SELF-STUDY REPORT

Prepared for the
Northwest Commission
on Colleges and Universities

YEAR **SEVEN**

APRIL 2017

HELENACOLLEGE
University of Montana

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Year Seven Self-Evaluation Report

Helena College University of Montana

Helena, Montana
www.umhelena.edu

Report Prepared for the Northwest Commission on Colleges and Universities
February 2017

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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 currently offers 34 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 over 1,800 students. The College has grown dynamically during the past decade experiencing a 57% increase in fall headcount between 2006 and 2016.

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 and the Helena School District. In 1987, the state legislature authorized the transfer of the institution's governance to the Montana Board of Regents of Higher Education 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.

Following a campus-wide discussion forum and planning day in May 2011, a new strategic plan was developed and adopted by the College Council and implemented in the fall of 2012. The plan includes six broad strategic goals aligned with the College's new mission and core themes that will inform and guide college-wide planning, assessment and resource allocation and development for the next decade. As a public two-year institution, the College also participates in College!NOW, a multi-year initiative led by the MUS with funding support from the Lumina Foundation. The purpose of the initiative, which began in 2010, is to improve utilization of two-year higher education in the state of Montana. Two primary strategies of the initiative between 2011 and 2013 were the expansion of the comprehensive two-year mission to all of the state's five colleges of technology to include transfer education, workforce development, developmental and adult basic education, lifelong learning and community development followed by a rebranding campaign to improve public awareness of the new comprehensive identity of the state's two-year colleges. Since the College had already expanded its instructional offerings and operations to include most of the five areas identified in the comprehensive two-year mission plan, what remained was the identification and promotion of a new name in accordance with a naming convention developed for the five colleges of technology 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 which have undergone extensive expansion and renovation during the past ten years. The Donaldson Campus is the main facility which houses academic programs including general education, accounting and business, computer and office technology, fire and rescue, interior space planning, and design, and nursing, as well as the majority of administrative operations, student support

services, and continuing education. Through partnership with the Helena Public School District, space is also provided for adult basic education and Access to Success, a high school diploma completion program. The Airport Campus, located two miles away, houses classrooms, labs, and shops for trades programs in automotive technology, aviation maintenance, computer-aided manufacturing, diesel technology, and welding. Administratively the College is organized into three divisions including Academic Affairs, Fiscal and Plant, and Student Affairs, each of which are led by an Assistant or Associate Dean who reports directly to the Dean/CEO. The Directors of Institutional Research and Human Resources also report to the Dean/CEO.

Helena College's last full-scale evaluation visit by the Northwest Commission on Colleges and Universities (NWCCU) was in 2010 and was conducted under eligibility requirements and standards published in the NWCCU's 2003 edition of the Accreditation Handbook. This evaluation resulted in four recommendations, and the College's accreditation status was reaffirmed by the Commission in July 2010. Under the Standards for Accreditation included in the new seven-year cycle, Helena College submitted a Year One Report in spring of 2011 which also included a response to the first of the four recommendations from the earlier full-scale evaluation visit. The College's Year Three Self-Evaluation Report was originally due in the spring 2013, but was postponed one year at the direction of the NWCCU, and included responses to the remaining recommendations from the 2010 full-scale evaluation, as well as those arising from evaluation of the Year One Report. In response to evaluation of the Year Three Report, three recommendations were made and a remaining recommendation from the 2010 Comprehensive Evaluation Report was carried forward. At the Commission's request, the College submitted an Ad Hoc Report in February of 2015, to provide an immediate resolution to the second recommendation arising from the Year Three evaluation, which cited the need to complete and implement a Credit Hour Policy. That report was accepted by the Commission in June 2015. This Year Seven Self-Evaluation Report represents Helena College's continued participation in the NWCCU's current accreditation process.

BASIC INSTITUTIONAL DATA FORM

Institution: Helena College University of Montana
Address: 1115 North Roberts Street
City, State, ZIP: Helena, MT 59601

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☒ Other
 If part of a multi-institution system, name of system:

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify)

Institutional control: ☒ Public ☐ City ☐ County ☒ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☒ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify)

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Automotive Technology	A.A.S., C.T.S.	National Automotive Technicians Education Foundation	6/12/2014
Aviation Maintenance Technology	A.A.S.	U.S. Department of Transportation, Federal Aviation Administration	10/28/1953; ongoing approval subject to biannual inspections
Fire & Rescue	A.A.S.	International Fire Service Accreditation Conference	10/22/2015
Registered Nursing (RN)	A.S.	Accreditation Commission for Education in Nursing (ACEN)	7/14/2016

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: <u>Total enrolled semester credits/15</u>

Official Fall <u>2016</u> FTE Student Enrollments

Classification	Current Year Dates: 8/24/16 to 12/16/16	One Year Prior Dates: 8/24/15 to 12/11/15	Two Years Prior Dates: 8/25/14 to 12/12/14
Undergraduate	845	860	968
Graduate			
Professional			
Unclassified			
Total all levels	845	860	968

Full-Time Underlined Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2016 Student Headcount Enrollments

Classification	Current Year Dates: 8/24/16 to 12/16/16	One Year Prior Dates: 8/24/15 to 12/11/15	Two Years Prior Dates: 8/25/14 to 12/12/14
Undergraduate	1,396	1,454	1,564
Graduate			
Professional			
Unclassified			
Total all levels	1,396	1,454	1,564

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Rank	Total Number		Number of Full Time (only) Faculty and Staff by Highest Degree Earned					
	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	34	95	1	10	4	14		5
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$5,457 (monthly)	7
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income: Accrual Basis   X   Deferred Basis

Reporting of expenses: Accrual Basis   X   Deferred Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 7/1/2015 to 6/30/2016	One Year Prior to Last Completed FY Dates: 7/1/2014 to 6/30/2015	Two Years Prior to Last Completed FY Dates: 7/1/2013 to 6/30/2014
CURRENT FUNDS			
Unrestricted			
Cash	$10,312	$5,427	$203,839
Investments	$1,795,122	$1,242,802	$917,462
Accounts receivable gross	$782,061	$755,168	$702,557
Less allowance for bad debts	-	-	-
Inventories	-	-	-
Prepaid expenses and deferred charges	$537,208	$680,344	$63,787
Due from	-	$4,106	-
Total Unrestricted	$3,124,703	$2,687,847	$1,887,645
Restricted			
Cash	$174,148	$56,557	$12,924
Investments	-	-	-
Prepaid expenses and deferred charges	$1,544	$10,516	$78,771
Due from	$75,430	$356,706	$167,738
Total Restricted	$251,123	$423,780	$259,432
TOTAL CURRENT FUNDS	$3,375,825	$3,111,627	$2,147,077
ENDOWMENT AND SIMILAR FUNDS			
Cash	$777	$2,735	$184
Investments	$83,502	$84,060	$86,697
Due from	-	-	-
TOTAL ENDOWMENT AND SIMILAR FUNDS	$84,729	$86,796	$86,881
PLANT FUND			
Unexpended	-	-	-
Cash	$8,445	$12,472	$14,424
Investments	$2,623,966	$2,548,553	$2,159,290
Accounts Receivable	($811)	($811)	-
Prepaid	$865	$832	$832
Total unexpended	$2,632,466	$2,561,047	$2,174,546
Investment in Plant			
Land	$339,331	$339,331	$339,331
Land improvements	$15,661	$18,106	$20,551
Buildings	$11,460,521	$12,573,642	$13,567,310
Equipment	$2,106,821	$1,709,788	$786,972
Library resources	$83,076	$84,560	$73,937
Construction Work in Progress	$201,795	$195,875	$113,673
Intangible Assets		$2,824	$5,648
Total investments in plant	$14,207,205	$14,924,125	$14,907,423
Due from	-	-	-
TOTAL PLANT FUNDS	$16,839,670	$17,485,172	$17,081,969
TOTAL ASSETS	$20,299,774	$20,683,594	$19,315,927

BALANCE SHEET DATA (CONTINUED)

Liabilities	Last Completed FY Dates: 6/30/16	One Year Prior to Last Completed FY Dates: 6/30/15	Two Years Prior to Last Completed FY Dates: 6/30/14
CURRENT FUNDS			
Unrestricted			
Accounts payable	($43,164)	$3,197	($2,634)
Accrued liabilities	$1,735	($814)	$46,890
Students' deposits	$985	$985	$844
Deferred credits	$125,699	$504,522	$114,733
Other liabilities (identify)	$3,675,242	$3,379,681	$2,002,232
Due to	($142)	($142)	-
Fund balance	($635,653)	($1,199,583)	($274,419)
Total Unrestricted	$3,124,703	$2,687,847	$1,887,645
Restricted			
Accounts payable	$53,572	$165,637	($34,581)
Compensated Absences	$708	-	-
Due to	$61,569	$27,375	$131,990
Fund balance	$135,274	$230,768	$162,023
Total Restricted	$251,123	$423,780	$259,432
TOTAL CURRENT FUNDS	$3,375,825	$3,111,627	$2,147,077
ENDOWMENT AND SIMILAR FUNDS			
Restricted	-	-	-
Quasi-endowed	-	-	-
Due to	$183	$2,176	$2,340
Fund balance	$84,096	$84,619	$84,541
TOTAL ENDOWMENT AND SIMILAR FUNDS	$84,279	$86,796	$86,881
PLANT FUND			
Unexpended	-	-	-
Accounts payable	$214,135	($142)	-
Notes payable	-	-	-
Bonds payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	$19,423	$26,005	$19,894
Fund balance	$2,398,907	$2,535,183	$2,154,652
Total unexpended	$2,632,466	$2,561,047	$2,174,546
Investment in Plant			
Notes payable	-	-	-
Bonds payable	$514,016	$567,445	$583,847
Mortgage payable	-	-	-
Due to	$673,638	$712,733	$750,614
TOTAL INVESTMENTS IN PLANT FUND	$14,207,204	$14,924,125	$14,907,423
TOTAL OTHER LIABILITIES	-	-	-
TOTAL LIABILITIES	-	-	-
FUND BALANCE	$16,839,670	$17,485,172	$17,081,969

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

Revenues	Last Completed FY Dates: 6/30/16	One Year Prior to Last Completed FY Dates: 6/30/15	Two Years Prior to Last Completed FY Dates: 6/30/14
Tuition and fees	$2,357,356	$2,516,000	$2,639,457
Federal appropriations	-	-	-
State appropriations	$5,484,762	$5,301,679	$5,122,770
Local appropriations	-	-	-
Grants and contracts	-	-	-
Endowment income	-	-	-
Auxiliary enterprises	$853,131	$953,741	$1,009,939
Other-Interest and Miscellaneous Charges	$96,596	$78,566	$73,077
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General	-	-	-
Instruction	$3,273,997	$3,591,600	$3,536,153
Research	-	-	-
Public services	-	-	-
Academic support	$1,107,945	$1,126,615	$1,090,956
Student services	$970,966	$893,326	$929,809
Institutional support	$876,786	$927,427	$858,991
Operation and maintenance of plant	$882,588	$888,822	$755,654
Scholarships and fellowships	$78,250	$100,823	$236,414
Mandatory transfers for:			
Principal and interest	-	-	-
Renewal and replacements	$30,000	$93,901	$2,149
Loan fund matching grants	-	-	-
Total Educational and General	$7,220,532	$7,622,514	$7,410,126
Auxiliary Enterprises			
Expenditures	$957,034	$927,267	$1,049,480
Mandatory transfers for:	-	-	-
Principal and interest	-	-	-
Renewals and replacements	-	-	-
Total Auxiliary Enterprises	$957,034	$927,267	$1,049,480
TOTAL EXPENDITURE & MANDATORY TRANSFERS	$8,177,566	$8,549,781	$8,459,606
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	$614,279	$300,250	$385,637

INSTITUTIONAL INDEBTEDNESS

Total Debt to Outside Parties	Last Completed FY Dates: 6/30/16	One Year Prior to Last Completed FY Dates: 6/30/15	Two Years Prior to Last Completed FY Dates: 6/30/14
For Capital Outlay	-	-	-
For Operations	-	-	-

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Missoula College 909 South Avenue West Missoula, MT 59801	Associate of Applied Science	70	7	25
Park County Rural Fire District 304 E. Park St. Livingston, MT 59047	Associate of Applied Science	70	5	32

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Helena College does not offer programs or academic courses at sites outside of the United States

PREFACE

Institutional Changes since Last NWCCU Report

The Strategic Planning & Assessment Committee (SPA) was established in the fall semester of 2013. As a representative body, the committee is charged with advancing the strategic direction of the college through assessment and planning. The committee meets on a monthly basis during the academic year. Prior to the formation of the committee, planning and assessment resided with the College Council, another representative body that now focuses on institutional governance and information sharing. The SPA Committee reviews and discusses the strategic plan, performance indicators, resource allocation, program assessment, learning outcomes assessment, and serves as the steering committee for activities related to institutional accreditation.

In the fall of 2013, Helena College received $2.6 million in funding through a Trade Adjustment Act Community College and Career Training (TAACCCT) grant from the U.S. Department of Labor as a member of Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI). Subsequently rebranded as RevUp Montana, the project supports a consortium of 13 two-year colleges across Montana tasked with developing a statewide approach to supporting workforce development in advanced manufacturing and energy industries. These funds have been utilized to support advising, employer engagement, curriculum development, and equipment upgrades in the College's computer-aided manufacturing, diesel technology, and welding technology programs. The College also received federal Perkins funding to support Big Sky Pathways, a joint initiative between the Montana University System and the Office of Public Instruction (OPI) to develop integrated career pathways for high school students to transition into postsecondary education or training. The College has received $281,345 over four grant cycles to support a staff member responsible for working with area high schools. In addition to federal reporting requirements, all grant programs participate in the College's planning and assessment process.

As one of 19 consortium partners of HealthCARE Montana, the college received $637,974 in funding in fall of 2014. This TAACCCT grant has the purpose of creating an integrated statewide workforce development model for healthcare with an emphasis serving adult learners and veterans particularly in rural locations. The primary impact of the grant on the College has been the redesign of the licensed practical nursing (LPN) and registered nursing (RN) curriculums to provide accelerated completion for LPNs and RNs and a pathway for students seeking a Bachelor's of Science in Nursing degree. The revised curriculums will be implemented in spring of 2017 (RN) and spring of 2018 (LPN).

In response to legislative action in 2013, the MUS implemented system-wide performance based funding (PBF) to increase degree production, improve student success outcomes, and connect funding to outcome attainment. Implementation occurred in two phases: an initial short-term pilot funding model for the 2015 fiscal year, followed by a more complex long-term model that took effect in the 2016 fiscal year. Currently 8% of the total state appropriation for higher education is allocated to PBF which amounts to $15 million/fiscal year. Each institution is eligible to receive funding proportionate to its share of overall state FTE based on metrics specific to each institutional sector including flagship, 4-year regional, and 2-year colleges. The funding model incorporates a 1% growth target and provides additional points for improving outcomes for underrepresented or at-risk student populations. Helena College's annual share of the PBF appropriation is currently $524,783, and to date the College has performed at levels sufficient to receive 100% of its available funding. See the following link for more information regarding MUS PBF: http://www.mus.edu/CCM/performancefunding/default.asp

Since 2013, three academic programs at Helena College have been successfully evaluated for continuation or approval of their accreditation status by nationally recognized accreditors for their specific areas of study. These evaluations were conducted concurrent with each area's routinely scheduled program review. The automotive technology program was reapproved by the National Automotive Technicians Education Foundation (NATEF) for Master Automobile Service Technology certification in the spring of 2014 which is valid through 2019. In the fall of 2015, the fire and rescue program successfully applied for accreditation by the International Fire Service Accreditation Congress (IFSAC) which was approved through 2020. Finally, in 2016 the nursing program was granted continuing accreditation for its Associate of Science Registered Nursing (ASRN) degree by the Accreditation Commission for Education in Nursing (ACEN) though 2024.

The following academic program changes have taken place since the College Year Three Self-Evaluation Report in 2014. New credentials offered include the following: the addition of pre-pharmacy as an advising option for the Associate of Science degree (2013), Professional Certificates for Bookkeeping, Finance, Human Resources, and Management Information Specialists (2014), a Certificate of Applied Science in Diesel Technology (2014), a Certificate of Applied Science in Welding Processes (2014), a Certificate of Applied Science in Industrial Machine Technology (2014), a Certificate of Technical Studies in Hybrid Service Technology (2015). The College is currently one of a handful of institutions in the region developing a competency-based Certificate of Applied Science for Computer Software Professionals. The Associate of Applied Science in Small Business Management was changed to Business Technology (2015). An apprenticeship-based Associate of Applied Science in Sheet Metal approved in 2015 was subsequently changed to a Certificate of Applied Science (2016), and the Licensed Practical Nursing Associate of Applied Science degree was changed to a Certificate of Applied Science (2016) to align with statewide curriculum changes. The following programs were placed on moratorium in 2013: the Certificate of Applied Science in Carpentry, the Associate of Applied science in Construction Technology, and the Associate of Applied Science in Water Technology. The following programs were terminated: the Associate of Applied Science in Electronics Technology (2013), the Professional Certificates in Geoscience Technology, and E-Learning I & II (2016).

Since 2013, Helena College has secured articulation and direct transfer agreements with regional four-year institutions for the following academic transfer programs:

- Bachelor Degree Program with Latin Honors – University of Montana Davidson Honors College
- Associate of Science to Bachelor of Arts Elementary Education – University of Montana Phyllis J. Washington College of Education and Human Sciences
- Associate of Science Transfer Degree – University of Montana Skaggs School of Pharmacy
- Associate of Arts to Bachelors of Social Work – University of Montana
- Bachelor Degree Business Administration – University of Montana School of Business Administration
- Bachelor of Science in Business – Montana State University Jake Jabs College of Business and Entrepreneurship
- Associate of Science to Bachelor of Science in Health Administration – MSU Billings
- Associate of Arts/Science to Bachelor of Science in Criminal Justice – MSU Northern

In the spring of 2014, a new Helena College Advisory Council was established. Prior to this time, the College's advisory board was composed of a small group of three local individuals appointed by the Governor of the State of Montana for terms of three years. The new council was formed in response to

legislative changes to Montana University System Board of Regents policy concerning executive boards. The council consists of eleven members who are recognized leaders in the community representing education, government, and industry. The council members are identified by leadership, vetted to the campus community and invited to participate for indefinite terms by the Dean/CEO. In 2014 the Helena College Foundation, a separate non-profit corporation, also was established to support the College's mission through fundraising activities for student scholarships and program development.

In the summer of 2015, Dr. Chad Hickox joined the College Leadership Team as Associate Dean of Academic Affairs and, as a duty of that position, now serves as the College's accreditation liaison to NWCCU. He was previously the Executive Director of Institutional Effectiveness/Chief Data and Strategy Officer at South Seattle College. His past positions include serving as the Academic Transfer Dean at South Seattle, and a tenured faculty member at Macomb Community College in Warren, Michigan. His Ph.D. is in Philosophy. The Recruitment, Retention, and Completion (RRC) Committee was established in the fall of 2015 for the purpose of evaluating institutional data, researching best practices, and recommending actions and initiatives to promote sustainable enrollment and improve student success outcomes. In fall 2015, the College's TRIO-Student Support Services program was successfully funded for $1.1 million by the U.S. Department of Education for a second consecutive five year grant cycle.

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RESPONSES TO PRIOR RECOMMENDATIONS

2010 Comprehensive Evaluation Recommendations 1-4

Helena College's Comprehensive Self-Study Report was submitted in the spring of 2010. Following a visit to campus, the NWCCU Evaluation Committee made four recommendations. Pursuant to the Commission's request, the first recommendation was addressed as an addendum to the Year One Report submitted in spring 2011. The second and third recommendations were satisfied in the Year Three Report submitted in spring 2014. The final outstanding recommendation is addressed in this report as follows:

Recommendation 4. *It is recommended that program assessment data be used to improve teaching and learning, as well as delivery of services. Future program and college strategic goals, as well as resource decisions, need to be tied to emerging assessment results, in an ongoing and continuous fashion. Program learning outcomes should be closely tied to program assessment (Standards 2.C.2, 2.C.5, 4.A.2, 4.A.3)*

As described in greater detail in section 4.A.2 and, in particular, 4.A.3, below, as well as elsewhere throughout this document, the College has a dynamic approach to assessment and continuous improvement that entails multiple overlapping and mutually-reinforcing levels of assessment distributed across the various programs, departments, and units within the College. This approach to assessment has been adopted and developed extensively since Recommendation 4 was made by the 2010 evaluation team, and this model reflects a commitment to continuous improvement that is shared across the institution. Student learning is assessed via course, program, and degree outcomes assessment processes, which are complemented by additional assessments of particular institutional competencies. Assessment outcomes from this tiered approach are used to improve instructional delivery and student learning. Comprehensive program reviews occur every five years and are submitted to the Montana University System's Board of Regents for approval, with mid-cycle updates occurring approximately every 2.5 years, that are reviewed internally to support strategic and operational decision-making. Annual assessment plans are prepared and submitted by each program with a dedicated budget (including both instructional and non-instructional programs), as well as all institutional committees, and include program goals, as well as learning outcome goals, as appropriate. Those annual assessment plans require the analysis of program expenditures, as well as an explicit prompt to connect goals and outcomes to one or more of the Core Themes and/or Strategic Goals. Each year, senior administrators review and approve assessment plans, and, after the annual assessment cycle is complete, the plans are once again reviewed by the Budget committee as part of the zero-based budget development cycle. Numerous adjustments and improvements have resulted from this multi-level assessment process, as described in detail throughout the current document.

