utilization of two-year higher education in the state of Montana. As the College had already expanded its instructional offerings and operations to include the five areas of the two-year mission plan, what remained was the identification and promotion of a new name in accordance with a naming convention developed by the Office of the Commissioner of Higher Education (OCHE). On May 25, 2012, the BOR approved a name change from Helena College of Technology of the University of Montana to Helena College University of Montana. Helena College officially debuted its new name as part of the MUS two-year college rebranding campaign on July 26, 2012.

Helena College maintains two campuses that have been extensively renovated and expanded over the past decade. Ongoing investments in infrastructure and equipment provide our students with attractive, well maintained, state-of-the-art learning environments. The Donaldson Campus is the main facility housing academic programs including general education, accounting and business, computer and office technology, fire and rescue, and

nursing, as well as the majority of administrative operations, student support services, and continuing education. Through partnership with the Helena Public School District, the College also hosts adult education and Access to Success, a high school diploma completion program. The Airport Campus, located two miles away, provides classrooms, labs, and shops for trades programs in automotive technology, aviation maintenance, computer-aided manufacturing, diesel technology, and industrial welding and fabrication. Administratively the College is organized into two divisions: Academic and Student Affairs, and Fiscal and Plant Operations. An Assistant or Associate Dean, who reports directly to the Dean/CEO, leads each division. The Directors of Human Resources, Information Technology, Institutional Research and Marketing and Communications also report directly to the Dean/CEO.

In recent years, the College has secured significant external funding through individual institutional grants and participation in statewide consortiums. For many years, the College has received competitively awarded funds through a statewide Carl D. Perkins Grant to support career technical education and the establishment of career pathways between secondary and postsecondary education. In 2009 Helena College was a successful first-time applicant for a TRIO-Student Support Services grant to improve educational outcomes for disabled, first generation and low-income students, and the grant was renewed in 2015. As a member of statewide consortiums, the College received funds through US Department of Labor Trade Adjustment Act Community College and Career Training grants (TAACCCT 3 & 4) in 2013 and 2014 emphasizing workforce development in manufacturing and healthcare. These funds in addition to smaller grants and equipment donations from industry partners such as Boeing, Miller Electric and Subaru, have allowed the institution to invest in additional personnel, curriculum development, equipment, and other resources to improve and expand instruction and support services for our students.

The Northwest Commission on Colleges and Universities (NWCCU) most recently reaffirmed Helena College's accreditation status in July 2017 based on the Year Seven *Mission Fulfillment and Sustainability* Evaluation. That evaluation in spring 2017 included three recommendations from the 2014 Year Three Evaluation Report. The year seven evaluation resulted in six commendations and four recommendations. Recommendation 4, involving assessment, dates back to the College's last comprehensive evaluation under the former standards in 2010. Consequently, the Commission has requested the College submit a separate Ad Hoc Self-Evaluation Report in spring 2018 to address concerns related to effective systematic assessment of student learning outcomes. The remaining three recommendations resulting from the year seven evaluation will be addressed in this Year One *Mission and Core Themes* Self-Evaluation Report representing Helena College's continued participation in the NWCCU accreditation process.



## PREFACE

### Institutional Changes since Last NWCCU Report

#### College Committee Restructure

In the spring of 2017, the College Leadership Team evaluated the purpose and effectiveness of the College's committee structure. As a result, the College Council was reconstituted to include all middle management positions (program directors/coordinators) and the faculty, staff and student senate presidents. The authority of the Council has expanded to allow for consideration and decision-making on issues of relevance to the campus community. The Institutional Effectiveness Committee was created as a successor to the Recruitment, Retention and Completion Committee to broaden and integrate the former's focus and work. Finally, the committee restructure clarified the authority of and the coordination between the College's standing institutional committees.

#### Leadership Changes

In July 2017, Dr. Daniel Bingham, Dean/CEO since 2005, ended his service to the College to pursue another career opportunity. The Office of the Commissioner of Higher Education for Montana (OCHE) appointed Ms. Jane Baker, a retired senior administrator with leadership experience at several of Montana's two-year colleges, as interim Dean/CEO and a search for a new CEO took place through the fall of 2017. The initial search failed to produce a permanent replacement for the position. In January, a second interim dean was appointed to serve an 18-month term, at which time another search will be conducted. The new Interim Dean/CEO, Dr. Kirk Lacy, has over 20 years of professional experience in higher education. Most recently, he served as the Montana Director for Industry Driven Workforce Development Partnerships, a joint appointment between OCHE and the Montana Department of Labor and Industry.

#### Strategic Plan Update

On May 16, 2017 an all campus strategic planning retreat was held and guest facilitated by Dr. Stacy Klippenstein, President of Miles Community College. The intent of the retreat was to involve the entire campus in an evaluation of the clarity, relevance and effectiveness of the College's mission, vision, and goals as identified in the current strategic plan. Participants worked in groups on several exercises that resulted in recommendations for refinements and/or revisions to improve the strategic plan. Group notes from the retreat were compiled and reviewed during the following summer and fall by the Strategic Planning, Assessment and Accreditation Committee (SPAA). Based on analysis of the input received from campus, the SPAA Committee drafted a revised strategic plan consolidating the original goals from six to five, each with a set of three reformulated objectives intended to eliminate redundancy and provide better actualization of the goals. The consolidated strategic plan was presented to campus for discussion and feedback during Institutional Development Days (IDD) prior to the start of the spring 2018 semester, and then approved by SPAA on January 19, 2018.

### **Guided Pathways and Complete College America**

In the fall of 2017, Dr. Chad Hickox, the Associate Dean of Academic Affairs, facilitated a shared campus read of *Redesigning America's Community College: A Clearer Path to Student Success* (2015) by Thomas R. Bailey, Shanna Smith Jaggars and Davis Jenkins. Monthly discussion groups on the reading provided for a rich conversation of the reforms in the delivery of two-year college education proposed by the authors. Stemming from these discussions, a Guided Pathways Steering Group is now investigating various aspects of the Guided Pathways model and their potential implementation at Helena College. This complements the College's recent commitment to join with all institutions across the Montana University System in efforts to implement game changing student success strategies recommended by Complete College America (CCA). CCA is a national initiative led by Tom Sugar to address achievement gaps in higher education by providing equitable opportunities for all students to complete college degrees and credentials. Currently over 40 states and higher education entities are involved in the initiative.