2014 Year Three Peer Evaluation Recommendations 1-3

Helena College's Year Three Report was submitted and evaluated in spring 2014. The NWCCU Evaluation Committee made the following three recommendations:

Recommendation 1: *It is recommended that the College complete the process of establishing baselines and targets for all of its core theme objectives. (Standard 1.B.2)*

In the fall semester of 2015, the Strategic Planning and Assessment Committee reviewed the remaining eight core theme objective indicators for which baselines and/or targets had not been established. The outstanding indicators and metrics were evaluated for their relevance to the related core theme objective, as well as the difficulty of collecting data for establishing baselines, targets, and ongoing measurement. Committee members were asked to rate relevancy on a three-point scale (high, moderate, low), while the College's institutional researcher rated the difficulty of data collection on a corresponding three-point scale

(easy, moderate, difficult). After deliberation over the ratings, one indicator was eliminated, while some of the metrics for other indicators were eliminated or modified. For those remaining, strategies were developed to collect data to establish baselines and targets to the best extent possible prior to completion of the current seven-year accreditation cycle. As of fall 2016, 92% or 24 out 26 core theme indicators have baselines determined. Four indicators still need targets determined based on newly established or pending baselines, while five indicators are awaiting outcome evaluation based on pending data collection. The majority of indicators still requiring final evaluation reside within Core Theme Three: Strengthen the Community. It is anticipated that final data collection and outcome evaluation will occur by the end of the 2016-2017 academic year.

Recommendation 2: *It is recommended that the College complete and implement, as soon as possible, a Credit Hour Policy (Title 34: Education CFR 688.8). (Standard 2.A.12)*

This recommendation was addressed through an ad-hoc report submitted to the NWCCU in May 2015, which was subsequently accepted in July 2015. Helena College Policy 200.5 – Credit Hour was adopted on January 15, 2015.

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/200.5%20Policy%20Helena%20College.pdf

Recommendation 3: *It is recommended that a new or amended Master Plan be completed and that a formal process be designed and implemented to ensure it is regularly reviewed by the Leadership Team and the campus community. (Standard 2.G.3)*

The 2002 final Master Plan was reviewed by Helena College over the 2014 and 2015 fiscal years. An addendum to the plan was created and added to the original master plan. The Helena College Leadership Team is committing to a full revision of the master plan in 2020. This revision will include:
- A review to ensure that the master facility plan aligns with the College's strategic plan.
- Provisions for faculty, staff, and student input on the plan.
- Provisions for the public to comment on the plan.
- A review of potential alternate locations for all or some portion of the College's programs and activities.
- A review of the potential of including more sustainable and environmentally friendly technologies in current and future buildings.

Once the 2020 Master Plan is completed, the leadership team will conduct reviews of the plan every four years. When leadership determines that the plan no longer meets the needs of the college, a new master plan will be created.

Helena College Master Plan Documents (Log-in required)

HELENA COLLEGE YEAR SEVEN SELF STUDY STEERING COMMITTEE

In the fall of 2015, the Strategic Planning and Assessment Committee was expanded to include additional representation from faculty and staff and tasked with providing guidance for the College's Year Seven Self-Study. The Colleges appreciates and recognizes the significant effort and valued contributions of the following committee members:

- Ms. Julie Adams, Administrative Associate, Continuing Education
- Dr. Daniel Bingham, Dean/CEO
- Mr. Jeff Block, Director of Information Technology
- Mr. Mike Brown, Director of Institutional Research (Co-Chair)
- Dr. Jan Clinard, Director, College Readiness Program
- Mr. Rick Dendinger, TAACCCT3 Program Coordinator
- Ms. Della Dubbe, Director of Library Services
- Dr. John Hartman, General Education Instructor
- Ms. Karen Henderson, General Education Instructor (Proofreader)
- Dr. Chad Hickox, Associate Dean Academic Affairs/Accreditation Liaison (Co-Chair)
- Ms. Robyn Kiesling, General Education Division Chair
- Ms. Mary Lannert, Director of Continuing Education
- Ms. Summer Marston, Assistant to the Dean/CEO (Recorder)
- Mr. Curtis Peterson, General Education Instructor
- Ms. Sandy Sacry, Director of Nursing
- Mr. Joe Zimmerman, Automotive Technology Instructor

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CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

Helena College, an affiliate campus of the University of Montana, is authorized to operate and award degrees as an institution of higher education by the Montana Board of Regents of Higher Education and the Office of the Commissioner of Higher Education for the Montana University System. 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.

http://www.mus.edu/borpol/bor200/201-7.pdf
http://www.mus.edu/Universities/university_main.asp

3. Mission and Core Themes

Helena College's current mission statement was adopted by the College Council on January 25, 2011, and subsequently approved by the Montana BOR on May 20, 2011. The College's three core themes were developed by the Associate Dean of Academics and the College Council with input from the campus community during the fall semester of 2010 and were later approved by the BOR on September 19, 2013. Because the College's core themes were not included with the mission statement revision in 2011, a subsequent submission for approval by the BOR was necessary.

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.

http://www.mus.edu/board/meetings/2011/June2011/May19-20,2011BORMinutesFINAL.pdf (Page 14)
http://www.mus.edu/board/meetings/2013/Sept2013/ARSA/LevelI_Memorandum.pdf
http://www.mus.edu/board/meetings/2013/Nov2013/MINUTES_Sept18-19,2013BOR_FINAL.pdf (Page 17)

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 lifelong educational opportunities to our diverse community.*

The College's current mission statement was developed with input from internal and external constituencies and approved by the College Council in January 2011. The Montana Board of Regents of Higher Education reviewed and approved the new statement on May 20, 2011. The mission statement accurately reflects the expanding comprehensive nature of the College and its intent to serve its diverse community of learners who possess a broad range of educational goals and levels of academic preparedness.

The mission statement provides guiding direction for decision-making at all levels from the current ten-year strategic plan to annual planning, assessment, and budgeting at the 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 2012-22 Strategic Plan, annual reports, the academic catalog, faculty, staff, and student handbooks, as well as documentation used for program planning and assessment.

http://www.umhelena.edu/abouthc/default.aspx
http://umhelena.edu/catalog/docs/HCCatalog_2016_17.pdf (Page 3)

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.

Determination of an Acceptable Threshold or Extent of Mission Fulfillment

Helena College determines an acceptable threshold or extent of mission fulfillment by systematically evaluating the outcomes or performance for each of the indicators of achievement identified under the institution's three core themes. Twenty-six indicators of achievement have been identified, many of which include multiple metrics. Where multiple metrics occur for an indicator, a weighting system will be used to determine the relative importance of each metric and the overall performance for the indicator. Where possible, data collected to evaluate the metric for each indicator will reflect a running three-year average. Performance on each of the indicators will be rated according to the following rubric:

Rating Scale Rubric

Rating	Description	Score
Exceeds Expectations	Outcome exceeds target	2 points
Meets Expectations	Outcome meets target	1 point
Fails to Meet Expectations	Outcome fails to meet target	0 points
No Measurement Available	Outcome cannot be measured	N/A

An acceptable level or threshold of overall mission fulfillment for Helena College is defined as 60% of the indicators of achievement under each core theme objective rated as meeting or exceeding expectations. The scoring for acceptable threshold under each core theme is as follows:

Core Theme One - Access and Support
Objective 1: 3 Indicators x 1 point x .60 = 1.8 points or better
Objective 2: 4 Indicators x 1 point x .60 = 2.4 points or better
Total acceptable threshold for core theme = 4.2 points or better

> **Core Theme Two - Demonstrate Academic Excellence**
> Objective 1: 2 indicators x 1 point x .60 = 1.2 points or better
> Objective 2: 3 indicators x 1 point x .60 = 1.8 points or better
> Objective 3: 3 indicators x 1 point x .60 = 1.8 points or better
> **Total acceptable threshold for core theme = 4.8 points or better**
>
> **Core Theme Three – Strengthen the Community**
> Objective 1: 2 indicators x 1 point x .60 = 1.2 points or better
> Objective 2: 2 indicators x 1 point x .60 = 1.2 points or better
> Objective 3: 4 indicators x 1 point x .60 = 2.4 points or better
> Objective 4: 3 indicators x 1 point x .60 = 1.8 points or better
> **Total acceptable threshold for core theme = 6.6 points or better**

While the majority of the indicators of achievement are monitored on a regular basis to facilitate continuous improvement, the final evaluation of outcomes follow the new seven-year accreditation cycle. Where indicators of achievement fail to demonstrate an acceptable threshold of mission fulfillment established for a core theme objective, recommendations for improvement will be implemented to achieve the minimum expectations for performance within a given timeframe. At the end of the seven-year accreditation cycle following the final evaluation of outcomes, the College will engage in a comprehensive review of its core themes, objectives, and indicators of achievement.

To integrate fully institutional planning and assessment, the College's strategic plan goals and objectives have been aligned to the core themes and corresponding objectives. All departments and programs must regularly demonstrate alignment of their outcomes to the College's strategic goals and/or core themes in their annual assessment plans, budget requests, and internal program reviews.

Annual Assessment Plan and Internal Program Review Guides
Annual Budget Request Justification Forms (Log in required)

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

Taken together these themes encompass the College's mission as a comprehensive two-year college and its commitment to serve the community and are generally defined as follows:
1. High quality educational activities and programs important to achieving student success.
2. A high degree of integrity, quality, and reliability in all academic and non-academic programming.
3. Meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to further educational attainment through advanced degrees, and serving as a facilitator for cultural enrichment.

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 detailed in the response to the first recommendation from the college's Year Three Peer Evaluation, in the fall of 2015 a full review of core theme indicators was completed. Existing baselines and targets for metrics were updated and where still lacking identified. In some cases, metrics were consolidated, redefined and/or removed to improve their relevance or to address difficulty in collecting sufficient or meaningful data. The following tables reflect those revisions and provide the final objectives, indicators, and metrics for assessing achievement of the college's core themes and the extent of mission fulfillment for the current seven-year accreditation cycle.

CORE THEME 1: PROVIDE ACCESS AND SUPPORT	
Objective 1: To provide appropriate access to lifelong learning opportunities.	
Indicators of Achievement	1. Participation in credit-bearing programs and instruction
	2. K-12 participation and partnerships in credit-bearing programs and instruction
	3. Participation in non-credit/credit continuing and community education programs
Objective 2: To provide high quality support through institutional processes, student services, and academic experiences	
Indicators of Achievement	1. Availability and utilization of financial support for students with an emphasis on grants and scholarships
	2. Persistence towards achievement of educational goals
	3. Completion of certificate and degree programs
	4. Student engagement and satisfaction with academic experience and support services

CORE THEME 2: DEMONSTRATE ACADEMIC EXCELLENCE	
Objective 1: To enhance learners' college level skill development	
Indicators of Achievement	1. Successful completion of developmental coursework
	2. Successful completion of gateway math and writing courses subsequent to developmental coursework
Objective 2: To facilitate transfer	
Indicators of Achievement	1. AA/AS transfer degree production
	2. Transfer to four-year institutions
	3. Transfer success
Objective 3: To prepare the 21st century employee	
Indicators of Achievement	1. Professional license and certification pass rate
	2. Career and technical education degree production
	3. In field placement rates

CORE THEME 3: STRENGTHEN THE COMMUNITY	
Objective 1: To be responsive to regional workforce needs	
Indicators of Achievement	1. Employer satisfaction with graduates and customized trainings for employees
	2. Implementation of advisory council recommendations into career and technical education program curriculum
Objective 2: To serve as a facility and cultural resource for the community	
Indicators of Achievement	1. Community use of campus facilities
	2. College entity sponsorship of social, intellectual and/or cultural events or activities open to community participation
Objective 3: To meet community needs through learning, volunteer and service collaborations	
Indicators of Achievement	1. Collaborations with community stakeholders
	2. Service to community by faculty, students and staff
	3. Foundation and alumni activities
	4. Use of credit and non-credit programs to support community needs
Objective 4: To develop and strengthen employee knowledge, skills, and engagement	
Indicators of Achievement	1. Faculty and staff participation in professional development activities
	2. Retention of college employees
	3. Employee engagement and satisfaction with campus community and working environment

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CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements: 4-21

4. Operational Focus and Independence

Helena College is an institution of higher education affiliated with the University of Montana and authorized by the Montana Board of Regents of Higher Education to offer and award degrees and certificates. The College!NOW Initiative of the Montana University System recently reaffirmed the College's comprehensive mission of providing transfer education, workforce development, developmental, and adult basic education, lifelong learning, and community development. Helena College dedicates all of its resources to the execution of its institutional mission, goals, and objectives and therefore has the necessary organizational capacity and independence to meet and be held accountable to NWCCU's standards and requirements.

MUS Comprehensive Two-Year Education Mission/Vision
Board of Regents Approval of MUS Comprehensive Two-Year Education Mission/Vision – May 20, 2011 (Page 7, 14)

5. Non-Discrimination

Helena College is committed to providing all persons an equal opportunity for education, employment, and participation in activities as provided by law. Additionally, college facilities may not be used in the furtherance of any discriminatory practice, nor become a party to an agreement, arrangement, or plan which has the effect of sanctioning discriminatory practices. The College's policies and procedures are in compliance with the requirements of Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Titles VII and VIII of the Public Health Act, the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Montana Human Rights Act, and the Montana Governmental Code of Fair Practices. Helena College ensures that its non-discrimination policy, as it affects applicants and students, is published and disseminated by means of the college website, academic catalog, and student handbook. Equal opportunity and non-discrimination policies are administrated by the Office of Human Resources and the Assistant Dean of Student Affairs.

6. Institutional Integrity

Helena College promotes and maintains high ethical standards in its operations and relationships through adherence to policies administered by the Montana Board of Regents of Higher Education, as well as its own policies, which are published on the college website and in employee and student informational materials. The process for policy development provides opportunities for campus-wide participation and input. All faculty and staff receive regular and systematic training on institutional policies. Training on institutional policies and ethical standards is provided in a number of formats and venues to maximize access and is administrated by the Office of Human Resources.

http://www.mus.edu/borpol/default.asp
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/hr/prodev.aspx

7. Governing Board

Helena College is governed by the Montana Board of Regents of Higher Education. The board consists of seven members who are appointed by the Governor and confirmed by the state Senate for overlapping seven-year terms. No members of the board have any contractual, employment, or personal financial relationship or interest in the College.

http://www.mus.edu/borpol/bor200/201-7.pdf

8. Chief Executive Officer

The College employs a full-time chief executive officer who is hired by the President of the University of Montana subject to approval of the Montana Board of Regents of Higher Education. Dr. Daniel Bingham, the present Dean/CEO, has held this position since 2005 and is responsible for the oversight of all operations in accordance with the College's mission. Neither Dr. Bingham nor any other senior administrative officer at the College serves on or chairs the BOR.

9. Administration

Helena College's Leadership Team consists of senior administrators and their support staff who are qualified to provide effective direction for and management of the College's four primary organizational divisions including Administration, Academic Affairs, Fiscal/Plant, and Student Affairs. The senior administrators of each division, including the Associate Dean of Academic Affairs, the Assistant Dean of Student Affairs, and the Assistant Dean of Fiscal/Plant report directly to the Dean/CEO who also oversees the administrative division consisting of human resources and institutional research. Mid-level administrators including academic Division Chairs and Directors of Continuing Education, Information Technology, Facilities, Library Services, as well as several areas within student affairs, report directly to the appropriate senior administrator. Cross-divisional participation and representation in the Leadership Team, the College Council, the Strategic Planning and Assessment Committee, and various formal and ad hoc institutional committees helps to foster and ensure collaboration across the organizational structure to achieve the College's mission and core themes.

http://www.umhelena.edu/campus_facilities/committees/default.aspx

10. Faculty

Helena College employs 34 full-time faculty members and approximately 95 adjunct instructors who are appropriately qualified to teach in their designated areas of instruction. All full-time faculty and adjunct instructors meet the minimum teaching qualifications subject to Montana Board of Regents of Higher Education Policy 730 which specifies appropriate educational and vocational credentials and experience for two-year college programs. The faculty has the primary responsibility for curriculum development and review, accomplished through the Academic Standards and Review Committee of the Faculty Senate. Faculty members are evaluated at regular intervals by the Associate Dean of Academic Affairs for the purpose of achieving excellence in instruction and job performance.

http://www.mus.edu/borpol/bor700/730.pdf
http://www.umhelena.edu/hr/default.aspx

11. Educational Program

Helena College offers 34 credentials in 12 different program areas. Consistent with its mission and core themes as a comprehensive two-year college, the institution offers instruction and programs that culminate in credentials in general education/transfer (AA, AS), workforce education (AAS, CAS, CTS), as well as an Associate of Science in Registered in Nursing and Professional Certificates in the areas of accounting, business, e-learning, geoscience, and interior design and space planning. The General Education department also offers pre-college developmental instruction in mathematics and writing. The College offers a comprehensive continuing education providing non-credit and credit courses for personal enrichment and professional development and partners with the Helena Public School district to deliver adult basic education and Access to Success, a high school diploma completion program. Dual credit courses are provided to high school students through partnerships with public school districts throughout the College's service area. Institutional and program level student learning outcomes are identified and demonstrate content and rigor consistent with the mission of the College.

http://www.umhelena.edu/academics/default.aspx

12. General Education and Related Instruction

Helena College's Associate of Art and Associate of Science degrees require a minimum of 31 credits of general education core requirements in the areas of natural science and mathematics, written and oral communication, social and psychological sciences, humanities and fine arts, and diversity. Associate of Applied Science degrees and Certificates of Applied Science require related instruction in the areas of communication, computation, technology literacy, and human relations. Each of the general education core area requirements has identified outcomes which are aligned with the Helena College Institutional Competencies. Related instruction for applied associate degrees and certificates are also aligned to the Institutional Competencies and support identified program outcomes.

http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/default.aspx

13. Library and Information Resources

Helena College provides library and information resources that are consistent with its mission and core themes by maintaining on-campus facilities and off-campus access to both print and digital resources and services. This is enabled by a library website that links to a Montana University System library catalog with electronic books, books, DVDs, and other print materials made available through patron initiated on-shelf holds, databases of journals and reference materials shared with MUS libraries, OCLC interlibrary loan, and library literacy instruction onsite and online. The library's print and digital collections reflect the scope and composition of the academic programs offered, as well as support for cultural enrichment and lifelong learning in the community. Materials and services are acquired, developed, and shared in accordance with a collection management plan that includes and encourages faculty involvement and ensures the currency, depth, and breadth necessary to support the College's mission. The library further expands its resources through cooperative circulation agreements with other Helena libraries: Montana State Library, Corette Library at Carroll College, and the Lewis & Clark County Library. Students and faculty have access to professional librarians in the library and by telephone, email, and live chat. Services at the Airport Campus were enhanced in the fall of 2013 by providing a library kiosk highlighting online library guides developed for the trades programs housed there and direct access to the library's website and catalog along with materials delivery for patron initiated on-shelf holds. Services at the Airport Campus were further enhanced

in the summer of 2015 with the allocation of space for the development and opening of an Airport Branch Library to house the book and journal collections pertaining to the programs of study on that campus.

14. Physical and Technological Infrastructure

Helena College maintains facilities at two locations. The Donaldson Campus is the primary facility housing the majority of administrative offices and student support services, as well as academic programs including general education, accounting and business technology, adult basic education, computer technology, continuing and online education, fire and rescue, interior design and space planning, nursing, and office technology. The Airport Campus, located approximately two miles east, houses trades programs in automotive technology, aviation maintenance technology, diesel technology, computer aided-manufacturing, and welding technology.

From 2006 to 2011, approximately $10.2 million in major expansion and renovation projects were completed at both campuses. For the Donaldson Campus this included a new library; lecture hall; science labs; student services facilities; and renovated instructional space for fire and rescue, nursing and continuing education, and student support services space for TRIO-SSS and Disability and Veterans Resources. At the Airport Campus, lab space was added and expanded for the automotive, computer-aided manufacturing, construction, welding programs, and all existing administrative and instructional facilities were renovated including replacement of the roof and HVAC system. Taken together, these expanded and renovated facilities provide the physical infrastructure necessary for the College to achieve its mission and core themes.

Helena College provides an extensive array of instructional and computer technology to support the instructional needs of students and faculty and the operational needs of administrators and support staff. The Information Technology department maintains a regular schedule for the upgrade and/or replacement of hardware and software. Classrooms, computer labs, the learning center, and library are equipped and maintained to provide robust technology services to faculty, staff, and students and all areas on both campuses are provided with wireless internet access via the College's network.

15. Academic Freedom

Helena College maintains an atmosphere that promotes intellectual freedom and independence where faculty and students are free to examine and test all knowledge appropriate to their area of study. The College adheres to Montana Board of Regents of Higher Education Policy 302 and the principles of academic freedom outlined in the negotiated collective bargaining agreement with faculty (MEA/MFT CBA).

http://www.mus.edu/borpol/bor300/302.pdf
http://www.umhelena.edu/hr/default.aspx

16. Admissions

Helena College follows an open admission policy subject to Montana Board of Regents of Higher Education Policy 301. The College's admission policy and procedures are published in the academic catalog, on the College website, and in informational materials provided by the Office of Marketing and Recruitment.

http://www.mus.edu/borpol/bor300/301.pdf
http://www.umhelena.edu/catalog/admissions.aspx
http://umhelena.edu/admissions_enrollment/default.aspx

17. Public Information

Helena College publishes accurate and current public information in a variety of sources including the academic catalog, website, student handbook, annual registration guides, and the annual report. These publications provide information on the College's mission and core themes; admission requirements and procedures; academic programs and courses; grading policies; names, titles and credentials of administrators and the faculty; the rights and responsibilities of students and the rules and regulations governing their conduct; tuition and fees; and program costs, refund policies and procedures, requirements for financial aid, and the academic calendar. The Director of Admission and Records coordinates the annual revision and publication of the academic catalog, the Assistant Dean of Student Affairs oversees the content and publication of the student handbook, and the Director of Marketing and Communication is primarily responsible for external communication of public information.

18. Financial Resources

Subject to Montana State Code, Montana Board of Regents of Higher Education policies, and following best practices in the accounting and management of institutional funds, Helena College maintains stable account balances, cash flow, and reserves necessary to fulfill its mission and core themes. The College's funding base includes revenue drawn from state appropriations, tuition and fees, revenue accounts, grants, and other sources such as rental income, donations, etc. The Assistant Dean of Fiscal and Plant, in coordination with the Dean/CEO, other members of the Leadership Team, and the Budget Committee with campus wide membership, plans a budget that covers annual expenditures, provides reserve funding for unanticipated expenses and emerging needs, and allows a sustainable amount of debt.

19. Financial Accountability

The financial records of Helena College are externally audited by qualified personnel as part of the State of Montana's biennial legislative process following generally accepted standards in accordance with policies and procedures defined by the Montana State Code and the Montana Board of Regents of Higher Education. The audit report, management letters, and findings are submitted to the College, the BOR, and the Legislative Audit Committee.

20. Disclosure

Helena College accurately discloses all information required by the NWCCU to conduct its evaluation and accreditation functions. The College's designated Accreditation Liaison Officer (ALO), currently the Associate Dean of Academic Affairs, is responsible for coordinating communication and required information with the Commission.

21. Relationship with the Accreditation Commission

Helena College accepts and agrees to comply with the standards and policies of the Commission as presently stated or as may be modified subject to Commission policy. The College also agrees that the Commission may disclose any actions regarding the College's accreditation status to any agency or members of the public requesting such information.

Standard 2.A: Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Helena College, an affiliate campus of the University of Montana, is governed by the Montana Board of Regents of Higher Education which has a comprehensive set of bylaws and a policy manual that details its authority, roles, and responsibilities to the College both as an independent entity and as an affiliate of UM. The BOR, subject to Policy 201.7, makes provision for the consideration of faculty, staff, and students in its deliberations and meetings which are hosted on member campuses of the MUS and are open to the public.

Helena College has five organized bodies that collectively form the governance structure of the institution: the Leadership Team, the College Council, the Faculty Senate, the Staff Senate, and the Student Senate. The Leadership Team consists of the Dean/CEO and the senior administrators of the College's three primary organizational units including the Associate Dean of Academic Affairs, the Assistant Dean of Fiscal & Plant and the Assistant Dean of Student Affairs. College Council, a representative body responsible for governance and information sharing, consists of members from the other four bodies, as well as the chairs of all formally recognized institutional committees. To improve focus and effectiveness, oversight of institutional planning and assessment functions has been re-assigned from the College Council to the Strategic Planning and Assessment Committee effective in the fall of 2013. This newly formed group includes the Leadership Team, Director of Institutional Research, Division Chairs, as well as representatives from Academic Affairs and Student Affairs.

The Faculty, Staff, and Student Senates all have constitutions and bylaws that clearly define their authority, roles, and responsibilities and are available to their constituents either via the college website or shared internal network drives. Participation of faculty and staff members in college governance and decision-making structures also is elaborated in the collective bargaining agreements negotiated regularly with the Montana Education Association/Montana Federation of Teachers (MEA/MFT) which represents faculty and the Montana Public Employees Association (MPEA) and the International Union of Operating Engineers, Local #400 (IUO) which represent classified staff.

http://www.mus.edu/borpol/bor200/bor200.asp
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/campus_facilities/committees/default.aspx

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

The division of authority and responsibility between the Montana Board of Regents of Higher Education, the University of Montana, and Helena College is defined by BOR policy and operates by means of its committee structure and procedures which interrelate with the primary administrative divisions of the institution including academic affairs, student affairs, fiscal operations, and human resources. System policies and procedures are clearly defined in the BOR policy manual and committee charges which are administrated by the Office of the Commissioner of Higher Education.

http://www.mus.edu/borpol/default.asp
http://www.mus.edu/board/committees.asp

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Helena College has been continuously accredited by the Commission since 1977. In 1987, the state legislature authorized transfer of institutional governance from the Montana Office of Public Instruction (OPI) to the Montana Board of Regents of Higher Education. The primary responsibility for ensuring compliance with the NWCCU's Standards lies with the Associate Dean of Academic Affairs who serves as the Accreditation Liaison Officer (ALO).

The College negotiates collective bargaining agreements with faculty represented by the MEA-MFT and classified staff represented by the MPEA and the IUO Local #400. Monthly labor management meetings between the College's Leadership Team and faculty union representatives provide a regular opportunity for discussion on the impact of the collective bargaining agreement on institutional mission, quality, and effectiveness. The Leadership Team and the designated ALO are jointly responsible for monitoring potential impacts of legislative actions and external mandates on compliance with Commission standards.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Helena College is governed by the Montana Board of Regents of Higher Education. The BOR consists of seven members who are appointed by the Governor and confirmed by the Senate for overlapping seven-year terms. The membership, responsibilities, and operating functions of the BOR are defined by its bylaws in BOR Policy 201.7. No present members of the BOR have any contractual, employment, or personal financial relationship or interest in the College.

http://www.mus.edu/borpol/bor200/201-7.pdf

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the board as a whole.

Pursuant to Articles VI and XI of BOR Policy 201.7 the board conducts its operations according to Robert's Rules of Order except with regard to introduction of motions and reconsideration of questions, and requires a quorum, defined as a majority of appointed members present, to conduct official business. The standing committees of the BOR are identified in Article VII and include Administrative, Budget and Audit Oversight; Academic, Research, and Student Affairs; Staff and Compensation; and Community College Programs. Other committees may only be appointed by order of the board.

http://www.mus.edu/borpol/bor200/201-7.pdf

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Montana Board of Regents of Higher Education policies and procedures codified in the BOR Policy Manual, as well as the identified charges to the four standing committees provide the means by which the BOR establishes and exercises oversight over and regular review of Helena College's mission, policies, and operations.

The BOR approved Helena College's new mission statement on May 2011 and in accordance with BOR Policy 219 reviews institutional mission statements for all campuses within the Montana University System every three years. BOR policies 303.1, 303.4, and 303.3 dictate the process by which the Board approves proposals for new curricula or program termination and requires regular review of academic programs. Board approval for new curricula is required for all associates degrees and certificates of 30 credits or more. Certificates of fewer than 30 credits do not require board approval but must be submitted for informational purposes. The BOR requires that all academic programs be reviewed for quality and effectiveness at least once every seven years. Helena College requires all academic programs to undergo a comprehensive internal review every five years and submits an annual report to the Board summarizing the results of the internal programs occurring within the given year.

The College's annual budget reflecting projected revenue, as well as operational and personnel expenses is submitted to the BOR for approval through the Administrative, Budget, and Audit Oversight Committee. The Committee establishes formats and timelines for submission, criteria for funding priorities, and reviews and recommends capital and building projects. Subject to BOR Policy 930.1 the board reviews audit reports only when there is a determination of a violation of institutional or system policy or of state or federal law. BOR Policy 320.2 delineates the board's requirements of the College with regard to regional and professional accreditation and procedures for notice and reporting of accreditation activities.

http://www.mus.edu/borpol/default.asp
http://www.mus.edu/board/committees.asp
http://www.mus.edu/borpol/bor200/219.pdf
http://www.mus.edu/borpol/bor300/303-1.pdf
http://www.mus.edu/borpol/bor300/303-4.pdf
http://www.mus.edu/borpol/bor300/303-3.pdf
http://www.mus.edu/borpol/bor300/320-2.pdf
http://www.mus.edu/borpol/bor900/930-1.pdf

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to operation of the institution.

As an affiliated campus of the University of Montana, the Dean/CEO of the College reports directly to the President of the University of Montana who in turn is appointed by the Montana Board of Regents of Higher Education pursuant to BOR Policy 205.1. Both chief executive officers are appointed at the recommendation of the Commissioner of Higher Education and the advice of a search committee. BOR Policy 705.2 describes the annual evaluation process for evaluation of the President of UM who in turn evaluates the Dean/CEO of Helena College on an annual basis.

http://www.mus.edu/borpol/bor200/205-1.pdf
http://www.mus.edu/borpol/bor700/705-2.pdf

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Montana Board of Regents of Higher Education conducts a self-study of its performance every three to four years as required by BOR Policy 705.1. The evaluation consists of self-assessments required from all board members and the process is periodically reviewed by the Board. The chair of the board and the commissioner of higher education have the responsibility for planning and reviewing the self-study, though the Board may choose to use an external facilitator.

http://www.mus.edu/borpol/bor700/705-1.pdf

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Helena College's Leadership Team under the direction of the Dean/CEO, includes the Associate Dean of Academic Affairs, the Assistant Dean of Student Affairs, and the Assistant Dean of Fiscal/Plant. Each of the senior administrators is responsible for oversight of one of the College's primary organizational divisions which consist of academic affairs, student affairs, and fiscal and plant, with the Dean/CEO also having responsibility for the oversight of human resources and institutional research. Each of the senior administrators is well qualified to provide effective leadership over his or her areas of responsibility.
Senior administrators are responsible for strategic planning, resource allocation, and assessment of the divisions under their oversight. This oversight is aligned to the College's mission, core themes, and strategic objectives through the annual planning and assessment process and through participation in the Leadership Team, College Council, Strategic Planning and Assessment Committee, and divisional leadership meetings, and other formal institutional committees.

http://umhelena.edu/catalog/docs/HCCatalog_2016_17.pdf (Page 185)

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Helena College employs a Dean/CEO, a full-time position with the primary responsibility for oversight and administration of the institution. Dr. Daniel Bingham has been employed as the Dean/CEO since 2005. He holds a doctoral degree in Community College Leadership from the University of Texas-Austin and has over twenty-five years of experience in College administration and technical instruction. Dr. Bingham is not a member of the Montana Board of Regents of Higher Education, the College's governing board.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Helena College employs a sufficient number of administrators who possess the credentials and experience necessary to provide effective leadership over and within the institution's primary organizational units including academic affairs, student affairs, plant and fiscal, and administration. Participation in the Leadership Team, College Council, Strategic Planning and Assessment Committee, divisional leadership meetings, and various formal institutional committees and ad-hoc work groups ensures that the College's administrators work collaboratively across the organizational structure. Mid-level directors and program managers plan and assess their areas of responsibility, including budget development, under the supervision of their senior administrators following the annual planning and assessment process to ensure mission alignment and the identification of relevant and measurable outcomes to evaluate fulfillment of core theme objectives.

http://www.umhelena.edu/hr/organization_chart.aspx

Policies and Procedures

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies are communicated and made accessible to faculty and staff in a number of published sources including the Faculty and Adjunct Handbooks, the Helena College Curriculum Policy and Procedure Manual, the Helena College Policies and Procedures Manual, the Montana of Higher Education Policies and Procedures Manual, and the current collective bargaining agreement between the College and the faculty as represented by the MEA/MFT. Academic policies are communicated to students by means of the Academic Catalog, Student Handbook, and course syllabi.

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/faculty_staff/adjunctinfo/default.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.mus.edu/borpol/default.asp
http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/catalog/default.aspx
http://umhelena.edu/student_services/handbook.aspx

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Policies governing access to and use of library and information resources are documented and published on the library and information technology pages of the Helena College website, as well as the Student Handbook which is updated annually and made available to students both electronically and in print. These policies are enforced by the Directors of Library Services and Information Technology Services and their staffs, as well as by the Assistant Dean of Student Life.

http://www.umhelena.edu/library/default.aspx
http://umhelena.edu/it/default.aspx
http://umhelena.edu/student_services/handbook.aspx

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Helena College adheres to Montana Board of Regents of Higher Education Policies 301.5, 301.5.1, and 301.5.2 which describe the policies and processes by which the transfer of academic credit is to be administrated by institutions in the Montana University System. Policy 301.5 articulates the process for transfer of credits including the procedure by which students can appeal decisions with regard to transfer credits. Policy 301.5.1 provides a system of controls to ensure consistent and equitable evaluation of transfer credits at all campuses, while Policy 301.5.2 indicates the timeframes for which completed courses in general education, major/minor/certificate and elective credits will be considered for transfer evaluation.

Policies with regard to transfer-of-credit are published in the College's academic catalog, on the admission page of the College website, and through printed informational materials available in the Enrollment

Services area on campus. A Common Course Numbering Guide for the Montana University System is available to students on the MUS website, and Helena College also provides an online course equivalency guide.

http://www.mus.edu/borpol/bor300/301-5.pdf
http://www.mus.edu/borpol/bor300/301-5-1.pdf
http://www.mus.edu/borpol/bor300/301-5-2.pdf
http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/admissions_enrollment/default.aspx
http://www.mus.edu/Transfer/transfer.asp
https://webprocess.umt.edu/hcadmn/uwskxfer.P_SelState

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies regarding students' rights and responsibilities are made available to students in the Helena College Policy and Procedure Manual, as well as the Student Handbook which is reviewed and published annually. New students are made aware of their rights and responsibilities at orientation, at which attendance became mandatory in the fall of 2013. Policies governing students' academic conduct are administrated by the

Associate Dean of Academic Affairs, while all other policies governing student conduct are administrated by the Assistant Dean of Student Affairs who also reviews and revises the Student Handbook each year prior to publication. Currently there is a standard grievance policy for handling general student complaints, as well as specific processes for academic grade appeals and complaints of discrimination or harassment. The judicial process for code of conduct violations, as well as the various complaint procedures all provide published timeframes for resolution and means for students to appeal decisions.

Helena College provides reasonable accommodations to persons with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973 as detailed in Helena College Policy 300.3. Accommodations for qualified persons are administrated by the Disability Resources Coordinator who collaborates with faculty and staff to provide the necessary and appropriate accommodations within campus and instructional settings. Students with disabilities are encouraged to inquire with the Disability Resources Coordinator about potential accommodations through admission, advising, and orientation processes.

http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/300.3%20Policy%20Helena%20College1.pdf

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs— including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Consistent with its mission and core themes, as a comprehensive two-year public institution of higher education, Helena College adheres to an open admission policy subject to Montana Board of Regents of Higher Education Policy 301 where the only requirement for admission is graduation from an accredited high school or the completion of a General Education Diploma (GED). Students from non-accredited high schools or home schools can meet this requirement by demonstrating "satisfactory performance" on the college placement tests such as the COMPASS, ACCUPLACER, ACT, SAT or any other testing instrument recognized in the Federal Register as indicative of a student's ability to benefit from a postsecondary education.

Helena College uses students' scores on the COMPASS, ACCUPLACER, ACT or SAT, for determining placement into required mathematics and writing courses based in the intended program of study. Students who have completed equivalent appropriate college-level coursework may submit official transcripts for placement determination. Placement scores for entrance into college-level courses in mathematics and writing are established by 301.17. Cut-off scores for placement into developmental or remedial courses in math and writing are determined by consultation with the appropriate faculty in the General Education division.

Policies and requirements regarding admission and placement are published on the admission page of the college website, as well as in the Academic Catalog and printed materials available in the Enrollment Services area. Policies regarding good academic standing, academic probation, and suspension, as well as the processes for appeal and readmission are clearly defined and published in the Academic Catalog made available to students on the college website.

http://www.mus.edu/borpol/bor300/301.pdf
http://umhelena.edu/admissions_enrollment/default.aspx
http://www.mus.edu/borpol/bor300/301-17.pdf
http://umhelena.edu/catalog/default.aspx

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Helena College has several institutional policies that pertain to co-curricular activities and the roles and responsibilities of students and the College related to those activities. Helena College Policy 600.7 addresses student use of facilities, and Policies 800.3 and 800.4 define parameters involving the display of student art work and student activities related to the distribution and posting of materials, political campaigning, charitable solicitations, and public assembly zones.

The Helena College Student Government Association is comprised of elected executive officers and student senators representing all academic programs and recognized student organizations. The HCSGA functions according to a published constitution and bylaws, and all recognized student organizations must establish and maintain their own constitutions approved by the HCSGA upon recognition. The Helena College Student Handbook includes the Student Code of Conduct and additional policies which further describe and define expectations and the relationship between students and the College with regard to student activities.

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/600.7%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/800.3%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/800.4%20Policy%20Helena%20College.pdf
http://umhelena.edu/ashc/default.aspx
http://umhelena.edu/student_services/handbook.aspx

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

In support of its mission to ensure a working environment that is fair, consistent, and legally appropriate, the Helena College Human Resources Department makes its policies, procedures, and related forms accessible to all employees on the College website. Specific policies and procedures related to the faculty and classified staff are included in handbooks and collective bargaining agreements, which are also available in print and on the college website. Policies and procedures are regularly reviewed and revised as necessary by the Director of Human Resources subject to approval by the College Leadership Team with input where appropriate from the campus community.,

http://www.umhelena.edu/hr/default.aspx#

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Helena College systematically uses a comprehensive yearlong "on-boarding" process designed to orient new employees to the conditions of their employment, HR policies and procedures, and their rights and responsibilities. As a part of that process, supervisors or division chairs customarily review work assignments, performance expectations/objectives, and the annual performance evaluation process with new employees. Updates or revisions to Human Resources policies and procedures are typically communicated to all employees by email and may be addressed in further detail by presentations made at convocations and orientation sessions immediately preceding the start of each semester or at other times throughout the academic year as necessary.

http://umhelena.edu/hrdocs/UM-H%20Onboarding%20Guide.pdf

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

All confidential material is kept in secure locations using locked filing cabinets or offices with locked doors. Access to confidential employee information is limited only to those who have a need to view such information; for example, payroll personnel and computer access to such information is granted only through a signed request and review process. It is expected that employees will turn off their computers, lock offices, and secure data when leaving their work area for an extended period of time. If an employee is unsure if his or her actions are in compliance with efforts to control private information, he or she is encouraged to consult with the appropriate supervisor. Any employee failing to comply with the security policies of the College could be subject to disciplinary action up to and including dismissal and legal action for personal liability.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Helena College represents itself to students and the public through a variety of electronic media and printed materials including the college website, academic catalog, registration guides, student handbook, program cards and informational brochures, annual reports, advertisements, press releases, and the Helena College News, a weekly electronic newsletter published during the academic year containing news and announcements of interest to the campus community. Information regarding academic programs, including intentions, requirements for degree completion, program outcomes, related occupations and wages, as well as student affairs is communicated clearly, accurately, and consistently throughout all publications. The Director of Admissions and Records coordinates a collaborative review of the academic catalog each year prior to publication. The Director of Marketing and Communications is responsible for the regular review of all other published information.

www.umhelena.edu

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Helena College exhibits and promotes high ethical standards in its operations and its treatment of employees, students, the public, external organizations, and community partners. Institutional statements and policies with regard to equal opportunity and nondiscrimination demonstrate the College's commitment and adherence to the fair and equitable treatment of students, faculty, administrators, staff, and the general public. Policies with regard to ethical standards are published in the Montana Board of Regents of Higher Education Policy Manual, the Helena College policy and procedure manual, the academic catalog and student handbook, faculty and staff handbooks, and the collective bargaining agreements for faculty and classified staff. All employees receive initial and ongoing training on ethical standards and behaviors including civil rights, sexual harassment, confidentiality, and conflict of interest. Helena College administrators are responsible for ensuring compliance with any and all state and federal laws that pertain to the operation of programs or services under their supervision.

Complaint and grievance procedures are outlined in the Helena College policy and procedure manual, the student handbook, and negotiated agreements with the faculty and classified staff. Grievance procedures include mechanisms for informal and formal resolution between parties, provide explicit timeframes for placing, responding to and resolving complaints, and include pathways for appeal.

http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/hr/default.aspx

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The Montana Board of Regents of Higher Education and Helena College adhere to clearly defined policies that prohibit conflict of interest on the part of members of the Board, as well as college administrators, the faculty, and staff. College employees are required to annually review the conflict of interest policy and

provide a signed certification indicating they have read and understand the policy, that no conflicts with their duties and responsibilities to the College exist, or disclosure of such conflicts if they do exist. The conflict of interest policy is administrated by the Office of the Dean/CEO and annual signed certification statements are kept in employee's personnel files maintained by the Human Resources Department.

http://www.mus.edu/borpol/bor700/770.pdf
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/400.1%20Policy%20Helena%20College.pdf

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Helena College adheres to Montana Board of Regents of Higher Education Policy 401.3 Copyrights with regard to the creation and production of intellectual property by faculty and staff and any compensation, revenue, or control derived from or associated with ownership of such property.

The Director of Library Services is currently drafting a college-specific policy which will link to regularly maintained resources for understanding copyright and intellectual property issues on the College's library website.

http://www.mus.edu/borpol/bor400/401-3.pdf
http://umhelena.libguides.com/content.php?pid=477841&sid=3913752

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Helena College accurately represents its current accreditation status and does not disclose speculative information about any future accreditation actions or status. Accreditation information is published on the college website and in the academic catalog and student handbook.

http://www.umhelena.edu/abouthc/accreditation/default.aspx
http://www.umhelena.edu/catalog/generalinfo.aspx
http://www.umhelena.edu/student_services/handbook.aspx

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Agreements, contracts, and memoranda of understanding concerning financial obligations for products or services performed on behalf of the College are reviewed by the Dean/CEO and Assistant Dean of Fiscal and Plant to ensure compliance with federal and state laws, Montana Board of Regent policies, and NWCCU standards, as well as alignment with the College's mission, goals, and internal policies. Documentation of all contractual agreements is maintained in Business Services and/or the Office of Dean/CEO.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Helena College adheres to policies and statements regarding academic freedom established by the Montana Board of Regents of Higher Education and articulated in the collective bargaining agreement negotiated with faculty as represented by the MEA/MFT, as well as the Helena College Faculty Handbook. BOR Policy 302 is published on the Montana University System website, and the current faculty collective bargaining agreement and handbook are made available in print and electronically on the College website.

http://www.mus.edu/borpol/bor300/302.pdf
http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/faculty_staff/default.aspx

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Helena College defines and promotes an environment of free intellectual pursuit and discussion through adherence to published statements on academic freedom and rigor that can be found in the Faculty Handbook and collective bargaining agreements. Expectations regarding academic freedom and responsibility are communicated to students by means of content included in the course syllabus template used by the faculty. Helena College Policy 800.3 Display of Student and Public Work provides procedures to ensure appropriate freedom of expression with regard to artistic work. Montana Board of Regents of Higher Education Policy 302 also addresses expectations with regard to freedom of intellectual investigation and expression.