### **Budget and Enrollment**

Following the last legislative session, the Montana University System faced the potential of a significant reduction in funding due to forecasted shortfalls in state revenue. The proposed budget cut amounting to \$25 million, or 10% of the MUS's base budget would have affected Helena College by reducing the institution's budget by over \$500,000 for each of the next two fiscal years. Because of the small size of the College's enrollment, an accompanying 10% increase in tuition, the first increase in over a decade, would have had little impact in reducing the deficit. At the direction of Russ Fillner, Assistant Dean Fiscal and Plant, the Budget Committee and the Leadership Team developed a budget to address the deficit; however, through extended special legislative sessions over the summer and fall of 2017 the Governor and the legislature negotiated a lower cut to the university system amounting to 2.6%. While this created more space in the College's budget for the next biennium, cuts to the operational budget were still necessary, including a suspension of the annual professional development fund. Currently, a demographic decline in the number of high school graduates in Montana, along with very low unemployment rates across the region are challenging the College's ability to attract and retain students. These developments have necessitated the implementation a new strategic enrollment management plan, and revisiting a program prioritization process first completed in 2015. On a positive note, the College is once again eligible to receive all of its performance-based funding allocation for FY2019 amounting to \$492,000 based on its 3.3% share of statewide FTE enrollment. Since the implementation of MUS PBF in FY2016, the College has performed at a level sufficient to receive 100% of its allocated funding each year.

### **College Reorganization**

Prior to the conclusion of her interim appointment in December 2017, Dean/CEO Baker implemented a reorganization of the College's personnel and programs designed to make operations more effective and improve coordination between the academic affairs and student affairs divisions. The most significant aspect of the reorganization was the consolidation of the senior academic and student affairs administrators into one position, the Associate Dean of Academic and Student Affairs. Other areas have shifted reporting

lines including Retail Services back to the Assistant Dean of Fiscal and Plant, and Information Technology and Marketing and Communications to the Dean/CEO's Office. Concurrent with the re-organization Dr. Chad Hickox, the chief academic officer, announced his departure to take another position at Walla Walla Community College. As the incumbent of the new academic and student affairs leadership position, Dr. Hickox is assisting with the organizational transition and his position will be filled temporarily by Mary Lannert, Director of Continuing Education upon his departure in mid-February. A search is currently underway to fill this critical vacancy as soon as possible.

### **Instructional Programs**

Since spring 2017, Helena College has experienced minimal changes to instructional programs. One noteworthy change is the decision to terminate the program in Interior Space Planning and Design, which formerly led students to earn an Associate of Arts degree with an emphasis in Interior Space Planning and Design, as well as a Certificate of Advanced Studies for coursework beyond the Associate of Arts degree. Nearly 18 months earlier, the program had been identified as a concern through a college-wide program prioritization process. Led by faculty and key staff, the work groups that participated in the process reflected the composition of the campus as a whole, with representatives from each employee classification and from a broad array of campus work units. Based in part upon the recommendation of those committees, and in light of continuing concerns about the sustainability of the program, the decision was made to cease admitting new students into the program effective February 2018. The teach-out phase of the program is being finalized, and will be approved by the Montana University System's Board of Regents at an upcoming meeting, after which appropriate notifications of the NWCCU and the USDOE will occur.

The Automotive Technology program continues to benefit from its involvement with SubaruU, including having recently received donations of still more late-model vehicles on which students may practice their skills as they work towards earning both an Associate degree and Subaru technician certification. Other programs continue in their cycles of continuous improvement, aided in part by the updated program outcomes as well as by the development of the assessment database as described elsewhere in this report.

### **Community Outreach and Engagement**

Helena College staff and students spent over 200 hours during the 2016-17 academic year restoring a rocket slide located at the Lewis & Clark County Fairgrounds. The slide was first installed in 1968 and generations of Helenans enjoyed imagining the rocket ship gliding into space until it fell victim to the elements. The County closed the slide in 2002 due to safety concerns. After months of student and staff work, the 34-foot slide was re-installed and rededicated in May 2017 allowing new generations of children to enjoy it for many years to come.

In September 2017, the College began offering weekly cultural programming at no charge to community members. The programming included guided acrylic painting, a family reading night offering free books for children, lectures on the First Special Service Forces

and jazz dance lessons. Also, as part of “Thursdays at Helena College” programming, the College hosted a pop-up museum: *Native Montana*. The exhibit was a collaborative effort between Helena College, the Montana Historical Society, and the Helena Indian Alliance displaying historical photos, art, and artifacts. Following an opening reception for the museum, Helena College hosted a presentation on Native Language in the 21<sup>st</sup> century. The panel, moderated by the College’s Native American Studies instructor, included guest speakers from different tribes across Montana.

## Responses to 2017 Year Seven Evaluation Recommendations 1-4

- 1. The Evaluation Committee recommends that the college fully define mission fulfillment for each core theme, objective, and indicator. The Committee has some concerns with the definition of mission fulfillment with respect to current thresholds and targets. The Evaluation Committee recommends that the college revisit core theme three in order to bridge the disconnect between its exemplary community engagement and the incomplete quantitative and qualitative examples. (1.A.)*

### **Response:**

In light of the Evaluation Committee’s recommendations, the Strategic Planning, Assessment and Accreditation Committee (SPAA) revisited the College’s core themes, objectives, and indicators of achievement over the summer and fall of 2017. This project was accompanied by an all campus review and update of the strategic plan using the input received from the campus community. In both of these efforts, special attention was given to the manner in which the College defines mission fulfillment and the determination of an acceptable threshold of achievement using targets associated with each core theme objective. A new definition of mission fulfillment, incorporating both evaluation of core theme objectives and progress on strategic goals, has been developed. Baselines and targets associated with existing and new indicators of achievement have been updated to reflect present institutional context and priorities. As a follow up to the work of the SPAA Committee, the Interim Dean/CEO, Associate Dean of Academic and Student Affairs, the Director of Continuing Education, and the Director of Institutional Research have further audited and refined the objectives and indicators for Core Theme Three: Community Enrichment. Going forward, the College believes these changes will provide a better framework for evaluating this central aspect of its mission.

- 2. The Evaluation Committee recommends that the college ensure that all indicators of its core theme objectives are meaningful, assessable and verifiable; that the planning for each core theme guides the selection of programs and services contributing to the achievement of goals and that the results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement, b) used for improvement by informing planning, decision making and allocation of resources and capacity and c) made available to appropriate constituencies in a timely manner. (1.B.2, 3.B.2, 4.B.1).*

**Response:**

The recent core theme review process described in the response to Recommendation 1, has resulted in a number of changes designed to improve planning and assessment associated with each theme. Highlights of these changes include:

- The three core themes have been updated to better identify and align with the critical elements of the College's revised mission statement. The objectives associated with each core theme have been revised and are now stated as outcomes allowing for more effective planning and meaningful assessment of their achievement.
- Core Theme One has been reframed to include objectives and indicators of achievement that are associated with student access and success, reflecting the goals of both the institution and our students. Core Theme Two provides greater emphasis on the quality of instruction and learning, incorporating for the first time the evaluation of student learning outcomes at the institutional and program level as well as the availability and effectiveness of professional development to improve teaching and delivery of services. Finally, Core Theme Three was reworked to provide a better framework for planning and assessing the College's efforts to enrich and engage with the community.
- A new definition of mission fulfillment and basis for determining an acceptable threshold of attainment provide better integration of the core theme objectives with the College's recently consolidated strategic plan goals. Each is to be evaluated for achievement and progress on an annual basis to inform planning and the allocation of resources.
- The SPAA Committee has reviewed and selected indicators of achievement that are meaningful, assessable and verifiable to support the evaluation of core theme objectives. Nearly 80% have established baselines and targets, those remaining are new indicators that will require implementation of processes during the next academic year to collect data and determine baselines and appropriate targets.
- The evaluation of core theme objectives and measurement of progress on strategic goals, indicated by the results of an institutional work plan, will be conducted by the SPAA Committee on an annual basis. Membership on the committee broadly represents the campus community as a whole, and the results of the committee's review will be published to campus.

3. *The Evaluation Committee recommends that the college address and strengthen its system for regular and systematic evaluation of all faculty. (2.B.6)*

**Response:**

The existing collective bargaining agreement (CBA) between the Helena Teachers' Union, MEA-MFT, NEA, AFT, AFL-CIO, the sole and exclusive representative of Helena College faculty, and the Montana Board of Regents of Higher Education (BOR) specifies a process for reviewing and updating faculty evaluation instruments. In accordance with the CBA, a committee comprised of three faculty, three administrators, and chaired by the Academic Dean, has been meeting recently to develop new instruments, and to improve existing

instruments. The committee has devised a new classroom observation tool to be shared with faculty during the spring 2018 semester for advice and consent. Furthermore, the committee is developing a holistic faculty evaluation tool, taking into account both instructional responsibilities and non-instructional/service to the College responsibilities. Implementation of the new evaluation tool is pending final negotiations with the faculty union on employment criteria under the new CBA, at which time the language describing the new evaluation framework will be approved and inserted into the agreement. The College anticipates final approval of the new CBA and implementation of the new evaluation tool effective July 1, 2018.

In the meantime, since the College's year seven evaluation in the spring of 2017 the Associate Dean of Academic and Student Affairs has emphasized to supervisors the importance of completing faculty evaluations in a timely fashion. The Director of Human Resources reports 71% of faculty now have a current completed evaluation in their personnel file, an increase of 30% since the evaluation committee's visit last spring. The goal is to have 80% of faculty evaluated according to schedule by the end of the spring 2018 (see Appendix A for proposed faculty evaluation instruments).

4. *The Evaluation Committee recognizes the concerted effort that Helena College has put toward addressing Recommendation 4 from the 2010 comprehensive evaluation. To continue with that effort, the committee recommends that the college continue to : a. systematically develop student learning outcomes and assessments for each program of the college, including general education, b. ensure that the learning outcomes and assessments align with the mission and core themes of the college, c. use the program assessment data to improve teaching and learning as well as to inform decision making at all college levels. (2.C.2, 2.C.5, 2.C.9, 2.C.10, Core Themes: 4.A.1, 4.A.2, 4.A.3).*

**Response:**

Pursuant to the NWCCU's request in the College's most recent notice of reaffirmation of accreditation status dated July 12, 2017, a response to Recommendation 4 from the Year Seven Mission Fulfillment and Sustainability Evaluation will be addressed at length in a separate Ad Hoc Self-Evaluation Report to be submitted concurrent with the Year One Mission and Core Themes Self-Evaluation Report. In summary, the College has taken the following actions to respond to the concerns raised in Recommendation 4:

- Institutional competencies and program learning outcomes will now be included as indicators in Core Theme Two, which has been updated to focus more exclusively on the quality of instruction offered by the College. This change will emphasize the assessment of student achievement of learning outcomes as central to the determination of mission fulfillment.
- The College, through the work of the Instructional Council (IC) and the Strategic Planning, Assessment and Accreditation Committee (SPAA), spent the summer and fall semester of 2017 evaluating and reforming the College's current assessment framework in coordination with updates to the strategic plan and core themes. Ongoing discussions and activities related to an institutional redesign based on the

Guided Pathways model of educational delivery for two-year colleges have also highlighted the importance of effective assessment of student learning outcomes. Participation in that effort represents a wide cross-section of the campus community including faculty, staff, and administrators.

- A faculty member from the Computer Technology program, the Associate Dean of Academic Affairs and Student Affairs and the Director of Institutional Research, are currently working on the development of a web-accessible database to significantly improve the collection and documentation of data related to the assessment of student learning outcomes at the course, program and institutional level. Implementation of this tool will provide better documentation of student learning outcomes and their assessment, will demonstrate the alignment of learning outcomes to the College's mission and core themes, and will allow for better use of assessment data to improve teaching and learning, and inform decision-making at all levels of the institution.