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/faculty_staff/adjunctinfo/default.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/800.3%20Policy%20Helena%20College.pdf
http://www.mus.edu/borpol/bor300/302.pdf

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Helena College maintains an environment of academic rigor and integrity recognized as core values for all instructors outlined in the current Faculty Handbook and Section 4.8 of the College's collective bargaining agreement with its faculty. In June 2015 the College adopted an academic integrity policy (200.6) which identifies expectations, standards, and processes which faculty, staff, and students should adhere to in order to demonstrate their commitment to high standards of academic integrity.

A variety of Helena College processes support and extend this commitment. Within the performance evaluation process for faculty is a peer-review of the content and rigor of courses, the content and quality of all scholarly activities including any presentations or publications, and the content and impact of all service activities to the college, the discipline, and the larger community. Faculty hold one another to high standards of professional integrity and expect all members of the faculty to do the same. Their commitment to these basic principles also is shared with every student, as a formal section in every class syllabus. Faculty and students are expected to properly cite the intellectual property of others and to identify personal views, beliefs, and opinions. The Montana University System additionally has two policies that are germane to the concept of academic integrity including policies relating to possible conflicts of interest (770.1), faculty serving as consultants to industry (401.1), academic freedom (302.1), and responsible use of technology resources (1303.1).

http://www.umhelena.edu/faculty_staff/default.aspx
http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/200.6%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/faculty_staff/adjunctinfo/default.aspx
http://www.mus.edu/borpol/bor700/770.pdf
http://www.mus.edu/borpol/bor400/401-1.pdf
http://www.mus.edu/borpol/bor300/302.pdf
http://www.mus.edu/borpol/bor1300/1303-1.pdf

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources- including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowing between funds.

Helena College follows Montana Board of Regents of Higher Education policies and adheres to state law with regard to the oversight and management of its financial resources. State funding to the institution is appropriated by the state legislature on a biennial basis and allocated through the University of Montana to its affiliated campuses including Helena College. The Budget Committee, chaired by the Assistant Dean of Fiscal and Plant, works with the College's Leadership Team to prepare a comprehensive budget for each fiscal year. All units of the Montana University System present their annual budgets for review and approval by the BOR.

http://www.mus.edu/borpol/bor900/bor900.asp
http://www.mus.edu/board/AnnualReports.pdf
http://www.umt.edu/plan/
http://leg.mt.gov/bills/mca_toc/17.htm
http://accounting.mt.gov/forms/chapters/default.mcpx

Standard 2.B: Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of positions.

Helena College currently serves more than 1,800 students annually in credit-bearing instruction. In the fall of 2015 the institution employed 129 faculty members (34 full-time and 95 part-time) and 78 staff members (54 full-time and 24 part-time) providing a sufficient number of qualified personnel to maintain instruction, support services, and operations.

All vacancy announcements for available positions clearly state minimum qualifications, responsibilities, and application procedures. Request forms for recruitment and hiring authorization, as well as guidelines for search committees are made available on the human resources page of the College website. Search committee members confidentially review and score accepted application materials to select and invite candidates to interview.

All faculty and staff hires are required to submit official transcripts, credentials and/or licensures upon hire to confirm their educational and/or professional qualifications, which are maintained in their personnel files. Job descriptions including duties, responsibilities, required skills, and authority are reviewed and signed upon hire by new employees and are maintained in the Office of Human Resources. Job descriptions are reviewed and updated as necessary to maintain accuracy.

http://nces.ed.gov/collegenavigator/?s=all&zc=59601&zd=0&of=3&id=180276
http://www.umhelena.edu/hr/forms.aspx

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

All staff members are evaluated with regard to work performance on an annual basis following the conclusion of the fiscal year on June 30. All employees have a Performance Development Plan and Assessment (PDPA) document which is created and reviewed in collaboration with a supervisor. The PDPA includes core competency assessment, as well as a personal development plan with related actions, results, and timelines that are established and reviewed at the midpoint and conclusion of each annual cycle. Evaluation documents for employees with supervisory responsibilities also include assessment of supervisory behaviors.

Senior administrators including the Associate Dean of Academic Affairs, Assistant Dean Fiscal and Plant, and Assistant Dean of Student Affairs are evaluated by the Dean/CEO using a cohort of evaluators jointly selected by the administrator and the Dean/CEO who provide anonymous evaluations based on scoring performance categories and responses to open-ended questions. The Dean/CEO is evaluated by the President of the University of Montana using a confidential format that solicits feedback from representatives of various campus constituencies. The annual performance evaluation for staff members and administrators is coordinated by the Director of Human Resources who maintains the evaluation documentation in personnel files and provides training and access to evaluation forms on the College website.

http://www.umhelena.edu/hr/forms.aspx

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Helena College provides opportunities and support for professional development through a variety of means, including an institutional professional development fund, departmental resources, support for online instruction, annual faculty excellence awards provided through the League for Innovation in the Community College and previously the National Institution for Staff and Organizational Development (NISOD), and access to online training modules provided through Human Resources. Professional development opportunities are also incorporated into convocation programming and institutional meetings that are held prior to start of the fall and spring semesters each academic year.

In 2008, the College moved from primarily departmentally-based resources for professional development to an annual institutional fund made available to the faculty, staff, and administrators by application. A standing committee comprised of members representing the faculty, professional, and classified staff in addition to the chair and the Director of Human Resources oversees the application process, notifies applicants of their funding status, monitors expenditures, and disseminates reports to the College. These funds are also available to the adjunct faculty based on eligibility criteria for service and the relevance of the proposed activity. In 2013, the guidelines and application process were revised to provide more clarity with regard to how professional development is defined, to facilitate more equitable access to funding, and to objectify the criteria for awarding requests. Support for professional development also has been provided through departmental budgets. Those departments that have mandatory licensing, certification, or continuing education requirements to deliver instruction or services for students have traditionally included professional development funds in their individual budget requests.

Since 2008, two or more faculty members have been selected annually by their peers to receive the NISOD Excellence Award and attend the annual conference in Austin, Texas. In addition to being recognized for their award, the selected faculty members attend workshops and sessions related to student success, workforce preparation, leadership, and organization workshops. The College funds the cost of travel and attendance at the conference. Beginning in 2014, one or more faculty members have been nominated for recognition by the League for Innovation in the Community College's John & Suanne Rouche Excellence Awards and participation in the League's Innovations Conference.

Through an annual subscription to Safe Colleges Training, college employees have personalized web-based access to mandatory compliance training modules, as well as a variety of resources pertaining to campus and workplace and safety. The Human Resources department also provides scheduled and on-demand training in the areas of leadership and management skills, communication, writing job descriptions, and diversity issues.

http://www.umhelena.edu/hr/prodev.aspx
http://www.nisod.org/exc_awards/awards_archives.html
https://league.org/excellence
http://www.umhelena.edu/hr/prodev.aspx

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

As a comprehensive two-year institution of higher education, Helena College offers lifelong learning opportunities including developmental education courses, general education courses and transfer degrees, workforce education through applied degrees and certificates, and a diverse array of continuing education courses and programs. A sufficient number of qualified faculty members are employed to provide instruction in these areas. In the fall of 2015, a total of 1,454 students attended including 500 enrolled in general/transfer education, 446 enrolled in workforce education and 478 in high school dual credit courses. The College employed 34 full-time faculty members with 12 in general education and 22 in workforce education and an additional 95 adjunct faculty members predominately providing instruction in general education courses. The overall student to faculty ratio was 13:1.

Qualifications for faculty members are dependent upon their instructional assignment. Faculty teaching general education transfer courses must possess a master's level degree with at least 9 credit hours in the appropriate discipline or subject area taught. This includes instructors at the secondary level who are contracted by the College to teach dual-credit courses at service area high schools. Faculty members teaching in workforce education must meet the applicable standards for their profession which may include certifications and work experience and usually includes completion of associate's and/or bachelor's degrees.

The Helena College faculty establishes and oversees academic policies and assures the integrity and continuity of academic programs through the Academic Standards and Review Committee whose function and membership is determined by the Faculty Senate pursuant to the governance authority granted through the negotiated collective bargaining agreement under Article 4.16.

http://www.umhelena.edu/hr/default.aspx

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The responsibilities and workloads of faculty members are commensurate with the College's expectations and are made explicit in Articles 4.8, 4.9, and 10.12 of the negotiated agreement between the College administration and the faculty as represented by the Montana Education Association/Montana Federation of Teachers (MEA/MFT). The responsibilities of full-time faculty members may include but are not limited to effective instruction and evaluation of students, laboratory supervision, instructional equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising. Professional development activities are required and can include research and scholarly publications, as well as creative or technical work within the assigned field. Expectations of adjunct or part-time faculty are specific to their assignments and are communicated at the time of employment.

Instructional workload for full-time faculty normally falls within the range of 30-32 credits per academic year with a maximum of 750 hours per year for probationary or tenured faculty. Stipulations exist with regard to released time for non-instructional assignments and for overload compensation when teaching loads exceed 32 credits or 750 hours within a given academic year.

http://www.umhelena.edu/hr/default.aspx

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All Helena College faculty members are evaluated and provided a supporting program of development in accordance with the process outlined in Article 7 of the current negotiated agreement between the College administration and the faculty as represented by the MEA/MFT. Tenured faculty members are evaluated every three years, and non-tenured faculty members are evaluated each year. Adjunct faculty members are evaluated each year regardless of the duration of their service with the College. Adjunct faculty member evaluations include a self-evaluation, classroom observation, and student evaluations. Faculty members or administrators may request additional evaluations for the purpose of considering merit, tenure, or promotion.

The criteria, conditions, and timelines by which faculty members are evaluated are made explicit in Article 7 of the current negotiated agreement. Evaluations may include a variety of components such as self, supervisor, and student evaluations with the intent to measure and demonstrate the quality and effectiveness of classroom instruction defined as mastery of appropriate bodies of knowledge and communication of that knowledge to students. Contribution to the growth and development of the College and its mission of public service is also included as a criterion for evaluation. Evaluation by peers is permitted and encouraged but is not required.

The evaluation process results in a written document placed in the faculty member's personnel file which is accessible to both the faculty member and the appropriate administrators. In the event of concerns arising from an evaluation, administrators shall assist faculty members with development and provide suggestions for improvement. In the case of an unsatisfactory evaluation, a conference is initiated between the faculty, evaluator, and Dean/CEO to review the results.

http://www.umhelena.edu/hr/default.aspx
http://www.umhelena.edu/faculty_staff/default.aspx

Standard 2.C: Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Program Content and Rigor Consistent with Mission

Helena College's programs, whether offered on one of our two physical campus locations, online, or via our dual credit arrangements with participating high schools in the region, provide content and rigor consistent with our mission to "provide[s] access to and support of lifelong educational opportunities to our diverse community." Both full- and part-time faculty in all credit-bearing programs include in their course syllabi a unified statement explaining to our students an understanding of academic integrity and academic

rigor, including specific expectations of both faculty and students to achieve and maintain that rigor. Annual review of all course syllabi and outcomes via the assessment and faculty evaluation cycles ensures ongoing adherence to these statements and the principles they reflect.

http://umhelena.edu/academics/programs/default.aspx
http://www.umhelena.edu/faculty_staff/adjunctinfo/default.aspx (See Syllabus Template)

Programs Culminate in Achievement of Clearly Identified SLOs

Helena College offers Associate of Arts, Associate of Science, Associate of Applied Science, Certificate of Applied science, Certificate of Technical Studies and Professional Certificate programs to meet the diverse needs of our community. In each of these programs, the faculty has identified sets of expected student learning outcomes (SLOs) that are germane to the specific nature and goals of the program.

The Associate of Arts and Associate of Science programs have identified broad learning goals, as well as specific SLOs related to each of the five areas of knowledge that constitute the Helena College General Education Core Curriculum including natural science and mathematics, written and oral communication, social and psychological sciences, humanities and fine arts, and diversity. The A.A. and A.S. degrees also offer 24 credits of coursework within an advising option area. The expectation is that these programs prepare students for transfer into a 4-year program; therefore, the primary SLOs are those that are found in general education curriculum. For the advising options additional SLOs are identified and assessed within the courses required by the specific option. It is important to note that these options are not "majors" in the traditional sense, but are rather a focus of study that nonetheless does allow us to determine and assess a small number of option-specific SLOs.

Within the Associate of Applied Science and various Certificate programs, the faculty has identified, in addition to the required general education learning outcomes that are embedded and assessed in required related instruction courses, program-specific SLOs that are reviewed and assessed (normally on an annual basis) through a variety of measures both direct and indirect. For most programs, these learning outcomes are identified in both the program descriptions on the college website and on the course syllabi provided to students in each course. For other programs, the outcomes are not explicitly stated in the catalog or website but are paraphrased in program descriptions found there.

http://umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/academics/programs/default.aspx

Programs Lead to Degrees or Certificates Consistent with Program Content in Recognized Fields of Study

All degrees and certificates offered by Helena College are approved through our internal, faculty-driven process involving the Academic Standards and Curriculum Review Committee, a subcommittee of Faculty Senate, and then ultimately through an approval process by the Office of the Commissioner Higher Education and the Montana Board of Regents of Higher Education. The Montana University System maintains systems for course numbering and ensuring transferability from 2-year to 4-year educational institutions within the state, thus ensuring that program content is consistent across institutions within the same field of study. Specifically, Helena College faculty members meet and/or communicate regularly with counterparts at other 2-year and 4-year institutions within the MUS on matters of course content and learning goals, appropriate level of specific courses within various programs of study, currency of transfer and articulation agreements, and related matters.

http://www.umhelena.edu/campus_facilities/committees/default.aspx
http://www.mus.edu/che/arsa/academicproposals.asp
http://www.mus.edu/Qtools/CCN/CCN.asp

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Identifies and Publishes Expected Degree, Program, and Course SLOs

The Helena College faculty has identified and published in the academic catalog and elsewhere, expected Student Learning Outcomes (SLOs) at the course, program, and degree level.

For all Associate of Arts (A.A.) and Associate of Science (A.S.) degrees, for example, students are expected to meet the General Education Core Curriculum outcomes as described in the academic catalog. These outcomes were determined by and are regularly reviewed by the Academic Standards and Curriculum Review Committee, a subcommittee of the Faculty Senate, and have been thoroughly vetted through the faculty and approved and adopted by college leadership. Additional program-level SLOs, particularly in the A.A.S. and C.A.S. programs, have been developed by the specific full-time faculty members teaching in some of those programs and approved by ASCR and the college leadership. Other programs are continuing to develop and refine their program-level SLOs. Course level SLOs are generally determined by the individual faculty members teaching the course(s), except in the case where the course is part of the Montana University System Transferable Core, where such outcomes must conform at least 80% to a set of outcomes that have been determined collectively by faculty across institutions in the system as described on the MUS website. Additionally, in some programs, full- and part-time faculty have agreed to specific SLOs within all courses or within certain courses that comprise a sequence or common requirement (examples include all basic mathematics courses, whether or not they transfer, and most courses within our trades and technical areas, as these tend to "build upon one another" sequentially).

http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/campus_facilities/committees/default.aspx
http://www.mus.edu/Transfer/MUScore.asp

SLOs Provided in Written Form to Enrolled Students

All credit-bearing courses offered through Helena College, whether by full- or part-time faculty members, in person or online, follow a universal syllabus template that includes specific expected student learning outcomes (SLOs) and typically—although not in every case—statements regarding whether and to what extent those outcomes are used to satisfy degree, program, and/or course-specific learning goals. All courses are provided an online course shell through our Moodle LMS, and all faculty members are asked and strongly supported in placing copies of their syllabi on Moodle to allow student access at all times. Most faculty members also print out and provide paper copies of their syllabi at the start of each term.

http://www.umhelena.edu/faculty_staff/adjunctinfo/default.aspx (See Syllabus Template)

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credits and Degrees Based on Documented Student Achievement

All courses offered for credit, and all degrees and certificates awarded, are based on documented student achievement defined as specific combinations of grades earned, assignments or milestones completed, and, in some cases, performance on capstone assignments or examinations. With slight variations from program to program, generally students must complete a minimum of 29 hours of credit for a Certificate of Applied Science, at least 60 hours of credit for an Associate of Arts or an Associate of Science, and at least 60 hours of credit for an Associate of Applied Science. Students must earn at least a C- or higher in all courses, according to Montana of Higher Education policy 301.5.3. In order to graduate, students must meet with their primary advisor at least one semester prior to completion of their program to verify that all requirements have been met. A minimum of 50% of all coursework towards any program must be taken at Helena College.

http://www.umhelena.edu/catalog/default.aspx
http://mus.edu/borpol/bor300/301-5-3.pdf

<u>Credits and Degrees Awarded in Manner Consistent with Norms in Higher Education</u>

Helena College currently follows the Montana Board of Regents of Higher Education policies relating to both content and duration of programs leading to the Associate's degrees and Certificates of Applied Science. These requirements are highly consistent with those in other states and comport with numerous statements from nearby states' regulatory boards as well. Courses within the general education program, as well as most courses in technical and trades program areas, share common learning outcomes determined through a statewide alignment process coordinated by the Montana Board of Regents of Higher Education.

As can be seen in the academic calendar and class schedule, the amount of credit awarded in specific classes is determined based upon the expected student learning outcomes to be achieved and the "seat" time, lab time, or shop time scheduled for the course. Generally, each credit hour equates to 1 hour of direct instruction and assumes 2 hours of student preparation and study during a typical 15-week semester. For labs, studios, and trades "shop" instruction, the schedule provides for 2-3 hours of direct instruction and assumes 1 hour or less of student preparation and study for each hour of credit awarded during a typical semester (because the nature of the learning is inherently hands-on and all or substantial portions must occur within the lab or shop where the relevant equipment and materials are located).

http://mus.edu/borpol/bor300/301-12.pdf
http://mus.edu/Qtools/CCN/CCN.asp
http://umhelena.edu/academics/academiccalendar.aspx
http://umhelena.edu/registration_transcripts/classschedule.aspx#

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

<u>Degree Programs Demonstrate Coherent Design</u>

Helena College offers degree and certificate programs at two physical locations, the Donaldson and Airport campuses in Helena, as well as one certificate program offered entirely online. Individual courses are currently offered online and at a variety of local high school campuses through dual credit programs. All programs have been designed to provide coherence, breadth and depth of knowledge, and opportunities for synthesis of learning across the course sequence.

The Certificate of Applied Science programs, for example, in such fields as bookkeeping, legal support specialist, and welding technology, include a foundation of appropriate math, writing, and interpersonal relations that develop general and transferable skills needed for successful employment in a variety of possible settings. Layered over those foundational courses are specific skills-based courses that are arrayed and sequenced to progressively develop student skill in the specific trade or technology. Industry certifications, internships, or capstone examinations are typically included that demonstrate increasing skill levels. Associate of Applied Science degrees similarly include the same three foundational areas (math, writing, and interpersonal relations) with a higher level of skill development through more intensive and specialized courses as the student progresses through the sequence.

Associate of Arts and Associate of Science degrees, which unlike the C.A.S. and A.A.S. are designed specifically for students desiring to transfer to four-year degree programs, are less structured and sequenced by design. These degrees consist largely of classes offered to fulfill the general education requirements of bachelor's degree programs in keeping with the Montana University System Core Curriculum. In addition to that core, students select another 24 hours within an advising option related to their intended transfer

program in areas such as general studies, accounting, business, computer technology, interior space planning & design. The advising options do not constitute a major or minor in the traditional sense, but instead allow students to begin taking courses at the lower levels in an area of interest that are specifically designed for transferability to nearby four-year programs.

http://www.umhelena.edu/academics/programs/default.aspx
http://www.mus.edu/transfer/muscore.asp

Degree Program Admission and Graduation Requirements Clearly Defined and Widely Published

Helena College's admission requirements and procedures are clearly outlined and published in the Academic Catalog and on the College website. Most programs admit students according to the general admission requirements of the College. The nursing and fire and rescue programs have additional admissions requirements for program entry that are clearly defined and published in the catalog and on their specific areas of the college website. All other programs admit qualified students on a first-come, first-served basis until program capacity, if any, is reached (capacity having been determined for some programs based on facility limitations).