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**HELENA COLLEGE YEAR ONE SELF-EVALUATION STEERING COMMITTEE**

The Strategic Planning, Assessment and Accreditation Committee (SPAA) which includes administrators, faculty, staff and student representatives is tasked with providing guidance on evaluation activities related to accreditation. The College appreciates and recognizes the significant time, effort and valued contributions of the following committee members:

- Ms. Jane Baker, Past Interim Dean/CEO
- Mr. Mike Brown, Institutional Researcher
- Ms. Tammy Burke, Division Chair Trades & Technology
- Mr. Russ Fillner, Assistant Dean Fiscal & Plant
- Dr. Chad Hickox, Associate Dean Academic & Student Affairs (Chair)
- Ms. Betsy Hussey, Accounting & Business Instructor
- Ms. Brenda Johnson, Assistant Registrar/Staff Senate President
- Ms. Robyn Kiesling, Division Chair General Education & Transfer
- Mr. Quinn Kurokawa, Student Senate President
- Dr. Kirk Lacy, Interim Dean/CEO
- Ms. Mary Lannert, Director of Continuing Education
- Ms. Summer Marston, Assistant to the Dean/CEO (Recorder)
- Dr. Nathan Munn, Social Science Instructor/Faculty Senate President
- Mr. Bryon Steinwand, Computer Technology Instructor
- Dr. Patrick Turner, Director of Student Support Center

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**STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS****Executive Summary of Eligibility Requirements 2 and 3****Eligibility Requirement 2: Authority**

The Montana Board of Regents of Higher Education (BOR) and the Office of the Commissioner of Higher Education (OCHE) for the Montana University System (MUS) authorize Helena College, an affiliate campus of the University of Montana, to operate and award degrees as an institution of higher education. The BOR consists of seven members, appointed by the Governor of the State of Montana and confirmed by the State Senate, who serve seven-year overlapping terms. The BOR has the power, responsibility, and authority to supervise, coordinate, manage, and control the units of the Montana University System and their constituent campuses and affiliated entities under its jurisdiction.

[MUS Governance and Organization- BOR Policy 201.7  
MUS Colleges and Universities](#)

**Eligibility Requirement 3: Mission and Core Themes**

Helena College's current mission statement, a revised version of an earlier statement developed and approved at the beginning of the last accreditation cycle in 2011, was adopted by the Strategic Planning, Assessment and Accreditation Committee (SPAA) on November 17, 2017 and approved by the BOR on January 11, 2018. The revision reflects both input from a recent campus wide review and updating of the current strategic plan, as well as coordination with reframing of the College's core themes by the SPAA Committee following the Year Seven Mission Fulfillment and Sustainability Evaluation in spring of 2017.

The College's original three core themes were developed by the Associate Dean of Academics and the College Council with input from the campus community at the beginning of the last accreditation cycle in 2010. The BOR approved those core themes on September 19, 2013, the delay being due to procedural oversight. An updated version of those core themes with accompanying revisions to the related objectives and indicators has been developed by the SPAA Committee in response to the College's year seven evaluation, and was approved on February 2, 2018. Due to the extended timeframe involved in revising the College's mission statement, strategic plan and redeveloping the core themes, approval of the redeveloped core themes by the BOR had not occurred at the time of this report. A request for review and approval of the revised core themes has been submitted as an agenda item for the next BOR meeting to occur on March 8-9, 2018. The agenda item submission has been included as addenda to this report and the College will submit documentation verifying approval of the core themes as soon as the minutes of the BOR meeting are available (see Appendix B).

The College's mission and core themes are appropriate for a comprehensive two-year institution of higher education that grants Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as Certificates of Applied Science and

Professional Certificates. All of the College's fiscal and physical resources are devoted to supporting its mission and core themes.

[Helena College Mission Statement BOR Approval, May 2011](#) (pp. 13-14)

[Helena College Core Themes Approval Request, September 2013](#)

[Helena College Core Themes BOR Approval, September 2013](#) (p. 17)

[Helena College Revised Mission Statement BOR Approval, January 2018](#)

## Standard 1.A: Mission

*1.A.1 The institution has a widely published mission statement-approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

### **Helena College Mission Statement:**

*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.*

Helena College's current mission statement is an updated version of an earlier statement first developed based on input from internal and external constituencies and approved by the College Council in January 2011. The Montana Board of Regents of Higher Education (BOR) reviewed and approved that initial statement on May 20, 2011. At the time, a new statement was deemed necessary to accurately reflect the expanding comprehensive nature of the College's offerings, and its intent to serve a diverse community of learners possessing a broad range of educational goals and academic preparedness. In April 2017, the College welcomed NWCCU evaluators to campus for the comprehensive Year Seven *Mission Fulfillment and Sustainability* visit. With the completion of the first seven-year cycle under the Commission's new accreditation standards, Helena College has had the opportunity to refine its core themes, objectives, and indicators of mission fulfillment, as well as to engage the campus community in a review and update of the strategic plan now midway through its ten-year timeframe (2013-22). Consequently, a revised version of the 2011 mission statement was drafted and adopted by the Strategic Planning, Assessment and Accreditation Committee (SPAA) in the fall of 2017 and approved by the BOR on January 11, 2018.

To provide better alignment of the College's mission, vision, strategic plan, and core themes two meaningful adjustments to the mission statement were proposed and approved. The addition of the words "high quality" as it applies to lifelong educational opportunities makes explicit that which was formerly implicit. This addition complements changes to Core Theme Two, which now more strongly emphasizes the importance of quality instruction and student learning with the inclusion of institutional and program learning outcomes as indicators of achievement for mission fulfillment. Furthermore, the word "to" has been changed to the word "for" to improve the readability of the mission statement. While not substantive, these refinements to the mission statement will assist the College in aligning its important guiding documents in material ways.

The mission statement provides guiding direction for decision-making at all levels from the current strategic plan to annual planning, assessment, and budgeting at departmental and program levels. The statement is widely available to the community via the college website, as well as a number of published documents including the 2018-22 Strategic Plan, the academic catalog, annual reports, faculty, staff, and student handbooks, as well as documentation used for program planning and assessment. Given the recent adoption and

approval of the revised mission statement, updates to many of these documents have yet to occur, but will be completed over the remainder of the 2017-18 academic year.

### [Helena College Website](#)

*1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

#### **Interpretation of Mission Fulfillment**

During the past year, Helena College has engaged in a comprehensive review of its mission statement, core themes and strategic plan. With significant input and direction from the entire campus community, as well as the results of the Year Seven *Mission Fulfillment and Sustainability* Self-Study and Evaluation, the Strategic Planning, Assessment and Accreditation Committee (SPAA) has steered and approved well-considered revisions and updates to the College's mission statement, core themes, and 2018-2022 Strategic Plan. Going forward, these three components will form the basis for how Helena College defines and evaluates mission fulfillment.

**Mission Statement:** The College adopted a refined mission statement that accurately and comprehensively defines its purpose, characteristics and expectations. This statement provides the foundation for the core themes and strategic plan.

**Core Themes:** The three core themes have been updated to better represent, individually and collectively, fundamental elements of the College's mission as a public two-year institution of higher education. Each core theme's objectives are now expressed as expected outcomes with one or more relevant indicators of achievement comprised of assessable metrics having baselines and targets. Ongoing evaluation of these objectives will guide institutional planning, decision-making and the allocation of resources and capacity towards fulfillment of the College's mission.

**2018-2022 Strategic Plan:** The recently consolidated plan now includes five strategic goals, each with three objectives, intended to steer and align the operations and activities of the institution and its component programs and services towards greater operationalization and achievement of its mission and core themes. Regular evaluation of institutional progress towards achievement of each strategic goal over the next five years will provide the final component of defining mission fulfillment. (See Appendix C for Strategic Goals)

#### **Determination of an Acceptable Threshold or Extent of Mission Fulfillment**

Helena College determines mission fulfillment by 1) systematically evaluating the performance of each of the indicators of achievement for the objectives identified in the three core themes, and 2) regularly monitoring progress towards achievement of each of the five strategic goals.

The Strategic Planning, Assessment and Accreditation Committee (SPAA) evaluates each of the core theme objectives by reviewing the results of the accompanying indicators of achievement on an annual basis. Performance for each indicator is rated according to the following scale:

<b>Rating</b>	<b>Definition</b>
Target Met	Result meets or exceeds specified target
Acceptable Range of Achievement	Result is within 90% of target
Target Not Met	Result is not within 90% of target

For its core themes, Helena College defines an acceptable threshold of mission fulfillment as 75% of the total indicators meeting their targets or having an acceptable range of achievement. The SPAA Committee's annual evaluation of core themes is shared with the campus community, and used to inform institutional planning and resource allocation.

The progress of each of the College's five strategic goals is evaluated individually and collectively by an annual college work plan. The work plan prioritizes strategic goal objectives to coordinate institutional efforts at the program and service area level. The work plan consists of individual unit action plans documenting strategies, resources and performance indicators to measure the achievement of prioritized goals and objectives. The outcomes of the plan are reviewed by the SPAA Committee, shared with the campus community, and used to determine the priorities for the following academic year work plan.

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## Standard 1.B: Core Themes

*1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

Through inclusive campus and community discussions of the College's purpose and goals, three core themes were identified as manifesting key aspects of Helena College's mission at the outset of the previous seven-year accreditation cycle in 2011:

### Former Core Themes

1. Provide access and support.
2. Demonstrate academic excellence.
3. Strengthen the community.

Informed by Recommendations 1 and 2 from the Year Seven *Mission Fulfillment and Sustainability* Evaluation in spring 2017, as well as the College's experience with the core themes over the past seven years, the Strategic Planning, Assessment, and Accreditation Committee (SPAA) completed a comprehensive review of the existing core themes, objectives, and indicators of achievement during fall 2017. As noted previously this effort was in conjunction with a campus wide review of the strategic plan that culminated in an updated version of the plan as well as a revision to the College's mission statement. Simultaneously, at the direction of the Associate Dean of Academic Affairs and the Director of Institutional Research, the SPAA Committee and the Instructional Council (IC), which is comprised of the administrative leadership for academic affairs, have been engaged in an evaluation of the College's current assessment framework. Through a holistic, integrated and participatory review of mission, core themes, strategic planning, and assessment, Helena College has identified and approved revisions to its core themes and their related objectives and indicators of achievement. Taken together the following revised themes encompass the College's mission as a comprehensive two-year college and its commitment to serve the community:

### Revised Core Themes

1. Student Access and Success.
2. High Quality Education.
3. Community Enrichment.

The College believes the revised core themes will, individually and collectively, better define and manifest essential aspects of its mission. While the broad categories of the themes remain consistent to align with the College's mission, intentional changes in the expression of each theme reflect significant revisions made to each theme's accompanying objectives and indicators. These changes have been thoughtfully considered and designed to allow effective determination of mission fulfillment, and more meaningfully inform planning, assessment and allocation of resources and capacity for the purpose of continuous improvement.

*1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

As noted previously, the SPAA Committee completed a full review of the College's core themes, objective and indicators of achievement in fall of 2017 following the Year Seven Evaluation. The result of that effort is a refinement of the original core themes and significant changes to their related objectives and indicators. Some existing objectives and indicators were revised or removed, while other new ones have been introduced. For most indicators, baseline data for the related metrics has been updated to reflect the latest available three-year average in order to establish appropriate targets reflecting institutional context and priorities. A few remaining indicators require implementation of processes or instruments to collect data and establish baselines and accompanying targets. The Director of Institutional Research, in collaboration with personnel from the relevant areas across campus, has initiated this effort with the aim of having baselines and targets for all indicators by the end of the 2018-19 academic year. The following changes to the framing of objectives and selection of indicators highlight the SPAA Committee's intent to improve how the College will evaluate the accomplishment of core theme objectives, identify opportunities for improvement, and the determine the extent of mission fulfillment.

- Core theme objectives are now stated as outcomes or end states to provide clarity of purpose, and allow meaningful evaluation of achievement in the context of mission fulfillment.
- Student success indicators of achievement formerly tied to objectives under Core Theme Two, which focuses on instruction and learning, have been moved to Core Theme One which has been broadened to include objectives and indicators related to both student access and success.
- Core Theme Two now includes institutional competencies and program learning outcomes as indicators of achievement. These indicators, notably absent in the previous Core Theme Two framework, are central to any meaningful evaluation of the quality of instruction and student learning.
- A new objective emphasizing the role of professional development in advancing instructional and service excellence has been added to Core Theme Two.
- The SPAA Committee, as well as the Associate Dean of Academics and Student Affairs, the Directors of Continuing Education and Institutional Research, and the Interim Dean/CEO with an extensive background in workforce development, spent a considerable amount of time redeveloping Core Theme Three. Resulting changes to the objectives, indicators of achievement and related metrics will provide the College with a framework from which community engagement can be more effectively evaluated.