Each certificate or associate degree program includes specific graduation requirements that are clearly defined and widely published. All requirements are contained within both narrative descriptions and "program of study" lists within the academic catalog. Additionally, "Academic Degree Planning Sheets" are produced annually and distributed through the Student Support Center (SSC) to new students and by faculty advisors to interested students. The College's general graduation requirements, including timely completion of a graduation application and payment of the graduation fee, are detailed in the catalog and on the website.

http://www.umhelena.edu/catalog/default.aspx
http://umhelena.edu/admissions_enrollment/default.aspx
http://umhelena.edu/academics/programs/nursing/default.aspx
http://umhelena.edu/catalog/fireandrescue.aspx
http://umhelena.edu/student_services/handbook.aspx

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty Exercise Major Role in Design, Approval, Implementation, and Revision of Curriculum

Curricular creation, design, approval, implementation, and revision are faculty-driven processes at Helena College that reflect both the divisional structure of the academic organization and the governance structure as well. Specifically, the Helena College Curriculum Manual outlines a process that begins with an individual faculty member who serves as the genesis of ideas relating to curricular additions, deletions, or modifications within his or her area of expertise. The Manual clearly outlines the role this faculty member plays in not only creating the curriculum but also in informally "shepherding" the change through first his or her specific division, and then the governance structure consisting of the Academic Standards and Curriculum Review Committee (a subcommittee of Faculty Senate). Once recommended by ASCR, the proposal then moves to the Associate Dean of Academics, who considers it in light of the institution's mission and goals, available resources, potential impacts to various cross-institutional agreements (such as articulations), statewide curricular agreements or plans, and related regional or national curricular trends,

if any. It then moves to the registrar who considers it in light of similar registration-focused concerns. Thus the only "non-faculty" roles come at the end of the process and are primarily procedural and technical in nature. If either the registrar or the associate dean have any concern with the recommendation, it is normally referred back to ASCR for further clarification or revision in order to gain curriculum.

http://www.umhelena.edu/campus_facilities/committees/ascr/default.aspx

<u>Faculty Play an Active Role in the Selection of New Faculty</u>

When vacancies arise or available funding for new faculty positions is approved, division chairs consult with their faculty in order to determine a priority list of faculty needs, which is forwarded to the Associate Dean of Academics, who consults with college leadership to determine the number of specific positions to offer. A list of search committee members is submitted to human resources which should include a variety of faculty members. Faculty on the search committee are involved in screening, interviewing, and recommending finalists to the Dean/CEO of the college. In this process, faculty are heavily involved from initial recommendations regarding the number and type of faculty positions needed, through the screening of candidates and the selection of finalists.

The Faculty Takes Collective Responsibility for Fostering and Assessing Student Achievement of SLOs. Throughout the processes described above, Helena College faculty members work collaboratively to ensure that all courses and programs focus on student achievement of identified learning outcomes. Through the divisional structure, the committees of Faculty Senate (particularly ASCR), and the institutional Strategic Planning & Assessment committee, the faculty is actively engaged in all levels of design, assessment, review and revision of SLOs.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The Helena College Library seats a total of five faculty and academic administration members on its Library Advisory Council. The Council meets April and November of each year to share ideas, plan, and review statistics from the previous semester. The library also seeks input in the development of the collections and resource guides that are maintained for the programs offered at the College. This is done during convocation, faculty and adjunct faculty orientation, through emails, and through an online form titled "Suggest a Purchase." The library requests faculty members to review library materials for their program areas each year and provide feedback for weeding, replacing, and suggesting purchases. The library sends notice of EBSCO periodical subscription renewals to all faculty members each spring asking for input regarding magazine and scholarly journal additions and deletions. The Director of Library Services is a member of Faculty Senate and serves as a voting member of the Academic Standards and Curriculum Review Committee which reviews and approves completed forms for course and program additions and revisions. The knowledge gained informs materials purchases and services for all courses and programs. The librarians offer research help from the Reference Desk all hours the library is open. They also offer library instruction through hour-long, one-on-one "Book a Librarian" sessions, and through classroom instruction, most notably covering the online patron access catalog, the databases, the Resource Guides, and citation styles. The library also created a self-paced Library Research Tutorial which is embedded in every course shell in Moodle, the college's learning management system for online education. This tutorial is being updated and segmented fall semester 2016 so faculty can assign sections individually throughout the semester. The librarians will offer follow-up practical instruction following each segment.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Helena College awards credit for prior learning experiences through three specific avenues, depending on the type of prior learning, the needs of the student, and the type of credit being sought. Credit may be earned through the following avenues: (1) By earning an appropriate score and providing Helena College an official copy of the score on a national exam such as AP or CLEP; (2) through obtaining and sending to Helena College an American Council of Education (ACE) Joint Services Transcript that details completion of military training for which college credit is appropriate [this effort is in cooperation with and under the guidance of the Montana University System effort to expand services and outreach to military personnel and veterans]; (3) by completion of a "Challenge Exam" at Helena College.

Credit for traditional, transferable courses such as those commonly offered within the General Education program can be earned through any of these three avenues. Credit for technical coursework is primarily earned through ACE transcripts or course challenge examinations. Credit for program-specific coursework within individual disciplines is generally available only through course challenge exams. In all cases the student's transcript will reflect an "EC" (earned credit) notation in lieu of a grade. No more than 25% of any student's program of study can be earned through any combination of these prior learning experience credit methods. More details about each method are available through the Academic Catalog and through the Montana University System website regarding statewide assistance with military credits. MUS Policy 301.19 Prior Learning Assessment provides expectations, principles, and standards for consistent evaluation and awarding of credit for prior learning experience across the university system.

http://www.umhelena.edu/catalog/admissions.aspx
http://www.umhelena.edu/catalog/academicinfo.aspx
http://mus.edu/veterans/military-credit-transfer.html
https://mus.edu/borpol/bor300/301-19.pdf

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Helena College accepts transfer credit according to procedures that are consistent with best practices, statewide policies, and the College's mission.

Safeguards in acceptance of transfer credit to ensure high quality, relevance, and integrity of degrees

Upon receipt of official transcripts from any accredited college or university, Helena College applies the Montana Board of Regents of Higher Education Policy 301.5.2, which requires acceptance of any valid

college-level credits earned within the previous five years, and offers a process for acceptance of older credits as well. Most credits for courses within the MUS general education core ("transferable core") are automatically accepted in lieu of the same course offered by Helena College. The college maintains and publishes on the web a transfer equivalences site to assist students in understanding how credits are evaluated. Once evaluated by the admissions staff, transfer credits are sent to the appropriate academic division chair for verification and approval; occasionally, the division chair will also seek input from the Associate Dean of Academics. In any case where questions of quality, appropriateness, or relevance of courses arises, the division chair/associate dean will seek additional information including course descriptions, copies of syllabi, or other materials from appropriate officials at the transfer institution.

http://umhelena.edu/catalog/default.aspx
http://www.mus.edu/borpol/bor300/301-5.pdf
https://webprocess.umt.edu/hcadmn/uwskxfer.P_SelState

Articulation agreements developed where patterns of enrollment are identified

At present Helena College has articulation agreements with the following institutions:
- The University of Montana
- Carroll College
- Montana State University
- Montana State University-Billings
- Montana State University-Northern
- Montana Tech
- Western Governors University

The Division Chairs and the Associate Dean of Academics remain actively involved in expanding the number and scope of articulation agreements both within Montana and with other nearby states and accredited, reputable online universities.

http://www.umhelena.edu/academics/bachelorsdegree_search.aspx

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

<u>Transfer programs include a recognizable core of general education</u>

Helena College's Associate of Arts (A.A.) and Associate of Science (A.S.) programs conform to the Montana State University System core adopted as Montana Board of Regents of Higher Education policy 301.10, which includes a total of 30 credits, consisting of the following:

- 6 credits of written and oral communications requirements
- 6 credits of social sciences/history
- 6 credits of natural sciences
- 3 credits of mathematics
- 6 credits of humanities/fine arts
- 3 credits of cultural diversity requirements

Students are afforded a variety of options, depending on their specific program of study, and faculty members teaching these courses work to ensure integration of knowledge across disciplines through focusing on broadly transferable student learning outcomes, rather than discipline-specific content. A statewide council regularly reviews and updates the MUS core, and Helena College's ASCR (curriculum committee), a subcommittee of the Faculty Senate, regularly considers and makes recommendations to the Associate Dean for Academics regarding possible additions to or deletions from our core offerings.

http://www.mus.edu/borpol/bor300/301-10.pdf
http://www.mus.edu/transfer/muscore.asp
http://www.umhelena.edu/catalog/default.aspx

<u>Applied associates and certificate programs include a related instruction core component</u>

All Associate of Applied Science and Certificate of Applied Science programs at Helena College include a required general education core consisting of three or more classes that align with and support program goals. At minimum, students must complete one course each in an appropriate level of mathematics (such as M108T Business Math, M111T Technical Mathematics, M115 Probability and Linear Mathematics, or M121 College Algebra). Students in these programs must take at least one writing course (such as WRIT121T Technical Writing or WRIT101 College Writing I). Finally, all students in these programs must complete a course identified by program faculty as fulfilling the human relations requirement; examples include ANTY101 Anthropology, HR110T Career Development and Human Relations, SOCI 101 Introduction to Sociology or PSYX100 Introduction to Psychology. As with the transferable General Education courses, faculty members teaching these courses work to ensure integration of knowledge across disciplines through focusing on broadly transferable student learning outcomes, rather than discipline-specific content.

http://www.mus.edu/borpol/bor300/301-12.pdf
http://www.umhelena.edu/catalog/default.aspx

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

The Helena College faculty has identified a set of specific and assessable student learning outcomes (SLOs) to be achieved through completion of the transferable General Education Core Curriculum. These SLOs have been identified and are articulated within the overall mission of the college. The SLOs are also

encompassed within six institutional competencies that must be aligned and assessed as part of the learning outcomes for all degree programs.

http://www.umhelena.edu/catalog/default.aspx (Page 58)
http://www.umhelena.edu/abouthc/institutional_research/docs/HelenaCollegeInstitutionalCompetencies.pdf

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The Helena College faculty has identified a set of specific and assessable student learning outcomes to be achieved through completion of the related instruction components for Associate of Applied of Science and Certificate of Applied Science. As previously detailed, these components include required coursework in math, writing, and human relations. These SLOs are assessed by the general education faculty assigned to teach those courses. The SLOs are also encompassed within six institutional competencies that must be aligned and assessed as part of the learning outcomes for all degree programs.

http://www.umhelena.edu/catalog/default.aspx (Page 62-63)
http://www.umhelena.edu/abouthc/institutional_research/docs/HelenaCollegeInstitutionalCompetencies.pdf

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Helena College does not offer graduate level classes or programs.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Helena College does not offer graduate level classes or programs.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Helena College does not offer graduate level classes or programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Helena College does not offer graduate level classes or programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Continuing Education Compatible with Institutional Mission and Goals

Continuing Education programs, including those offered for credit and non-credit, are compatible with the mission and goals of Helena College. The program's mission, "….to provide high-quality, affordable life-long learning opportunities to people of all ages in the areas of personal enrichment, professional and career development, academic growth, recreation and leisure, and workforce development" clearly comports well with the College's overall mission.

http://umhelena.edu/continuinged/about.aspx
http://umhelena.edu/catalog/generalinfo.aspx
http://www.campusce.net/umhelena/category/category.aspx

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Helena College maintains direct and sole responsibility for the academic quality of all aspects of its continuing educational programs and courses.

Approval and monitoring by appropriate institutional body with clear roles and responsibilities

The Director of Continuing Education reports to the Associate Dean of Academics, and is a member of the Instructional Council which meets regularly to monitor the delivery and quality of all academic programming at the college. All CE courses, learning activities, and curricula are submitted and approved through a consistent process involving CE employees and, where appropriate, relevant full-time faculty and academic division chairs. The CE Director also regularly participates on the college's budget committee as with other academic leadership. The Director and some CE staff members regularly attend training and conferences to ensure that programs comport with best practices in the industry.

http://umhelena.edu/campus_facilities/committees/default.aspx
http://www.campusce.net/umhelena/category/category.aspx

Assessment of Learning within Continuing Education

All courses and programs offered through Continuing Education at Helena College are assessed using one or more methods: student evaluations, written instructor feedback, and professional certification/examinations (in programs such as CMA, Phlebotomy, and Pharmacy Technician). The results of these assessments are reviewed by the Director and shared with the Associate Dean of Academics, as well as by the instructor of the course or program. In this way, feedback is provided to those who lead and teach in the Continuing Education programs to allow for continuous improvement.

http://www.campusce.net/umhelena/category/category.aspx

Faculty Appropriately Involved

While some programming offered via Continuing Education (and particularly that offered solely for personal enrichment) does not align with the expertise of our current full- and part-time faculty members or other academic programs, a significant portion of these courses and programs do align. Where such alignment exists, the division of Continuing Education works with the faculty of Helena College to both plan and evaluate the offerings. In some instances, full- and part-time college faculty members serve as the course or program instructors. In other instances, these faculty members serve as informal consultants to the staff within Continuing Education. In all cases, Continuing Education works with and consults regularly with the Academic Leadership Team to ensure offerings are relevant, timely, and of high quality.

http://umhelena.edu/continuinged/instructors.aspx

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

CEUs offered are guided by norms, institutional mission, and consistently applied policy.

The Continuing Education division offers Continuing Education Units (CEUs) as needed to meet the workforce needs of the area or for individuals to maintain licensure or credentials. Generally, these credits are earned through workshops, short courses, or seminars. In accordance with national standards, one (1) CEU represents ten (10) contact hours of instruction. In each case the offerings are aligned with the College's mission to serve the workforce needs of the community and are fully compliant with all institutional policies including those regarding Continuing Education found on the College website and in CE publications. Renewal units for public school teachers are created and recognized through a process created by the statewide Office of Public Instruction (OPI). Office staff members regularly attend training and conferences to ensure their policies and processes align with best practices nationally and regionally.

CEUs are appropriate to the objectives of the course and determined through student achievement.

Most of the CEU offerings, particularly those for public educators, are online in coordination with national content providers. Course content is generally project-based and is designed to facilitate both enhancement of content knowledge and skill with the topic (recent examples include "Gender in the Classroom", "Social Media in the Classroom," and "Workers with students who have Asperger's." In order to complete their CEUs, participating students must achieve appropriate scores on quizzes, assignments, or projects that demonstrate their mastery of defined learning outcomes.

http://umhelena.edu/continuinged/FAQ_contact.aspx

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Helena College uses an online registration system for most classes, workshops, and programs offered. This practice maintains accurate records on course enrollment and any CEUs or other credentials offered. Students may register by telephone, in person, online or via fax. Additionally, the College maintains electronic records regarding instructors and instructor qualifications, fees collected, instructor pay, cost of instructional materials, and net revenue.

Standard 2.D: Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Helena College provides a broad range of programs and services to support student learning needs and helps to create learning environments consistent with its mission, educational offerings, and methods of delivering instruction. Student support resources are guided by the College's core themes and strategic goals that emphasize providing students with opportunities for access to and success in high quality educational experiences.

The Marketing and Recruitment Department develops and disseminates information about Helena College and the admission process to prospective and current students using a variety of communication media and outreach activities. Recognizing the life cycle of students does not end with graduation, the department has begun outreaching to alumni in a formal manner with newsletters and updates on the College and providing opportunities for alumni to give back to their alma mater. The Office of Admissions and Records manages admission applications, transfer transcript evaluation, registration, and graduation processes, in addition to maintaining student records. The Office of Financial Aid assists students with the application process for financial aid and awards federal, state, and institutional funds in the form of grants, scholarships, and loans. Financial Aid staff members provide loan counseling as mandated by the US Department of Education and educate students on financial literacy programs and resources in order to encourage sound budget planning, help students maintain satisfactory academic progress (SAP), and prevent loan default. A robust career pathways program assists students from local high schools as they select appropriate high school courses, including dual credit offerings, that will lead seamlessly to Helena College programs in their selected pathways. Events sponsored by Big Sky Pathways bring students to campus to hear speakers and experience hands-on activities offered by college program areas.

The Student Support Center (SSC) provides a wide range of centrally located support services for all students including mandatory new student orientations, academic and transfer advising, academic and life skills development resources and workshops, math and writing placement testing, career counseling and services, and peer and professional tutoring. All tutors participate in a minimum of 20 hours required training and are available on a walk-in or appointment basis. Recognizing the need to support students attending classes asynchronous, as well as those needing academic assistance in the evening, the SSC partnered with Smarthinking, an online tutoring program, to meet the needs to this population. Disability Resources, in accordance with the American Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and 2008 amendments, provides access to the College's academic programs, support services, and physical facilities to all qualified students. In 2015, an academic coach was added to the staff to help students enhance their academic abilities and develop skills to lessen any negative impact the disability may present. Veterans Resources assists with coordination and certification of veteran's benefits and

provides support resources on and off campus to address the unique needs of these students and their families.

TRIO-Student Support Services, a federally funded program which the college has been awarded over the past two grant cycles since 2010, provides additional staffing and resources for 140 participants who are low-income, first generation students, or who have a documented disability to promote higher rates of academic achievement, persistence, degree completion, and transfer to four-year degree programs. The College contracts with a mental health counselor from the local community to provide on-campus counseling services for a limited number of scheduled hours each week during the fall and spring semesters. On-campus counseling services are free to students and focus on wellness and crisis intervention. In addition to individual counseling sessions, the counselor refers students to community resources as needed and provides informational programming to educate the campus community on current mental health topics.

Helena College's auxiliary Retail Services include bookstores and limited food services provided at the Donaldson and Airport Campus buildings. The bookstore at the Donaldson operates year-round providing students the opportunity to purchase textbooks, instructional materials, supplies, computer hardware and software, beverages, and snack items. Food service at the Donaldson Campus operates during the fall and spring semesters serving food and beverages Monday through Thursday from 8 a.m. to 5 p.m. and Fridays from 8 a.m. to 3 p.m. The bookstore at the Airport Campus, which operates Monday through Thursday from 9 a.m. to 2 p.m., provides necessary educational support items for the programs delivered at that location in addition to pre-prepared food and snacks. Approximately 11% of Helena College's headcount enrollment, currently about 150 students, attends the majority of their classes at the Airport Campus where most of the College's trades or vocational education programs are located. Student support resources are provided on-site primarily through visiting office hours provided by financial aid, disability resources, TRIO, academic coaching, and career support service staff members. In the fall of 2014, a Library Services Kiosk was installed allowing students the opportunity to access library sources and check-out available materials for delivery to the campus.

Starfish, a student retention software package that facilitates timely communication between students, faculty, and staff to support academic success and directs student support resources and intervention efforts, was implemented in the 2012-2013 academic year. Since the implementation of Starfish, students are connecting more with institutional resources, making sound academic decisions and have lowered their debt levels. Faculty complete three surveys each semester to identify students needing additional academic or social support, in addition to raising kudos and supporting students holistically. All members of the college community can interact with Starfish to further identify students of concern or offer recognition of student effort and achievement.

http://www.umhelena.edu/student_services/default.aspx

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Helena College provides a safe and secure environment for its students and their property at its two campus locations. Policies and procedures regarding security are available to students, staff, faculty, and community electronically and in print through the College website and the student handbook, the Emergency Action Plan Crisis Protocol Policy and emergency procedures posted in all classrooms and labs. Emergency evacuation routes and locations are posted in all classrooms and in large meeting spaces to ensure that all

facility users are aware of the routes and locations. Emergency alerts are communicated via the College website, email, and reader boards located at both campus facilities. The College has also implemented an emergency text messaging system which community members opt-in to receive emergency messages. In compliance with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, the College reports the required crime statistics to the Department of Education annually, publishes the report on the College website, and makes hardcopies available at several locations on campus. Likewise, students are provided with information on how to access the Montana Department of Justice's Sexual or Violent Offender Registry.

Beginning in 2013, all students attending Helena College regardless of credit or enrollment type, except for dual enrolled high school students, are required to successfully complete all sections of both AlcoholEdu and Haven. AlcoholEdu, an online module, is designed to promote educational awareness of the effect alcohol plays in decision making. Haven, the online companion to AlcoholEdu, promotes and educates on bystander awareness and intervention. Students must complete both modules during the first term of enrollment to be eligible for future class registrations. Also since 2013, Helena College Student Affairs has dedicated time and resources to promote workshops and awareness on topics related to alcohol use and underage consumption, sexual assault and domestic violence, as well as various other topics related to overall student wellness.

Recognizing Helena College is a member of the community at large, the college was awarded a grant during the spring 2016 term to host a community forum on underage drinking to address its physical, emotional and psychological consequences, as well as the legal ramifications. The Assistant Dean of Student Affairs is a member of the Helena College Sexual Assault Prevention Task Force. This group aids in promoting knowledge of services and support for victims of violence throughout the regional community.

Due to the small size of the campus facilities, the College does not employ or contract law enforcement or security personnel but depends instead upon the Helena Police Department. Currently, a formal memorandum of understanding (MOU) is being developed between the Lewis and Clark County Attorney, the Helena Police Department, and Helena College to ensure safety and security measures are reaching all community members. In the evenings and on weekends students are directed to contact on-duty maintenance personnel regarding safety or security issues. A Safety Committee comprised of staff and faculty members, meets monthly to evaluate safety and security policies and procedures and to discuss specific issues or concerns that may arise. The committee assists the Director of Facilities in conducting annual fire and earthquake drills at both campuses and coordinates with city-wide emergency planning efforts. In 2013, the Safety Committee formed the Behavioral Assessment Team (BAT) chaired by the Assistant Dean of Student Affairs and comprised of faculty members, administrators, and staff. The intent of the team is to regularly evaluate reports of at-risk student behaviors and respond in a timely manner with appropriate support and resources. The committee also works with all campus personnel in how to identify students-at risk and aids in making community connections for students in need.

Given recent national incidents of on-campus violence, the Safety Committee has dedicated time and resources training personnel on active shooter preparedness, campus lockdown, and shelter in place procedures. Every classroom and office door at the Donaldson building is now equipped with locking device to ensure the safety of those inside the room and the Airport building is being equipped this fall.

Additional security measures are being taken to include automated exterior door locking, as well as continued workshops on personal and campus safety.

http://www.umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/100.2_Policy_Helena_College.pdf
http://www.umhelena.edu/abouthc/security.aspx
http://www.umhelena.edu/campus_facilities/committees/facilitiessafety/default.aspx

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with its mission as a comprehensive two-year institution, Helena College follows the admissions policy outlined in Montana Board of Regents of Higher Education Policy 301, which was revised in 2010 to include explicit guidelines on open admission for two-year institutions within the system. Students who have graduated from a high school accredited by the state of Montana or who possess a General Education Diploma (GED) are admitted. Students who have completed an equivalent secondary education through home schooling or an unaccredited school are required to submit official test results from the ACT or SAT or may take the College's ACCUPLACER placement test to demonstrate ability to benefit. A full-time admissions counselor/recruiter reporting to the Director of Marketing is responsible for outreach to and communication with prospective students. The admissions process is under the Office of Admissions and Records. The recent addition of a staff position to this office has allowed timelier processing of applications and transfer credit evaluations. In spring of 2012, a new online admission application was implemented allowing the direct upload of admission data into Banner, the College's student information system. While the online application has provided greater convenience for students, the benefit of the application for the staff in terms of efficiency and time-savings is still under evaluation.