The following tables provide the objectives, indicators, and metrics, along with accompanying rationale, for assessing achievement of the college's three core themes and the extent of

mission fulfillment for the next seven-year accreditation cycle. ↑ and ↔ symbols designate targets identified to improve or maintain current levels of performance.

<b>Core Theme One: Student Access and Success</b>		
<i>Objective 1: Helena College achieves its strategic enrollment management goals</i>		
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Desired Outcome*</b>
1. Enrollment in credit-bearing programs and courses	Average Annual FTE (AAFTE)	AAFTE Baseline: 884 AAFTE Target: 900 ↑
2. Dual Enrollment	Annual headcount in high school dual-credit courses	Annual Headcount Baseline: 645 Annual Headcount Target: 687 ↑
3. Retention	Percentage of first-time freshmen and new transfer students returning for a second year of enrollment	Baseline: 52% Target: 57% ↑
<i>Objective 2: Helena College students achieve their educational goals</i>		
1. Completion of gateway math and writing courses	Percentage of first-time entering students completing college-level math and writing within 3 semesters	Baseline: 32% Target: 35%↑
2. Course Success Rate	Percentage of students earning C- or higher or "P" for pass/no pass courses across all delivery modes (face-to-face, hybrid, online)	Baseline: 75% Target: 75% ↔
3. Completion of certificate and degree programs	Number of degrees and certificates completed annually	Baseline: 254 Target: 245 ↔
	Percentage of entering students that graduate in three years or 150% time	Baseline: 26% <b>Target: 30% ↑</b>
4. Transfer	Percentage of entering AA/AS students transferring to four-year institutions within three years	Baseline: 19% <b>Target: 20% ↑</b>
5. Employment Rates	Percentage of students completing CTE credentials who are employed within one year following graduation	Baseline: 84% Target: 80% ↔
<p><b>Rationale:</b> Objectives 1 and 2 under Core Theme One reflect Helena College’s commitment to provide students with access to higher education and the opportunity to achieve their educational goals including technical education for careers, general education for transfer to baccalaureate programs or taking courses for personal enrichment or professional advancement. At the same time, the College must achieve identified enrollment goals in order to sustainably deliver high quality programs and services to students and remain responsive to community needs. This combination of strategic enrollment indicators, which determine the College’s base funding and eligibility for Montana University System Performance-Based Funding (MUS-PBF), and student success indicators related to progression, completion, transfer and employment provide meaningful, assessable and verifiable means to evaluate the achievement these objectives.</p>		

*\*Unless noted otherwise, baselines represent most current three-year average for the metric*

<b>Core Theme Two: High Quality Education</b>		
<i>Objective 1: Helena College students demonstrate achievement of learning outcomes</i>		
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Desired Outcome*</b>
1. Institutional Competencies	Percentage of students demonstrating competency in information literacy and diversity	Baseline: TBD Target: TBD
2. Program Learning Outcomes	Percentage of program outcomes achieved by students during each academic year	Baseline: TBD Target: 70%
3. Transfer success	Percentage of transfer students in good academic standing (2.0 or better GPA) after 1 <sup>st</sup> semester following transfer to 4 year institution	Baseline: 82% Target: 80% ↔
	1 <sup>st</sup> semester GPA following transfer	Baseline: 2.93 Target: 3.00↑
4. Professional license and certification pass rate	Percentage of students attempting professional licensing exams and certifications that successfully pass	Baseline: Nursing RN – 100% PN – 98% Aviation General: 100% Airframe: 100% Powerplant: 94% Target: 85% ↔
<i>Objective 2: Helena College supports professional growth opportunities for faculty and staff to advance excellence in teaching and delivery of support services</i>		
1. Professional Development	Professional development resources and opportunities are identified, prioritized, and supported each year	Baseline: TBD Target: TBD Level of Investment (% of budget) Professional Dev Deliverables (% achieved)
<p><b>Rationale:</b> Objectives 1 under Core Theme Two represent the College’s commitment to provide a high quality educational experience as demonstrated by student achievement of institutional and program level learning outcomes assessed on a regular basis for the purpose of continuous improvement. The selection of appropriate measures and implementation of processes to assess the two institutional competencies is currently under development to establish baselines and targets. The subsequent academic success of transfer students and the rate at which career and technical students successfully pass licensing and certification exams required for employment also provide effective measures of the quality of education the College provides. Objective 2 emphasizes the importance of institutional support and resources for faculty and staff professional development to enhance teaching and delivery of support services, and continuous assessment of its adequacy and effectiveness. These five indicators provide meaningful, assessable and verifiable means to evaluate the achievement these objectives.</p>		

*\*Unless noted otherwise, baselines represent most current three-year average for the metric*

<b>Core Theme Three: Community Enrichment</b>		
<i>Objective 1: Helena College is responsive to regional workforce development needs</i>		
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Desired Outcome*</b>
1. Assessment of workforce needs	% of relevant programs completing a workforce needs assessment on a three-year schedule.	<b>Baseline:</b> TBD <b>Target:</b> 80%
2. Responsiveness to Workforce needs	# of projects, partnerships, curricular revisions, CE offerings tied to the results of needs assessments	<b>Baseline:</b> TBD <b>Target:</b> TBD
	Percentage of employers indicating satisfaction with workforce development offerings and initiatives	<b>Baseline:</b> TBD <b>Target:</b> 75%
<i>Objective 2: Helena College provides cultural, intellectual and social resources for the community</i>		
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Desired Outcome</b>
1. Community use of campus facilities	# of community events hosted on Helena College campuses per year.	<b>Baseline:</b> 45 events/year <b>Target:</b> 50 events/year ↑
2. College sponsorship of social, intellectual and/or cultural events or activities open to community participation	# of college sponsored events/activities open to community participation per year	<b>Baseline:</b> 8 events/year <b>Target:</b> 10 events/year ↑
<i>Objective 3: Helena College partners with the community to expand opportunities for learning and service</i>		
<b>Indicators of Achievement</b>	<b>Metric</b>	<b>Target</b>
1. Participation in non-credit/credit continuing and community education programs	Annual Headcount Enrollment (AHE) in continuing education courses and programs	<b>AHE Baseline:</b> 1,720 <b>Target:</b> 1,775 ↑
2. Completion of non-credit credentials	Completion rate for credential bearing non-credit programs	<b>Baseline:</b> TBD <b>Target:</b> 80%
3. Adult Education	Annual transition rate of Adult Education (AE) and Access to Success (A2S) program completers to Helena College	<b>Baseline:</b> AE-10% (5 year average) A2S-22% (5 year average) <b>Target:</b> Adult Education- 15% ↑ Access to Success- 25% ↑
4. Service to community by faculty, students and staff	# of service hours to the community (including student internships, service-learning, and staff involvement in community)	<b>Baseline:</b> 26,290 (1 yr of data) <b>Target:</b> 26,000 ↔