New student orientation programs held at multiple dates and varied times to accommodate students' schedules are offered prior to each fall and spring semester. Attendance at orientation is mandatory for all new students and for readmitting students who have not maintained consistent enrollment. The programs include information and guidance on financial aid, academic resources, college success skills, and educational technology. All new and re-admitting students participate in one-on-one initial advising sessions offered by the professional staff in the Student Support Center (SSC). In those sessions, students receive information about math and writing placement, programs of study, academic requirements, graduation and transfer policies, and online course registration processes. A supplemental registration guide is published each year that provides registration and payment deadlines, as well as step by step instructions for class registration and finalizing financial aid and payment of tuition and fees. Veterans and disabled students receive one-on-one assistance from the coordinators of Disability Resources and Veteran's Resources on arranging accommodations and certification to receive benefits based on adherence to Veterans Administration requirements.

http://www.mus.edu/borpol/bor300/301.pdf
http://www.umhelena.edu/admissions_enrollment/default.aspx
http://www.umhelena.edu/student_support_center/advising/default.aspx
http://www.umhelena.edu/student_support_center/orientation.aspx

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Helena College has a procedure for facilitating completion of programs in the event of elimination or significant changes subject to MUS requirements. Communication and coordination between Academic Affairs and Student Affairs ensures that the Directors of Admissions and Records (Registrar), Student Success, and the Academic Advisors are aware of pending elimination of programs or significant changes in program requirements. When programs have been eliminated or significant changes to curriculum or requirements have occurred, student affairs staff and faculty members work together to develop plans to communicate the changes and allow students to complete their programs of study as expediently as possible. Such plans have included continuing necessary courses for a small cohort and/or identifying appropriate alternatives following the College's course substitution procedure. Students also have the option of requesting a change to the catalog year governing their program requirements.

http://www.umhelena.edu/catalog/academicinfo.aspx
http://mus.edu/che/arsa/Forms/AcademicForms.asp (See "Program Termination/Moratorium" form)

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

Helena College publishes an annual academic catalog on its website that provides current information on the following items:

- Institutional mission statement and core themes (Page 3)
- Entrance requirements and procedures (Pages 15-18)
- Grading policy (Page 49)
- Information on academic programs and courses, including degree and program completion requirements, required course sequences, and projected timelines to completion. Expected learning outcomes are described. (Pages 55-172).
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (Pages 184-188)
- Rules, regulations for conduct, rights, and responsibilities regarding academics are included in the catalog. The Student Code of Conduct along with comprehensive information on student rights and responsibilities is published in the annual student handbook made available in print and online. (Pages 47-52)
- Tuition, fees, and other program costs (Pages 21, 175-178)
- Refund policies for students who withdraw from enrollment (Page 23)
- Opportunities and requirements for financial aid (Pages 27-35)
- Academic calendar (Page i-ii)

http://www.umhelena.edu/catalog/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx

2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Where applicable, legal eligibility requirements for national or state licensures required for entry into an occupation or profession related to Helena College educational programs are disclosed in the academic catalog in the relevant program section, on the academic program pages found on the College website, as well as in program information cards available to prospective students. Any unique requirements for employment and advancement specific to occupations or professions are also addressed in these same publications.

http://www.umhelena.edu/catalog/default.aspx#
http://www.umhelena.edu/academics/default.aspx

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Student records are kept in a secure safe with limited access. The College's record retention schedule was implemented in 2006 and subsequently approved by the Montana Secretary of State in 2007. Student records maintained on Banner, the student information system, are backed up daily by the Information Technology department at the University of Montana campus in Missoula. Helena College has a continuous protection server which provides hourly back up and weekly storage tapes. The Disaster Recovery Plan provides for next-day delivery of storage tapes held off-site. Student financial aid records are stored in fire-

proof cabinets in a secure area and student admissions records are stored in locking cabinets in the office of the assistant registrar.

Staff and faculty follow guidelines specified in the Family Education Rights to Privacy Act (FERPA) and the Registrar monitors the release of student records. FERPA guidelines are published in the catalog, student handbook and on the website. They are also available in the faculty and staff handbooks. Access to the student information system is controlled by a security plan administered by the Registrar and Information Technology managers.

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/300.2%20Policy%20Helena%20College.pdf
http://www.umhelena.edu/student_services/handbook.aspx
http://www.umhelena.edu/hr/forms.aspx

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Helena College offers federal, state, and institutional financial aid to students through the Office of Financial Aid. Student eligibility for need is determined through the Free Application for Federal Student Aid (FAFSA) and aid is disbursed in accordance with Department of Education regulations and college policy. A limited number of merit and need-based institutional scholarships are available to students and are awarded according to specific eligibility requirements provided by donors. In accordance with Montana Board of Regents of Higher Education and institutional guidelines, full and partial tuition waivers are granted based upon specific eligibility criteria.

A substantial portion of the College's student population receives financial aid. In academic year 2015-2016, 69% of degree seeking students received some type of financial aid. Financial aid personnel are regularly available to provide students with assistance in completing the FAFSA, and the College has been a host site for College Goal Sunday, a yearly collaborative statewide effort where financial aid professionals provide students and their families with free guidance and assistance with the application process for financial aid. The College uses Banner, its student information system, to award, track, and report financial aid which includes a web-based portal that allows students to access their award packages, receive communications from the financial aid office, and finalize their semester tuition bills

In compliance with federal regulations, the Financial Aid Office reconciles all student aid funds with the College's Business Office. Direct loans are reconciled monthly. This process is also followed for work study and Pell grant funding. Pell grants and direct loans are originated and disbursed through the Common Origination Disbursement (COD) System of The Department of Education (DOE). The Financial Aid Office is notified by The Department of Education if there are any discrepancies in the funds requested in COD. The Financial Aid Office runs several reports throughout the year to identify any discrepancies between the DOE and Business Office accounting. The DOE's G5 system is the vehicle for payment to the College for the Federal work study, Federal Supplemental Opportunity Grants (FSEOG), Pell grants and Direct loans. The G5 System is accessed through the Business Office only; therefore, no actual monies are drawn down or returned by the Financial Aid Office. FSEOG and Federal Work Study funds are reported to the DOE annually via the Fiscal Operations Report and Application to Participate (FISAP). This report is completed in coordination between the Financial Aid and Business Offices. The Student Financial Services (SFS) Division of the Office of Commissioner of Higher Education accesses all state-based funds

via the state's data warehouse to ensure all state funds are awarded appropriately. These state funds are paid directly to the Business Office. Annual audits of the financial aid awards are conducted by state auditors via the Business Office and then reported to The University of Montana.

Information about all types of financial aid is available to prospective and enrolled students and can be found on the financial aid page of the College website, the catalog, and printed materials available from the Office of Financial Aid. Scholarships are advertised throughout the academic year using various media including the website, weekly campus bulletins, reader boards, flat screen monitors, and flyers. The Financial Aid staff participate in recruitment programs including on-campus information programs and presentations at local high schools. New student orientations include sessions on financial aid.

http://www.umhelena.edu/financialaid/default.aspx
http://www.umhelena.edu/catalog/docs/HCCatalog_2016_17.pdf (Pages 25-35)
http://www.mus.edu/borpol/bor900/940-13.pdf

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The Financial Aid Office regularly monitors student loan programs and the institutional loan default rate. Loan entrance counseling, which is required by the Department of Education prior to requesting a student's loan, is provided for all first-time loan borrowers. Orientation for new students or those who have stopped out for a while is mandatory. As part of the orientation, all students, regardless if they are taking a loan or not, are required to go through a face-to-face loan entrance counseling session. Face-to-face loan exit counseling sessions are offered each semester for students who are graduating, transferring or leaving the institution, or who have dropped below six credits of enrollment. Any student who wishes to increase his or her loan amount must meet with a financial aid administrator. Students are also required to meet with Financial Aid prior to completely withdrawing from all courses. At the time of withdrawal, students are provided a copy of the Federal Return of Title IV Funds calculation indicating how much aid will be returned to the Department of Education, and notifying them they will receive a final billing statement from the Business Office within 10 business days for any balance owed to the institution.

In recent years, due to economic conditions, as well as growth in both enrollment and borrowing amounts, the College's loan default rate has been increasing significantly. Consequently, several initiatives have been implemented to address this concern. Starting in the fall of 2013, disbursement of financial aid is held until after the 15th day of classes each semester at which time students receive their grant aid and half of their loan amount with the balance disbursed at midterm. To provide for initial expenses on books and supplies, students can secure a book and/or tool voucher paid against their pending financial aid disbursement. Students may also receive a book and/or tool advance if they desire to obtain these items elsewhere. Additionally, financial literacy programming, a requirement for TRIO-Student Support Services program participants, is being offered in several venues for students including orientation, advising sessions, college success courses, workshops, etc.

Since the implementation of the delayed and split disbursement and required face-to-face loan entrance counseling for all new students, the rate of increase of the College's cohort default rate has slowed, and most recently decreased. The amount the average student borrows has decreased significantly as well.

http://nces.ed.gov/collegenavigator/?s=all&zc=59601&zd=0&of=3&id=180276#fedloans
http://www.umhelena.edu/financialaid/forms.aspx
http://www.umhelena.edu/financialaid/moneymanagement.aspx
http://www.umhelena.edu/catalog/docs/HCCatalog_2016_17.pdf (Pages 25-35)

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Helena College provides both initial academic advising for new students and ongoing academic advising for continuing students based upon their program of study. Student advising is a shared responsibility between the faculty and student affairs staff. Staff members in the Student Support Center (SSC) are responsible for advising new and some returning students, students placing into two developmental courses, and students on academic plans due to academic or financial aid suspensions. During the academic year, faculty are responsible for advising continuing students. During the breaks, the SSC staff provides advising for current students as needed. All new and returning students who have had a break in their enrollment of two or more semesters are required to attend one-on-one advising sessions prior to registering for courses. Advisors review the requirements for the student's declared program of study, placement test results, short and long term goals, as well as work and life commitments and demands. Entering students then work with student mentors to learn how to navigate MyHC, the College's web-based portal for student registration and financial aid and tuition payment. Veterans and students receiving accommodations for qualified disabilities also receive supplemental advising from the Disability Resources and the Veterans Coordinators. TRIO-Student Support Services staff also provide supplemental advising for up to 140 students. TRIO participants receive additional academic and life skills support based on their eligibility for services as disabled, first-generation, and/or low-income status students.

All staff and faculty advisors are knowledgeable about program and graduation requirements and receive in-house training, as well as professional development in best advising practices. New students receive printed copies of their advising responsibilities. The SSC staff have created an advising syllabus to share with faculty and students to help promote and deepen the understanding of the role each community member plays in advising. Recognizing sound advising is key to student persistence and completion, during the fall 2015 term, a group of student affairs staff and faculty convened to review the advising processes for Helena College. An outcome of this meeting is a newly created Advising Task Force, co-chaired by the Director of the Student Support Center and Faculty Senate Chair. The intent of this task force is to continue to review process, procedures and identify any needed professional development and communications. New students are surveyed to determine perceptions of the advising process and regularly administrated survey instruments; the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE) are also used to evaluate the effectiveness of the advising process.

http://www.umhelena.edu/student_support_center/advising/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

The Helena College Student Government Association (HCSGA) provides students with an active voice in their education by promoting empowerment and communication, creating an environment conducive to learning, and encouraging citizenship on campus and in the community. The Student Senate serves as the governing body for the student association and is comprised of student representatives from each academic program, recognized clubs and organizations, and additional "senators-at-large." The senate is administrated by an executive cabinet of officers elected for one-year terms and supported by a faculty or staff advisor in accordance with the HCSGA constitution and bylaws. Current and past recognized

organizations include the Aviation Club, Circle K, College Christian Fellowship, Future Machinists of America, Helena Building Industry Association (HBIA) Student Chapter, the Creative Writing Club, the Computer Technology Club, the Helena Helm Newspaper Club, the Latter-Day Saints Student Association, Phi Theta Kappa (international honor society for two-year college students), Psychology and Social Sciences Club, Psi Beta (international honor society for psychology students), TRIO Students to Scholars Club, and the Veterans Club. A student government fee supports association sponsored activities and stipends for the executive officers and advisor. Funds are used to support formation of student clubs and organizations, create HCSGA scholarships awarded each year, and aid students in severe financial need who have exhausted other avenues of financial aid available through the College. The HCSGA also sponsors social and community service activities throughout the year including BBQs, holiday parties, and annual highway clean-up day, in addition to making contributions to local charitable organizations. To help promote educational programming and awareness, HCSGA donates a yearly stipend to the Office of Student Affairs for such activities.

Helena College's academic advisor with an emphasis on career development and placement, located in the SSC, offers co-curricular activities including workshops, presentations, and participation in job fairs to provide students with the skills and knowledge needed to obtain employment. This emphasis supports the mission of life-long learning and supporting our diverse community. TRIO-Student Support Services is a federal grant funded program offering multiple avenues of support to help eligible students persist, graduate, and continue higher education. The TRIO Director and Academic Specialist provide services including academic tutoring, advising, assistance with financial aid, education, and counseling to improve financial literacy, as well as assistance with applying for admission and financial assistance at four-year institutions and other ancillary services as required by the grant regulations. Services are consistent with the institution's mission, core themes, programs, and services and are governed appropriately. The Veterans Club was established in 2011. Students meet weekly to discuss pertinent issues to veterans and to offer camaraderie and mutual support. Activities are planned to also provide support for Veteran's family members. A Veterans Advisory Council made up of students and community members who work professionally with veterans in various capacities meets bi-monthly to share information and best practices. Veterans Resources also offers a mentoring program that matches new veteran students with experienced veteran students who are in good academic standing and possess the traits and ability to serve as a positive role model. To ensure the College is maintaining support for the students receiving support from Disability Resources, the coordinator works with an advisory council, meeting once each term. The council reviews college processes, procedures, and activities, as well as helps to encourage and facilitate cross-community partnerships and support.

Other co-curricular activities and opportunities are frequently provided by institutional committees, academic programs, and student affairs. The Diversity Committee sponsors events highlighting diverse aspects of Montana and Helena culture, as well as educational exhibits. The Office of Student Affairs provides monthly programming on social and wellness issues in addition to random craft and monthly contests and drawings. Psychology and sociology instructors facilitate research days, where students display poster presentations of their research projects in the social sciences each semester. Since fall of 2012, faculty and students have hosted two Science Expos, a community outreach event that offers hands-on educational exhibits and activities for participants of all ages. Portfolio and project presentations made each year by Interior Space Planning and Design and Computer Technology students are open to the campus community to attend. The Helena College Library partners with the Carroll College and Lewis & Clark County Public Libraries in hosting the Big Read, a program of the National Endowment for the Arts, designed to promote the role of literature in American culture and encourage reading for pleasure and enlightenment. The Financial Aid Office sponsors Constitution Day activities each year during the fall

semester, as well as various events focusing on financial literacy, sound borrowing, and money management.

http://www.umhelena.edu/ashc/default.aspx
http://www.umhelena.edu/ashc/docs/HCSGA%20Constitution%20revised%205-25-13.pdf
http://www.umhelena.edu/trio/default.aspx
http://www.umhelena.edu/veteran/default.aspx

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

In 2009, Helena College's auxiliary services including the bookstore and café located at the Donaldson Campus were administratively transferred from Fiscal and Plant to Student Affairs with the intent of providing more focus on customer service and student-friendly integration of operations and policies. Consequently, the bookstore staffing was re-organized to include a store manager and assistant. In 2010, the responsibilities and compensation of the bookstore manager position were expanded to include supervision of the café which was staffed by one permanent full-time and one part-time employee leading to the establishment of the Retail Services department under the administration of the Assistant Dean of Student Affairs. After a trial period to evaluate fiscal feasibility, a permanent coffee counter was installed at the Donaldson Campus in 2011 leading to the addition of a full-time staff position responsible for operation of the counter.

Since the consolidation of Retail Services under Student Affairs, food services has attempted many iterations of service to reach fiscal sustainability. During the summer of 2016, the bookstore at the Donaldson building underwent a major remodel to bring all retail services under one serving area. The coffee counter, bookstore, and food service now operate in the same space. This change has allowed for an increase in both hours of operations and services delivered to Helena College community members. New features include a salad bar and prepared side salads, soups, and sandwiches, as well as other grab-and-go items.

Administrators, the staff and faculty, and students have opportunities, formally through the organizational structure and informally by the attendance of the Retail Services Manager at meetings of the various constituencies, to provide input and feedback on the quality and availability of retail service offerings.

http://www.umhelena.edu/bookstore/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx (Pages 7, 13)

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Helena College does not offer intercollegiate athletic programs.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Helena College uses a Central Authentication System (CAS) and Password Management System (PWM) to provide students with access to electronic resources including course registration, financial aid award and tuition payment portals, email, network storage, and Moodle, the College's Learning Management System (LMS) for distance education courses. Students enrolling in classes at the College must complete a verification process that requires them to enter personal information to secure their username (NetID) and password for single sign-on access to all electronic resources. Students must also enter a secret question for password reset giving them the ability to reset their own password if forgotten.

The Office of Information Technology which manages the CAS and PWN will not reset any student's password without requiring some form of identification (student ID, driver's license) if on campus, or without being provided personally identifiable information over the phone. Password resets via email are not allowed due to lack of security and for adherence to the College's FERPA policy which prohibits including personally identifiable student information in email communications. Helena College's Acceptable Use Policy prohibits the sharing of network usernames and passwords; however, in practice this provision can sometimes be difficult to monitor and enforce. There are no student charges currently associated with the identity verification process. All students are charged a technology fee, the amount of which is subject to Montana Board of Regents of Higher Education approval, each semester. All tuition and fees charged are published and updated each year on the College website and in the academic catalog.

Instructors of online courses at Helena College can use on-campus facilities for facilitating proctored exams that require students to present a photo ID to verify their identity; however, due to the lack of a dedicated Testing Center on-campus, access is limited to available staffing and facility resources.

http://www.umhelena.edu/it/default.aspx
http://www.umhelena.edu/student_services/handbook.aspx (Pages 14, 19)
http://www.umhelena.edu/it/computerlab.aspx

Standard 2.E: Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Helena College's library collection provides access to the appropriate materials and resources necessary for undergraduate and technical education in the programs, degrees, and areas of study offered. The library's materials, holdings, and operating procedures strive to provide students with access to information necessary to achieve academic success, to provide the faculty with resources to attain excellence in instruction, and to provide the campus community with opportunities to strengthen knowledge and information literacy skills for academic achievement and lifelong learning.

Helena College Library Mission Statement:

The mission of the Helena College Library is to enable student success in the programs and degrees offered at the college.

As of spring 2016, the library collection includes 11,640 books and audio-visual materials, 3 print newspapers, 92 print journals, 83,987 electronic journal titles, 167 electronic databases, 590,287 electronic-book holdings, and 57 resource guides developed in support of curriculum, courses, and classes. Library users have access to print materials Monday through Thursday from 8 a.m. to 6 p.m. and Friday 8 a.m. to 5 p.m., as well as access to online resources. All collection areas have increased significantly since 2009, particularly with regard to digital resources. Internet presence and digital resources provide the benefits of 24/7 availability, enhanced collaborative opportunities, equal access to information, and expanded possibilities in the depth and breadth of information available to students, faculty members and the College community. In 2011, the library acquired the Credo Reference database and Libguides by Springshare, a web-based software tool for developing resource guides by topic, curriculum, or course.

The Helena College Library maintains a supplemental reserve collection of faculty selected materials in support of curriculum which is collected and circulated by library staff. Acquiring the ability to place on-shelf holds two years ago through the College's affiliate consortium greatly increased the depth and breadth of available print and audiovisual collections. This provides access to all of the physical holdings of our affiliate libraries including the University of Montana-Missoula, University of Montana-Western, and Montana Tech of the University of Montana. On-shelf holds usually arrive in one to three days. The ExLibris Primo discovery tool was implemented in fall of 2015. This OneSearch search box allows access to all resources, print and electronic, in all 16 participating academic libraries in Montana, with full text access to all 167 of the electronic databases available to Helena College students and faculty. The CEO of Helena College signed the Treasure State Academic Information and Library Resources (TRAILS) Memorandum of Understanding in June 2016. This allowed us to move forward with a new Unified Resource Management tool, ExLibris Alma, to complement the ExLibris Primo discovery tool. This will extend sharing in a variety of ways beyond our current affiliation agreement with University of Montana Libraries and will enable on-shelf holds with all 16 participating academic libraries in Montana. The planned go-live of this new URM is scheduled for December 16, 2016.

The library also provides OCLC ILL sharing with libraries nationally and internationally. An online form for interlibrary loan requests was developed in the fall of 2012. These opportunities combined with cooperative agreements established in 2010 with local area libraries (the Carroll College Corrette Library, Lewis and Clark Public Library, Montana State Library, Office of Public Instruction Resource Center, and Helena High School Library) further increase the materials available to our users within the Helena College community, providing access to an expansive variety of materials for our faculty, students, and community borrowers.

Annual participation in the National Endowment for the Arts (NEA) Big Read program allows the College to build and maintain positive relationships in the community. The library actively collaborates in the development and presentation of quality programming that promotes reading in the Helena community.

The current library facility, opened in 2007, provides five computer stations, a copier, a scanner, black and white and color printers, as well as wireless access to the internet for personal computing devices. This equipment is available to enable the access, evaluation, and creation of information. The library also has a group study room that can be reserved for student groups of two or more, carrels and tables for quiet study,

and comfortable seating for on-site perusal of our collections. Current facility concerns are noise levels and lack of adequate seating. To create more useful study space, two carrels and three adjustable laptop tables were added in 2014, and 5 adjustable end tables were added in 2015.

The library's Collection Management Plan covers all aspects of the depth and breadth of the collection including collection priorities and policies, subject areas collected, and our library weeding policy. Using the Collection Development Plan as a guide, library staff members move forward annually with the goal of providing a quality and current core collection of on-site physical materials with the appropriate depth and breadth to meet the needs of students and faculty members in all programs. The Library Operations Manual provides comprehensive information on the policies and procedures that govern the acquisition, cataloging, and circulation of library collections.

http://www.umhelena.edu/library/default.aspx
http://www.umhelena.edu/library/staffmission.aspx

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources, faculty, staff, and administrators.

Feedback from users and college partners on- and off-campus, in the form of suggestions, survey data, usage data, meeting dialog, and advisory committee suggestions, enables the Helena College Library to analyze resources and services and provide the right information in the right formats to allow for the access and instruction necessary for student success and academic excellence. Service by library staff members on various college committees strengthens the College community and creates an atmosphere of collaboration.

The library staff solicits suggestions from the faculty, staff, and administrators for purchases. As the experts in their subject fields, the faculty members are consulted on the acquisition of supplemental classroom materials. All library users are welcome to make recommendations for general interest and life-long learning resources. The library would like to see more faculty recommendations for purchase selections and actively seeks to encourage this partnership through email communications, in person, and over the telephone, and by providing bibliographies of available materials to solicit suggestions.

The library collects usage statistics from the College website, resource guides, e-books and physical materials in Voyager, the Integrated Library System (ILS), the databases, as well as hourly on-site library usage statistics. The Director of Library Services and the librarian collect, compile, evaluate, and analyze these statistics to inform purchase decisions, material format decisions, library hours, and staffing decisions. Library staff members are constantly evaluating new metrics and new methods of data collection to better inform decision-making, as well as eliminating metrics that are no longer useful. The library budgeted for a needed patron door counter in FY2014 to improve accuracy of library usage statistics. Analysis of both faculty (52 responses) and student (72 responses) surveys administrated in the spring of 2012 indicates that collection development and website usability were the top priorities. For this reason, the library is weeding, encouraging purchase suggestions, increasing the size of the core collection, and conducting a website usability study in preparation for a website update. Combined results from the website usability survey, focus interviews, and website statistics were the most important components in the website update. Eighty-seven responses to the website survey assisted in making decisions in the process. With the help of campus IT, the reference librarian could code all links on the website which will enable the library to collect "hit" or visit statistics for evaluation.

The Director of Library Services serves on the Academic Standards and Curriculum Review Committee of the Faculty Senate, the Instructional Council, College Council, the Faculty Senate and the Executive

Council of the Senate (ECOS). The librarian serves on the Information Technology Committee and attends Student Senate meetings. The library technician serves as President of the Staff Senate and is a member of College Council, the Quality of Work Life Committee, and the Professional Development Committee. The relationships developed by serving on committees and attending meetings are essential in maximizing the Library's potential to support programs and services on campus. The Library Advisory Council, which consists of two professional librarians, four program directors, two senior administrators, two faculty members, a classified staff representative, and a student representative provides an invaluable source of knowledge and advice. The Council meets each semester.

http://www.umhelena.edu/library/staffmission.aspx

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Library support and instruction provided on-site at both the Donaldson and Airport campuses, and online uses static and interactive techniques to accommodate varying student learning styles and faculty needs. This variety allows the library to support a quality education wherever offered and however delivered. It allows access and support at the point of need, enables academic excellence, and creates community both on-site and online. The information literacy skills gained from library instruction also support workplace success and lifelong learning.

Library orientations for new faculty members, adjunct faculty members, and students, one-shot classroom instructions with on demand follow-up sessions and "Book a Librarian" sessions scheduled for one hour of research help are tried-and-true tools used to provide library literacy instruction, but with the growth of online classes and off-campus usage of information resources, more capacity is needed. Hybrid literacy instruction has been proven effective as a best practice in library instruction literature. An example is one-shot classroom instruction with static or interactive point of need follow-up through Moodle the College's online Learning Management System. The library currently has icons in all Moodle courses which link to the library homepage and provides direct access to the top five library resources, as well as a Library Research Tutorial offered in Moodle. The library staff recently completed a literature review of embedded ebrarianship and a study of tools needed to teach information literacy effectively using Moodle. In response to this study, the library is proposing instruction in Moodle in coordination with faculty members using static tools such as video tutorials and interactive tools such as forums and "voicethread." In FY2016, the librarians identified and created appropriate video content and used "guide on the side" to update the library tutorial in Moodle. The tutorial was divided into five segments which can be assigned individually or as a whole by faculty – Introduction to the Library, Develop a Topic, Find Information, Evaluate Information, and Use Information.

On-site, the goal is to have a professional librarian or library technician available during all open hours, and this goal has been achieved since 2012. The library currently supplements open hours by offering email reference with the promise of 24-hour weekday turnaround, chat, and telephone reference during open hours, and classroom instruction evenings and Saturdays. This enables the library to offer services and instruction on demand to students outside the physical library facility; however, this professional coverage cannot be achieved if there is a documented need for an extension of the facility hours. To extend facility hours, the library will need to document the need for more library technician hours, which will be evaluated using future faculty and student surveys and door count statistics.

The library's usability-tested and updated website (2013) allows access to the catalog and all electronic resources, as well as instructional tutorials, instructional videos, and online forms. The online forms for "request instruction" and "book a librarian" were created in the fall 2012 semester and enable the collection of usage data. In FY2015, 22 classroom library instruction sessions were taught and 62 "book-a-librarian" sessions were held.

http://www.umhelena.edu/library/staffmission.aspx

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Evaluation and analysis of the library and information resources supports the College's core theme of academic excellence which is defined as a high degree of integrity, quality, and reliability in all academic and non-academic programming. The library's cooperative efforts on campus and with other libraries in combination with an emphasis on professional development strengthen the Helena College community, the library community, and our community of users.

The library's professional full-time equivalent staffing number grew since 2012 due to increases in the Director's hours from .83 to full-time and in the reference librarian's hours from half-time to full-time resulting in a professional librarian now available in the library during all open hours. This ensures application of current best practices and quality in the selection of materials and resources, access to information, library literacy instruction, and development of services. The College's librarians and library technician attend yearly state and regional library conferences and symposiums to access professional development opportunities and to network with others in the field, and they also participate in online training throughout the year to maintain excellence in the field.

The University of Montana Consortium Collection Development Group was formed in 2013 and is scheduled to meet each semester to evaluate ways to share expertise and resources to maximize access for all students and faculty. The shared Interlibrary Loan System (ILS) enables access to materials and maintains the security of materials and user information. It is maintained by the University of Montana for all affiliate campuses and is evaluated every three years with input from all affiliate libraries. The Helena College IT department develops and maintains the security of the library collection and user data with up-to-date firewalls and anti-virus software and works together with IT departments on affiliate campuses to ensure security of information, user privacy, and equal access to information.

Library usage data is collected each semester and fiscal year to evaluate use of materials, resources, and services. By evaluating the prior year budget and other maintained statistics and documented needs, the Director of Library Services develops an annual operating budget that is presented to the Budget Committee and College Leadership for review and approval. The Library Operations Manual is reviewed and updated annually or more regularly as necessary.

http://www.umhelena.edu/library/staffmission.aspx

Standard 2.F: Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Helena College is a unit of the Montana University System which is a component unit of the government of the State of Montana. As such, all budget and financial activity is subject to the policies and procedures established by the Montana Board of Regents of Higher Education and the State Accounting Division. Amongst those rules are requirements that each unit of the university system maintain balanced budgets and submit budget modification requests in the event of operating changes that affect budget outcomes. The BOR reviews the unit operating budget outcomes at least once annually including reviews of negative fund balances and negative cash balances. Units with negative balances must submit explanations of the negative balances and plans for their elimination.

The College is supported by two primary flows of general operating funds: tuition and appropriated State support. State support is provided through a biennial appropriation process from the State Legislature. The MUS submits budget request data through the state's electronic budget development system. The budget requests are developed on a base-plus-cost-of-living increase approach. The cost-of-living increases are determined by negotiations between the BOR and the Office of the Governor of Montana. The Legislature provides a lump-sum allocation to the BOR. The BOR then allocates the lump-sum amount to the various units of the MUS based on Full-Time-Equivalent (FTE) enrollment figures. State appropriated funds are distributed to the College in twelve equal monthly installments.

Long-term debt for the University of Montana affiliated campuses, including Helena College, is managed by the Debt Management Committee composed of fiscal officers from the four affiliate campuses. The committee meets annually to review the status of all long-term debt. For many years, the committee has required supplemental payments from the four campuses of the UM Affiliation to develop a pool of money to cover a potential shortfall in debt service funds. As a result of the actions of the committee, the debt service fund is currently on track to cover all required payments and potentially return funds to the individual units. The committee also ensures that the overall debt load of the institution does not exceed its total authority as granted by the Montana Board of Regents of Higher Education and Montana state law.

FY2016: http://www.mus.edu/data/operating_budgets/FY16/FY16-OperatingBudgets.asp
FY2015: http://www.mus.edu/data/operating_budgets/FY15/FY15-OperatingBudgets.asp
FY2014: http://www.mus.edu/data/operating_budgets/FY14/FY14-OperatingBudgets.asp
FY2013: http://www.mus.edu/data/operating_budgets/FY13/operatingbudgetsFY13.asp
FY2012: http://www.mus.edu/data/operating_budgets/FY12/operatingbudgetsFY12.asp

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The institution receives varying tuition and fee amounts from students depending on the number of credits taken, residency status, and the specifically enrolled courses. Tuition revenue is estimated based on a trend analysis of historic enrollment data, a review of student responses to surveys, a review of new applications, a review of high school graduation rates, and communications with the other MUS institutions. Adjustments are made to the estimate as the actual fall semester enrollment and tuition figures become available. If the fall figures indicate a need to adjust the revenue estimate, adjustments are made as early in the semester as

possible. Tuition dollars are collected primarily during July and August and during December and January of each fiscal year running July 1 to June 30. Idle cash is invested in the State's short-term investment pool on a daily basis and drawn down to cover cash disbursements as needed. The total expenditure budget must be less than or equal to the revenue estimate. There is 2% set-aside for enrollment contingencies built into each year's budget. During the academic year, the actual enrollment and revenue numbers are evaluated to determine whether or not the projections have been met. If the projections are being met, then the contingency funds are released to fund special items or projects.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Helena College budgets on a biennial basis with separate budgets for each fiscal year of the biennium to match the legislative biennial funding process. The campus budget is developed by the Budget Committee from budget requests and justifications submitted by all departments and then forwarded to the Leadership Team for final review and approval. A zero-based budget model is used to create the individual department operating budgets. Personnel costs are carried forward from one year to the next unless changes are warranted and justified by the department. Individual program requests and justifications require demonstration of alignment to core themes, strategic goals, and program outcomes. Through its membership, the Budget Committee represents all campus constituencies including administration, faculty, staff, and students, as well as the primary division units of Academic Affairs, Student Affairs, Fiscal and Plant, and the Dean's Office. Training for budget development is provided on a regular basis and documentation on the guidelines and processes for financial planning and budget development are made available to all budget managers each year well in advance of the request submission deadline.

http://www.umhelena.edu/campus_facilities/committees/budget/default.aspx
https://connect.umhelena.edu/businessservices/budgets/default.aspx (Log in required)

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

As a higher education unit governed by the Montana Board of Regents of Higher Education and the State of Montana, all of Helena College's financial activities are subject to the policies and procedures established by the State Accounting Division. Helena College follows the fiscal policies and procedures established by the State of Montana as augmented by the Montana University System. These policies and procedures require the application of generally accepted accounting principles including a system of internal controls. The MUS uses Ellucian/Banner as the record management system for financial data. The State of Montana uses a People Soft data management system for its financial data. By State Law, the MUS is required to transfer accounting data from Banner to People Soft and ensure that the two systems are in balance. This requirement is in place in part to facilitate the completion of the consolidated financial statements for the State of Montana and in part to facilitate the gathering of data for budget creation and evaluation.

http://accounting.mt.gov/forms/chapters/default.mcpx
http://www.mus.edu/borpol/bor900/bor900.asp
http://www.umt.edu/policies/Financial%20Affairs/default.php

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Helena College has a master plan in place for the long-range development of the campus. The plan is reviewed over time to reflect changes in the College's mission and core themes. The funding for the majority of Helena College's physical facility expansion and remodeling comes from legislatively appropriated funds. The College's master plan, mission statement, and core themes are used in presenting and supporting our requests before the Legislature. All legislative requests for funding of building projects are required by the BOR and the Legislature to have projected costs of operation and the anticipated source of funding for those costs.

Long-term debt for the University of Montana affiliated campuses is managed by the Debt Management Committee. The committee meets annually to review the status of all long-term debt. For many years, the committee has required supplemental payments from the four campuses of the UM Affiliation to develop a pool of money to cover a potential shortfall in debt service funds. As a result of the actions of the committee, the debt service fund is currently on track to cover all required payments and potentially return funds to the individual units. The committee also ensures that the overall debt load of the affiliated campuses does not exceed its total authority.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Helena College has two auxiliary enterprises: a bookstore and a food service. The proceeds from the operation of both functions are pledged to the repayment of the College's bond indebtedness. As such, none of the proceeds from these operations are used for general operations. The bookstore has a history of providing a return on investment over many years of operation. The food service has a consistent history of loss with operations exceeding revenue. In the summer of 2015, the bookstore opened a satellite outlet at the Airport campus to better serve the needs of that portion of the student population. In the summer of 2016, the bookstore and food services areas underwent a remodel on the Donaldson campus. The purpose of the remodel was to combine the operations into a single area which facilitated the sharing of employees in the areas of cashiering and food preparation. It is too early yet to determine what the savings will be from these changes but the effects will be evaluated over time.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The State of Montana has an audit division that is part of the Legislative branch of government. The Legislative Audit Division audits Helena College as part of the biennial audit of all the University of Montana affiliated campuses. The audits are prepared in accordance with the generally accepted audit standards and the governmental audit standards. The audit report, management letters, and findings are submitted to the College, the BOR, and the Legislative Audit Committee. The report is reviewed by the

Legislative Audit Committee at a public meeting. The affiliated units of the University of Montana provide their responses to the findings to the Audit Committee and answer questions they may have.

http://www.leg.mt.gov/css/publications/audit/audit_reports_AgencyAlpha.asp (search "University System')

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Helena College worked with local community leaders to create the Helena College Foundation in 2014. The Foundation is a separate corporation registered in the State of Montana and recognized as a 501(c)3

by the Internal Revenue Service. The College and the foundation have a written memo of understanding that defines the relationship between the two entities.

http://helenacollegefoundation.org/
Helena College Foundation Documents (Log in required)

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Helena College provides and maintains facilities that well support its mission ensuring quality learning and working environments for its community of students, employees, and visitors that are adequate, accessible, safe, and secure. College facilities are situated at two locations within the city of Helena. The Donaldson Campus provides 89,256 square feet for administrative offices, primary student support services, the library, retail services, as well as instructional space for general education/transfer and technical programs. The Airport Campus provides 88,801 square feet of instructional space for trades programs, as well as administrative offices and limited student support services. Section 600 of the Helena College Policy and Procedures Manual provides several policies which govern the operation of the College's physical plant.

Between 2006 and 2011, both campuses underwent several major expansions and renovations representing an investment of $10.5 million by the College and the state of Montana. These improvements, including major architectural and mechanical upgrades and a total expansion of approximately 42,000 square feet, have significantly increased the quantity and quality of instructional and support facilities available to students, faculty, and staff. Additionally, these renovations have provided a renewed sense of pride in the institution; greater capacity for growth in enrollment, program offerings, and support services; as well as new opportunities for engaging the Helena community. To adequately maintain this growth in facilities, the College has expanded the personnel responsible for the physical plant to include a professionally contracted Director of Facilities and 6.5 classified staff positions for custodial and maintenance duties. Providing access to our physical facilities and resources is recognized as an important aspect of Helena College's mission and core themes. The College has met the recommendations resulting from an audit of all campus facilities by the U.S. Department of Education Office of Civil Rights in June 2009. Consequently, nearly

all existing, renovated, and added facilities currently meet or exceed requirements set forth by the Americans with Disabilities Act and Amendments Act of 1990 (ADAAA).

Security policies and procedures are maintained and administrated by the Assistant Dean of Fiscal and Plant, the Assistant Dean of Student Affairs, the Director of Facilities, and the Safety Committee in accordance with federal, state, and local laws, as well as Montana Board of Regents of Higher Education policy. Due to the small size of the College and surrounding community, as well as the lack of residential housing, Helena College does not maintain law enforcement or security personnel. When necessary, security and protective services are provided by the Helena Police Department. In 2012, the Safety Committee comprehensively reviewed and revised Helena College Policy 100.2 which includes the Emergency Action Plan and Emergency Protocol Policy. The revisions were approved by the College Leadership Team, and the plan and policy are made available to the campus community via the college website. Reference cards with succinct instructions on how to respond to various crises situations, as well as fire evacuation plans are located in all classrooms. All administrative and instructional spaces are equipped with Voice over Internet Protocol (VoIP) telephones that can be used for emergency voice and text communications. Both campus buildings have central alarm systems that are activated outside of published operating hours, are monitored by a third party, and notify campus maintenance personnel and first response agencies in Helena. General safety inspections are conducted at a departmental level once during each semester and are reviewed at length each year by the Safety Committee, and fire drills coordinated by the Facilities Director and the Safety Committee are held at each campus at least once a year. Fire extinguishers, eye wash stations, showers, first-aid kits, automated external defibrillators, and other safety equipment items are regularly inspected.

Based on current enrollment trends and course scheduling demands, Helena College facilities at both campus locations are sufficient in quantity for present instructional needs. Instructional facilities are assigned based on specific course requirements including pedagogy, necessary physical and technological resources, and enrollment capacity. Seating arrangements in classrooms are configured to allow 25 square feet/person to ensure ample space and a comfortable learning environment. Space for administrative offices and support services on the Donaldson Campus is approaching maximum capacity. Future expansion of staffing, programs, or services would require development of new facilities and/or other College-owned property adjacent to the Donaldson Campus. Recent expansions, renovations, improvements to climate control equipment, and regular upgrades of instructional technology all provide for high quality learning, support services, and working environments across both campus locations.

http://www.mus.edu/borpol/bor1000/bor1000.asp
http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/campus_facilities/accessibility.aspx
http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/100.2_Policy_Helena_College.pdf
http://www.umhelena.edu/campus_facilities/committees/facilitiessafety/default.aspx

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Helena College uses a Chemical Hygiene Plan (CHP) to manage the use, storage, and disposal of hazardous or toxic materials. The CHP is readily available to all employees who work in labs or shops where such materials are used and can also be obtained from the Assistant Dean of Fiscal & Plant. The plan inventories all chemicals on hand and details proper procedures for storage and disposal. All departments at Helena College are required to regularly maintain appropriate Material Safety Data Sheets (MSDS) and keep those

readily available for reference on all hazardous materials. Helena College Policy 600.2 Hazard Communication Program ensures the College's compliance with the Occupational Safety and Health Administration's (OSHA) disclosure requirements per 29 CFT 1910.1200 that all employees are aware of the types of hazardous materials present on both campuses, are trained in the safe handling of those materials, and are informed on how to address any hazardous material emergency that may arise.

The Facilities Department implemented an O3 system for cleaning materials which has proven to be effective for undemanding cleaning tasks; however, the need still exists for stronger cleaning solutions in some cases. Helena College is working with our venders to locate environmentally friendly products to use for the more difficult cleaning and disinfecting situations.

http://www.umhelena.edu/campus_facilities/policiesprocedures/docs/CurrentPolicies/600.2%20Policy%20Helena%20College.pdf

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Helena College's Master Plan was created in 2002 to support a funding request to the state legislature. The original plan included an in-depth review of facility needs to support short and long term goals and was developed with input from faculty, staff, and community members. As detailed elsewhere, the College has received significant allocations for facilities expansion and renovation since the inception of the original plan. Consequently, many of the original needs have been satisfied while other more immediate needs have since been identified. The original master plan was reviewed by Helena College leadership and various campus constituencies during fiscal years 2014 and 2015. As a result, an addendum to the plan was created and added to the original document. A full rework of the master plan is scheduled for fiscal year 2020. The new plan will appropriately reflect the College's mission, core themes, and long range educational and financial objectives and will include plans for the acquisition of additional space to address future growth. Future facility needs are also addressed in proposals the College regularly submits to the Office of the Commissioner of Higher Education, subject to Montana Board of Regents of Higher Education Policy 1003.7, and the state legislature through the Long Range Building Program (LRBP).

http://www.mus.edu/borpol/bor1000/1003-7.pdf
Helena College Master Plan Documents (Log in required)

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The acquisition, maintenance, and replacement of instructional, administrative, support services, and plant equipment is governed by the annual program budget request process which requires demonstration of alignment with the College's mission, core themes, strategic objectives, and identified program outcomes. The College holds maintenance contracts for a variety of plant, instructional, and administrative equipment. In some cases, routine equipment maintenance and repair is integrated within the program curriculum, particularly for the trades programs delivered at the Airport Campus.