<p>5. Use of credit and non-credit programs to support community needs</p>	<p># of CE programs provided annually to community partners</p>	<p><b>Baseline:</b> 11 <b>Target:</b> 11 ↔</p>
<p><b>Rationale:</b> Objectives 1-3 under Core Theme Three reflect the College’s mission to meaningfully engage and enrich the diverse community it serves. New indicators under Objective 1, which will require development and implementation of a needs assessment tool and a satisfaction survey over the next academic year, will measure how effectively the College identifies and responds to regional workforce development needs. Evaluation of the achievement of Objective 2 relies on well-established indicators that measure community use of campus facilities as well as cultural, intellectual and social programming hosted by the College and open to the community on an annual basis. Five indicators demonstrating community partnerships and activities focused on expanding learning and service opportunities measure achievement of Objective 3. Indicators 1, 2 and 5 measure the participation in, success of, and partnerships developed by the Continuing Education program. Indicator 3 relates to partnership with the Helena School District Adult Education (HiSET) and Access to Success (high school diploma completion) programs. Both programs are hosted at the College to expose participants to a higher education environment for the purpose of encouraging further educational attainment. Indicator 4 measures formal and informal service to the community by staff and faculty, as well as student service learning, internship and clinical hours completed each semester, data the College has been collecting and reporting since the spring of 2016. Together these objectives and indicators provide a comprehensive framework to evaluate the achievement of Core Theme Three.</p>		

*\*Unless noted otherwise, baselines represent most current three-year average for the metric*

## CONCLUSION

Helena College's vision is to be recognized as a responsive regional provider of comprehensive educational opportunities, as a partner in economic and community development, and as a diverse and accessible community of learners. The College aspires to promote excellence in education, maintain fiscal and operational integrity, and cultivate an environment of fellowship, inclusiveness and respect. In many ways large and small, the College is realizing this vision on a daily basis as evidenced by the work of our dedicated faculty and staff, the achievements of our students, and the strength of our partnerships in the community.

Completion of the NWCCU seven-year accreditation cycle has provided the College with the opportunity to reflect deeply on its purpose, goals and priorities, and reshape how it directs and evaluates its functions and resources towards accomplishing its mission. The College has emerged from the process with greater clarity about, and renewed commitment to its mission, and looks forward to new opportunities for growth, improvement and service to our students and our community. Significant challenges lie ahead, as well as promising opportunities for the College to more fully accomplish its mission and realize its vision.

As detailed in this Year One Report, through campus wide participation and thoughtful collaboration, the College has refined its mission, consolidated and focused its strategic plan, and reframed its core themes to improve planning, decision-making, allocation of resources and evaluation of mission fulfillment. Better coordination between and understanding of the core themes and strategic plan will now inform the planning and evaluation of the College's work to be shared with campus on a more regular basis. The implementation of a new assessment database, developed through on-campus expertise, will move the College beyond the hurdles of process and documentation, to the more meaningful work of evaluating instruction, student learning, and service delivery for the purpose of ongoing improvement. Ongoing collaboration and communication between administrators, faculty, staff and students will be vital to maximizing the benefit of these enhancements and resources.

Helena College faces a critical moment of transition. Recent changes in senior leadership and organizational structure have caused some uncertainty, and a concerted effort will be required to move the College confidently forward. An extended period of austerity in state funding, as well as challenging enrollment conditions have also forced the College to more carefully prioritize fiscal resources, and consider a more comprehensive enrollment management strategy. Despite these challenges, through its programs and services, partnerships and outreach efforts the College enjoys a strong purposeful relationship with the diverse community it serves. Our students' achievements and consistently high levels of attainment under Montana University System Performance-Based Funding, tangibly demonstrate the College's commitment to student success.

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**APPENDIX A: PROPOSED FACULTY EVALUATION INSTRUMENTS**

Faculty Name: \_\_\_\_\_  
 Course Number and Title: \_\_\_\_\_  
 Date/time/Location of Evaluation: \_\_\_\_\_  
 Supervisor/Evaluator: \_\_\_\_\_



Instructional Observation Form\*

**I. Observer comments**

Content mastery is evident	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	Comments/Suggestions:
Engagement with students is apparent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	Comments/Suggestions:
Learning is assessed	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	Comments/Suggestions:
Planning and/or intentionality is evident	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	Comments/Suggestions:
Environment is conducive to learning	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	Comments/Suggestions:



Positive comportment is demonstrated	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory
	Comments/Suggestions:			
Good rapport is demonstrated	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory
	Comments/Suggestions:			

Observer Comments:

**II. Faculty Comments/Response (Optional)**

Faculty Comments:

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or academic dean.

The following signatures indicate that this evaluation has been reviewed:

FACULTY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

DIRECTOR/DIVISION CHAIR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

ACADEMIC DEAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

\*Comments are encouraged, and required if “unsatisfactory” is checked on any item.



FACULTY NAME: \_\_\_\_\_  
 SUPERVISOR: \_\_\_\_\_

**PERFORMANCE/SELF-ASSESSMENT**

**RESPONSIBILITY AREA: INSTRUCTION**

<i>Classroom Performance</i>	<i>Narrative</i>
1. Content mastery is evident	
2. Engagement with students is apparent	
3. Learning is assessed	
4. Planning and/or intentionality is evident	
5. Environment is conducive to learning	
6. Positive comportment is demonstrated	
7. Good rapport is demonstrated	

<i>Management of classroom, instructional equipment, lab, shop or clinic</i>	<i>Narrative</i>
6. Classroom, lab, shop or clinic policies and/or procedures are clearly communicated in writing to students.	
7. Classroom, lab, shop or clinic area is well-maintained by faculty member.	
8. Classroom, lab, shop or clinic area is managed in accordance with accepted safety standards.	
9. (If applicable) Orders supplies for classroom, lab, shop or clinical area within budget, following current College policies.	



FACULTY NAME: \_\_\_\_\_  
 SUPERVISOR: \_\_\_\_\_

<b><i>Development and Revision of Curriculum and Courses</i></b>	<b><i>Narrative</i></b>
1. Regularly reviews curriculum and incorporates input from occupation/industry, advisory board, and former students.	
2. Reviews curricular materials and assignments.	
3. Submits documentation as needed to ASCRC to effect needed curricular changes.	

<b><i>Student Advising</i></b>	<b><i>Narrative</i></b>
1. Communicates proactively with assigned advisees.	
2. Maintains adequate record of advisement sessions with students.	
3. Maintains current knowledge of College offerings and services to advise assigned students effectively.	
4. Reviews student progress toward degree completion.	
5. Regularly provides feedback and/or referrals to students who demonstrate need for additional support.	

<b><i>Course, Program, and Institutional Assessment</i></b>	<b><i>Narrative</i></b>
1. Actively participates in assessment at all levels.	
2. Assesses effectiveness of own courses within the context of larger program assessment.	
3. Incorporates results of assessments into curricular and other revisions.	

<b><i>Innovative Instructional Practices</i></b>	<b><i>Narrative</i></b>
1. Incorporates innovative practice(s) as appropriate.	

**RESPONSIBILITY AREA: PROFESSIONAL DEVELOPMENT**

<b><i>Scholarly Activities</i></b>	<b><i>Narrative</i></b>
1. Activities may include presentations, publication, development of projects and/or research that relates to the discipline.	

<b><i>Professional Improvement</i></b>	<b><i>Narrative</i></b>
1. Professional improvement such as seminars, workshops, training, and/or coursework.	

<b><i>Professional Recognition</i></b>	<b><i>Narrative</i></b>
1. Professional/occupational recognition such as awards, certifications, or honors received.	

**RESPONSIBILITY AREA: SERVICE TO COLLEGE/COMMUNITY**

<b><i>Participation in professional organizations</i></b>	<b><i>Narrative</i></b>
1. Membership in organizations directly related to the discipline.	
2. Service as an officer, participation in meetings, or other direct service to the professional organization.	

<b><i>Advisory Councils, Consulting, and Related Activities</i></b>	<b><i>Narrative</i></b>
1. Serves as consultant to industry, education, discipline, or other organizations relating to the teaching field.	

<b><i>College Service</i></b>	<b><i>Narrative</i></b>
1. Serves as chair or member of 1 or more college-level committees.	
2. Serves on ad-hoc, hiring, or other campus committees or groups (including serving as student club advisor).	
3. Actively participates in college-sponsored training and professional activities.	

**Observer Comments/Response (Optional)**

**Faculty Comments/Response (Optional)**

DRAFT

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or academic dean.

The following signatures indicate that this evaluation has been reviewed:

FACULTY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

DIRECTOR/DIVISION CHAIR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

ACADEMIC DEAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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**APPENDIX B: SUBMISSION OF HELENA COLLEGE CORE THEMES FOR BOR APPROVAL**

ITEM #179-1901-R0518

Page 1 of 1

**March 8-9, 2018****ITEM 179-1901-R0518****Request for approval of updated core themes – Helena College University of Montana**

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**THAT**

The Board of Regents of Higher Education approves Helena College's updated core themes

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**EXPLANATION**

In response to the NWCCU Year Seven *Mission Fulfillment and Sustainability* Evaluation Report in spring 2017 and comprehensive reviews of the mission statement, strategic plan and core themes through fall of 2017, the College has updated its three core themes to better align with a revised mission statement, approved by the BOR on January 11, 2018. This review process was steered by the Strategic Planning, Assessment and Accreditation Committee and involved campus wide participation through a strategic planning retreat on May 16, 2017, and subsequent opportunities for discussion and input. The updated core themes will, individually and collectively, better define and manifest essential aspects of the College's mission, provide for the recommended improvements to institutional planning and assessment, and form the basis of the Year One Self-Evaluation Report due to the NWCCU in spring 2018.

**Helena College University of Montana Mission (Rev. 1/18):**

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.

**Helena College University of Montana Core Themes:**

- 1. Student Access and Success**
    - a. Helena College achieves its strategic enrollment management goals.
    - b. Helena College students achieve their educational goals.
  - 2. High Quality Education**
    - a. Helena College students demonstrate achievement of learning outcomes.
    - b. Helena College supports professional growth opportunities for faculty and staff to advance excellence in teaching and delivery of support services.
  - 3. Community Enrichment**
    - a. Helena College is responsive to regional workforce development needs.
    - b. Helena College provides cultural, intellectual and social resources for the community.
    - c. Helena College partners with the community to expand opportunities for learning and service.
- 

**ATTACHMENTS**

No attachments

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**APPENDIX C: HELENA COLLEGE 2018-2022 STRATEGIC GOALS****2018-2022 STRATEGIC GOALS****Strategic Goal #1 – Promote student success and achievement**

1. Construct academic pathways for undergraduate education that enable seamless career transition or postsecondary educational transfer.
2. Increase educational access and support for a diverse student population through community efforts and collaboration.
3. Promote a culture of collaboration and communication that ensures that the College meets its mission.

**Strategic Goal #2 – Advance academic excellence and scholarship**

1. Provide relevant and enriching instruction academic programs that address the evolving job market and global community.
2. Utilize research and assessment data to make evidence-based decisions regarding curriculum, instruction, and programming.
3. Demonstrate that students have learned requisite knowledge and skills relevant to their educational goals.

**Strategic Goal #3 – Build community engagement and partnerships**

1. Foster collaborative partnerships with business, industry, and the broader community to enhance workforce development and lifelong learning.
2. Evaluate and respond to on-going and emerging community educational and workforce needs.
3. Expand civic engagement opportunities through work-based learning and other real-world educational experiences.

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

1. Ensure that recruitment and hiring practices promote equity and inclusion.
2. Develop a diversity and inclusion action plan with measurable outcomes and ongoing assessment.
3. Deliver professional development and other training to support the increased cultural competency of students and employees.

**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.
2. Procure and allocate resources to support the mission of Helena College.
3. Devise and implement performance metrics for assessing institutional progress towards identified goals.