As a result of ongoing renovation projects, Helena College has added, updated, and installed many new energy efficient boilers, roof-top units, air handling units, and exhaust fans. All plant mechanical equipment requires and receives routine maintenance. The Director of Facilities has implemented a "Maintenance Assist" software program that tracks routine maintenance requirements for all mechanical equipment. Once

the work is completed, it is logged and detailed for future reference. This process ensures all equipment is on a regularly scheduled maintenance program and satisfies the manufacturer's specifications.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Helena College, through its Information Technology department, provides technology systems, infrastructure, and technical support that are adequate and appropriate for instructional delivery, operations, and student support services. The IT department's mission is to provide accessible, secure, and dependable information technology services responsible to the needs of the students, faculty, and staff of Helena College to support the life-long educational goals of learners. The College's IT network system is segmented which increases efficiency and security by separating various user groups. In addition to wired network access located in faculty and staff offices and at 8 computer labs and kiosks, high bandwidth wireless connectivity is also available for the students, faculty, and staff in all areas on both the Donaldson and Airport campuses. In 2012, the College implemented a Central Authentication Service (CAS) which allows students, faculty, and staff to access a variety of electronic resources through a single sign-on to the college network.

The IT department provides access and technical support to the campus community through expanded staffing and extended hours of operation during the academic year, as well as email and live chat. Helena College has adopted Read Write Gold and Zoom Text to assist students with access to electronic-based materials. Documents posted to the website must meet specific requirements to ensure they are accessible to all students. Helena College is currently working to get captioning on all videos used by the college. Helena College Leadership is working to identify space for the creation of a one button recording studio that would include light board technology. Helena College has committed funding in the FY17 budget to hire a person to facilitate the development of online education courses.

Guidelines for acceptable use of electronic resources are made available to the campus community on the college website, in the student handbook, and in the academic catalog. The Director of IT Services is currently working with the Leadership Team in drafting a comprehensive set of institutional policies and procedures to address acceptable use, IT security, and website standards for approval and implementation before the conclusion of the 2013-14 academic year.

Full and hybrid online instruction at Helena College is delivered through Moodle, a Learning Management System that is managed by the Director of Online Education with support from the IT department. The mission of the Office of Online Learning is to facilitate, support, and promote excellence in teaching and learning through the online environment. Currently, the College offers more than 100 online and hybrid courses during the regular academic year with a quarter to a third of all students enrolling in at least one online course each semester.

http://www.umhelena.edu/it/default.aspx
http://www.umhelena.edu/online/default.aspx
http://www.umhelena.edu/it/computerlab.aspx

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The Helena College IT and Online Learning departments are primarily responsible for providing instruction and support to faculty, staff, students, and administrators in the use of technology to support operations and instruction. Face-to-face instruction is made available on a varying schedule to allow maximum opportunities for participation. Following a couple of years without a dedicated Director of Online Learning, Helena College has committed to filling that position during the 2017 fiscal year. Printed resources are also available in the library for faculty and administration on the use of Moodle, the College's online learning management system, as well as third-party resources such as Joule training videos, which are accessible via links embedded within Moodle.

Students receive instruction on technology and web-based support services and tools including course registration, financial aid, tuition and fee payment, email, Starfish, and Moodle through initial advising sessions and new student orientations that are mandatory and held prior to the beginning of each semester. Adjunct faculty members are also provided training on campus and instructional technology at orientation sessions scheduled each semester during the regular academic year.

Ongoing consideration is being given to dedicating an open block of time campus-wide or at the departmental level to provide the faculty and staff availability to better opportunities for more consistent training on technology tools and resources.

http://www.umhelena.edu/it/default.aspx
http://www.umhelena.edu/online/default.aspx

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The Helena College Information Technology department with assistance from the Information Technology Committee is responsible for planning technology infrastructure. The mission of the IT Committee, a standing institutional committee with staff and faculty members, is to align planning and resources allocation for classroom technology with the mission and strategic goals of the College.
The committee is in the process of designing and administrating surveys for students, faculty, and staff members to solicit widespread input on IT services, infrastructure, and technology needs. Subcommittees have been assigned for governance and operation of the College website, as well as development of an Intranet site to streamline the College's workflow and enhance communication and collaboration. Input and evaluation of technological services and support are also provided from the results of recurring institutional surveys including the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE), as well as recent special focus surveys that have targeted online education, library services, and adult learners.

http://www.umhelena.edu/campus_facilities/committees/it/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/institutional_surveys.aspx

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Technology equipment in all student computer labs, as well as that provided to faculty and staff for their workstations, is replaced on a three-year rotation schedule with software updates occurring on a continual

basis as new versions are made available. Campus network bandwidth is monitored and upgraded as necessary to support user volume. The IT department has increased the College's network bandwidth to 10 Gigabits to support increasing levels of demand at the Donaldson campus. The College is working with the state and local vendors to find a cost-effective method of getting similar bandwidth service to the Airport campus. Classroom technology, primarily projection and audio equipment, and network servers are added and updated on an as-needed basis.

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CHAPTER THREE: PLANNING AND IMPLEMENTATION

Standard 3.A: Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Helena College is committed to a comprehensive approach to strategic planning that reflects the needs of the entire college community for the foreseeable future. The strategic plan is predicated upon the College's commitment to continuous improvement in fulfillment of its mission.

In 2011, the College Council led a campus-wide effort to develop strategic goals, objectives, and related strategies reflecting the College's vision for the future. This process resulted in the 2012-2022 Strategic Plan, with the identification of 6 Strategic Goals and between 3 and 5 Objectives for each goal. Clear links have been made between and among these Strategic Goals and the College's Core Theme Indicators.

The Strategic Plan is a living document that is designed to be modified to reflect the changing realities of the College and its community, based upon new information or changing circumstances. The plan has already been modified once in 2014, approximately two years after its initial adoption. Data and information that warrant potential revision of the strategic plan include, but are not limited, to the following: College data about performance and demographic trends, economic and labor market analysis by the Montana Department of Labor and Industry, input from official Advisory Councils, as well as the insights provided by the leaders and other employees of Helena College. Because of the long-range nature of strategic planning, modification of the plan will occur infrequently, and will be carefully vetted by the institution, but the plan itself is designed to serve as a guide to the future, not a preconceived notion of what must occur.

In the fall of 2014, a strategic plan implementation progress report was shared with the entire college community, and a mid-cycle outcomes report is scheduled for fall 2017. These reports track the College's progress towards full actualization of the vision established in the strategic plan and provide information to the college community to aid in day-to-day operational decision-making appropriate to each individual's authority and responsibility.

Each year during the budget development cycle, a representative group of employees from each employment category and representing a wide array of departments from across the institution comes together to form the Budget Committee. Previous budgets and expenditures are reviewed by this representative group, the prior year's outcomes are evaluated, and the Budget Committee forwards its budgetary recommendations to the Senior Leadership team for final evaluation and decision-making. Each department within the College that receives a budget allocation is required to submit annual assessment plans, as well as mid-year updates and year-end reports. These documents are reviewed routinely by supervisors and other senior leaders, and actions are taken on the basis of the findings of those reviews.

In accordance with the Board of Regents of the Montana University System, program review is to occur on a regular basis, not to exceed seven years, with reports submitted by the College to the Board of Regents for their review and approval. This program review cycle enacted by Helena College occurs on a 5-year schedule and involves a careful analysis of performance and other data over the previous 5-year period. The question answered by this review is whether the College has determined to continue or to discontinue

the program, and under what conditions. A mid-cycle progress report, which is designed to occur approximately 2.5 years after each full program review, was recently implemented in response to findings that a high-level review would facilitate and promote continuous improvement, as well as help to ensure that the necessary resources were being committed to the goals set forth in the program review. These mid-cycle progress reports, as well as the 5-year program reviews, are shared with the Strategic Planning and Accreditation Committee for analysis and feedback.

http://www.umhelena.edu/abouthc/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/default.aspx (See left navigation bar)
https://connect.umhelena.edu/institutional-research/SitePages/Home.aspx (Log-in required)
http://mus.edu/che/arsa/ProgramReview/ProgramReview.asp

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The Strategic Plan was developed with the guidance of a professional Strategic Planning consultant who kicked-off the college-wide conversation by facilitating a day-long "Day of Planning" on May 9, 2011. The consultant led the college employees in exercises to prioritize values and to distill, align, and formulate themes that eventually became the six Strategic Goals. Thereafter and for a period of months, each Strategic Goal became the responsibility of a dedicated subcommittee that led the identification of appropriate objectives, indicators, etc. for that Strategic Goal. The chair of each subcommittee reported the work of each group to the College Council (the SPA—Strategic Planning and Assessment—committee was formed later) for discussion and recommendations to the College's Senior Leadership team. Following this robust development and review process, Senior Leadership voted to adopt the plan on June 5, 2012. The inclusivity of the development process was initially a bit of a challenge, as it resulted in some overlap and duplication of strategies and indicators; however, that duplication served to confirm the importance of certain key elements to the strategic plan. When topics arose in multiple contexts, that fact reinforced the importance of the topic to the college, and the final version of the strategic plan reflected those priorities.

As described in Section 3.A.1, the operational planning process rolls-up from a very ground-level program review and goal-setting process, up to mid-cycle review by the SPA committee (to monitor for resource reallocation or related needs). The Budget Committee also reviews budgets for financial resource allocation needs and makes recommendations to the Senior Leadership team for final decisions. The process relies upon those most directly acquainted with running the various programs (faculty in instructional areas, staff, and mid-level managers of non-instructional areas, etc.) thus ensuring that the situation "on the ground" is reflected in planning discussions. Keeping planning grounded in the reality of the situation is key to keeping the activity of the college in alignment with its overall strategic plan.

Subsequent review of the plan by the SPA and Budget Committees, both of which are very broadly representative of the college stakeholders, ensures that many perspectives are brought to bear upon the plan. Finally, senior leadership assumes the broadest institutional perspective in making decisions and allocating resources.

This entire "institutional planning" system falls under the guidelines established by the Strategic Plan and the Core Themes, which exercise influence and control over the activities of the College in pursuit of serving its mission. Tracking the progress of planning in the general sense involves closely monitoring the Core Themes indicators, the strategic plan indicators, and other salient data as they become available.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The College routinely collects and systematically analyzes data from a number of sources with direct bearing upon the College's operations and mission fulfillment. This analysis occurs in myriad venues, including the SPA committee, the Budget committee, each of the subcommittees of the Recruitment, Retention, and Completion Committee, as well as in department meetings, and in meetings of the Senior Leadership team. Taken as one recent example, detailed data reports were prepared in the spring 2016 semester for each of the functional areas within the General Education division—AA/AS, Math and Science, Computer Technology, Office Technology, Business and Accounting, Interior Space Planning and Design, etc. The chairs of each subcommittee of the Recruitment, Retention, and Completion committee, along with the College's Director of Institutional Research, the Division Chair, the Academic Dean, and all full-time faculty met to do a thorough review of these programmatic data. Conclusions were reached and shared in a special meeting of the Senior Leadership team. Similarly, semester dashboard reports are regularly shared with SPA and Senior Leadership, tracking such data points as retention and completion rates by population segment and program, eLearning versus face-to-face success rates, etc. Insights gained from this review of data are incorporated into operational and strategic decision-making, one notable example being the recent decision to hire a Director of eLearning. Data showed that eLearning retention and completion rates lagged somewhat behind comparable face-to-face courses and programs. This operational insight aligned with the strategic decision to increase our online presence and to enhance existing quality-control mechanisms relating to eLearning. This position was created and has been advertised, although it has yet to be filled as of this writing.

Regarding Core Themes Objectives and their measurement, the Director of Institutional Research has led on-going discussions with the SPA committee and with the Senior Leadership team to refine and then to calibrate the data being collected. Certain of the initially-identified indicators and/or metrics were deemed to be unnecessary, prohibitively challenging to collect relative to the advantage to be realized, or otherwise in need of modification, but the majority of indicators/metrics initially identified have been retained throughout the current 7-year accreditation cycle.

The resulting list of data to be collected encompasses a total of 9 Core Theme Objectives, with a total of 26 indicators and 38 metrics. (See Standard 3.B.3 for details relating to the metrics, as well as Standard 1.A.2 for the formula for determining mission fulfillment.) With few exceptions, these data points are being collected and analyzed in service of the institution's commitment to continuous improvement. The few data points that are not currently being collected (such as employer satisfaction surveys and collaborations with community stakeholders) involve the development of significantly complex processes to engage external stakeholders, beyond the numerous ways those stakeholders are already engaging with the institution. Those survey projects are under way and in various degrees of completion at present and are intended to complement the existing Advisory Councils for each program that meet semi-annually. Only the most engaged of community partners and employers contribute to the Advisory Councils, but we are intent on expanding the reach of our network to include input from stakeholders across the spectrum, such as those small employers who infrequently seek to hire our graduates, but whose expertise in their field is valuable, and whose needs for qualified employees we nevertheless strive to satisfy.

The alignment of Core Themes and Strategic Planning data is discussed below, in Section 3.B.1.

https://connect.umhelena.edu/institutional-research/Documents/Forms/AllItems.aspx (Log-in required)

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The College's strategic plan provides the framework for routine environmental scanning leading to effective resource allocation. As a two-year college, our mission requires responsiveness to the needs of our community, broadly construed. For instance, the state of Montana has historically struggled to meet the need for educational programs to train Fire and Rescue personnel. Changes at the state-operated Fire Safety Training School (FSTS) in Bozeman has left unmet need around the state, so in response to input from the community and from fire services leaders across the state, Helena College sought and was granted accreditation by the International Fire Service Accreditation Congress (IFSAC)—a prestigious and exclusive accrediting body that has given the Helena College Fire and Rescue program the industry recognized credential and authority to expand its operations into previously under-served domains. Graduates of our program are now eligible to be hired internationally on the strength of the IFSAC credential. A consequence of the strategic decision to seek IFSAC accreditation is another strategic decision to convert a faculty position into a Director's position to oversee the increasingly complex Fire and Rescue program.

Another example of data-based decision-making in alignment with our strategic plan and our core themes comes from the financial aid department. Helena College Strategic Objective 1.2.2 focuses on maintaining or improving student loan default rates. For AY 2014/15, the college's official default rate was 15.3%. This rate was above the 15% target, so significant effort was put into improving student financial literacy, including hiring a grant-funded financial literacy coordinator; presenting workshops for students; training faculty and staff advisors to handle financial questions both in classes and in advising sessions; and, including a section on financial literacy in all student orientation sessions. The result of these efforts was a decrease in default rates for AY 2015/16, during which the official default rate fell to 12.3%--a decline of 3% in a single year. It is noteworthy that this emphasis on financial literacy also aligns with Core Theme 1, Objective 1, Indicator 2 "Availability and utilization of financial support for students with an emphasis on grants and scholarships."

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Helena College's emergency preparedness and contingency plan is coordinated by the Assistant Dean of Fiscal and Plant. The plan exists as policy 100.2 and is posted to the College's website.

The plan guides the work of the Safety Committee, which is a standing institutional committee chaired by the Director of Facilities and includes members from every area and employment classification on campus. The plan was most recently revised during the fall 2016 semester, with an emphasis on updating the roles of key personnel, and enhancing the continuity and recovery of operations aspect of the plan.

http://www.umhelena.edu/campus_facilities/policiesprocedures/default.aspx
http://www.umhelena.edu/campus_facilities/committees/facilitiessafety/default.aspx

Executive Summary of Eligibility Requirements 22 and 23

22. Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

The learning outcomes for each program are published in the college catalog, which is posted on the web and which receives minor updates monthly, and major reviews/updates annually. Helena College engages in regular, ongoing, and systematic assessment of student achievement of learning outcomes, using a distributed model of assessment, with faculty playing the leading role in those efforts. Assessment of the institutional competencies is ongoing and cyclical and is a natural outgrowth of program-level assessment.

http://umhelena.edu/catalog/default.aspx

23. Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Helena College has a robust and overlapping approach to planning, assessing, continuous improvement, and communication with appropriate constituencies. From a college-wide committee structure that is designed to engage a wide range of employees and other stakeholders, to external Advisory Councils whose members are drawn from the community (including potential employers of our graduates), environmental scanning, evaluation of activity, and continuous improvement are woven into the fabric of Helena College. In addition to regular, scheduled, and cyclical assessment processes, there is a culture at the College that supports ad hoc groups convening as needed to review data of all types whenever it becomes available. A number of improvements, refinements, and other changes have been made recently, with both operational and strategic significance, including increasing staffing in certain key areas (e.g., eLearning and Fire & Rescue), among many others.

Standard 3.B: Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Care was taken to align Strategic Goals and indicators with Core Themes and indicators. Combined, there are 91 strategic goal objective strategies and core theme indicators of achievement, with 32 strategies that are unique, 2 indicators that are unique, and a majority of 57 strategies/indicators that overlap. The strategic goal objective strategies tend to be prospective—looking towards a potential future end state; while the core theme objective indicators are more retrospective—looking at how we have performed in the past, and

whether we have fulfilled our mission. There are a total of 40 metrics associated with the Strategic Goals and Core Themes, about half of which are shared or aligned between the two. As a practical matter, the differentiation between the strategies, indicators, and metrics is less important than the fact that collectively they paint a comprehensive picture of the strategic and operational direction of the institution. This remains an area in which refinement will occur during the next planned review/update of the Core Themes, which is set to occur following the completion of the current 7-year accreditation cycle. It is likely that the Core Themes will be refined to mission-critical Key Performance Indicators, which will be wholly embedded within the strategic plan and supplemented by longer-range strategic goals. As it stands, the current polyvalent approach to planning adds depth to the institution's situational awareness and overall enhances the robustness of its planning activity.

http://www.umhelena.edu/abouthc/institutional_research/default.aspx (See left navigation bar)

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Each year, every program and formal committee within the college is responsible for completing an annual assessment plan. This planning process prompts reflection upon the alignment of core themes, strategic goals, and a particular area's goals/work-plan for the year. Program faculty and managers submit the goals, which are then reviewed and approved by senior-level administrators. Mid-way through the year, an update is provided by the manager of the area to track performance on spending and progress towards area goals. At the end of the year, a summative report is prepared, links between spending and accomplishments are analyzed, and the final analysis is once again reviewed and approved by senior management. These reports are then shared with the college-wide Budget committee to assist in the budget development process for the subsequent year.

Furthermore, the Montana University System's Board of Regents requires periodic program reviews by major functional areas (instructional degree-granting programs, as well as other major college departments such as Human Resources, the office of Admissions, the Disability Services office, etc.). Such program reviews occur every five years, with a report template completed and submitted for Board of Regents review and approval. Approximately mid-way through the five-year cycle, each area is required to submit a mid-cycle progress report. The mid-cycle progress reports are high-level snapshots of what is working well, what additional resources (if any) are required to achieve the goals established in the initial review, and so forth. These reports are prepared by those managers with direct administrative authority and responsibility for the department in question, and thus reflect the reality of the needs of the program at that point in time. Mid-cycle reports are reviewed and approved by individual senior management, then forwarded to the SPA committee for review and comment. If the SPA committee determines that resource reallocation is warranted, such recommendations are forwarded to the Budget committee and to the Senior Leadership team.

http://www.umhelena.edu/abouthc/institutional_research/default.aspx
https://connect.umhelena.edu/institutional-research/SitePages/Home.aspx (Log-in required)

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Helena College's Core Themes have remained constant since their initial development, with minor adjustments occurring in the particular metrics, instruments, or targets. The data sources have remained consistent, and analysis occurs on a regular basis. Key elements are regularly communicated to the College employees who need such information, and the report-out mechanism involves presentations at regularly-scheduled Institutional Development Days, at the Convocation event each fall, and during other all-college meetings. A formal written reporting mechanism is being developed.

In aggregate, all Core Themes Objectives and Indicators paint a comprehensive picture of the college and its fulfillment of its mission; however, certain individual indicators are disproportionately important and thus are monitored more closely with an eye towards continuous improvement. Enrollment, retention, and completion numbers are reported in many different venues to varied audiences, almost continually. Supervisors routinely use key indicators to frame employee performance evaluations, and a number of standing institutional committees have monitoring and improving those indicators as their sole/primary responsibility.

CORE THEME 1: PROVIDE ACCESS AND SUPPORT		
Objective 1: To provide appropriate access to lifelong learning opportunities.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Participation in credit-bearing programs and instruction	• Average Annual FTE (AAFTE) • Fall Headcount Enrollment (FHE)	**AAFTE Baseline:** 1,112 **AAFTE Target:** 1,050 **FHE Baseline:** 1,519 **FHE Target:** 1,550
2. K-12 participation and partnerships in credit-bearing programs and instruction	• Average semester headcount in high school dual- credit course • Average semester headcount in high school CTE dual-credit courses	**Semester Headcount Baseline:** 180 **Semester Headcount Target:** 225 **Semester Headcount CTE Baseline:** 32 **Semester Headcount CTE Target:** 32
3. Participation in non-credit/credit continuing and community education programs	• Annual Headcount Enrollment (AHE) in continuing education courses	**AHE Baseline:** 1,284 **Target:** 1,605
Rationale: The *annual average FTE enrollment* ((summer FTE + fall FTE)+(spring FTE)/2) indicates student enrollment patterns in terms of credit load and provides the primary measure by which state funding and resources are currently allocated to the college. The *fall headcount enrollment* measures the unduplicated number of students accessing credit-bearing programs and courses at the college. The *average semester headcount in dual enrollment programs* measures participation rates by high school students. The *average semester headcount in high school CTE dual-credit courses* represents students in potential career pathways aligned between area high schools and the college's technical education programs. The *annual headcount enrollment in continuing education courses and training programs* demonstrates the growth or decline of community participation. Unless noted otherwise baselines for metrics were determined using a 3-year average of academic/fiscal years 2010-2012, and final outcomes represent the most currently available three-year average for each metric.		
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.4.1, 4.3.1, 5.4.3		

Objective 2: To provide high quality support through institutional processes, student services and academic experiences		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Availability and utilization of financial support for students with an emphasis on grants and scholarships	• Percentage of students receiving grants/scholarships • Average annual student loan amount	**Baseline:** 65% **Target:** 67% **Baseline:** $6,428/borrower **Target:** $6,000
2. Persistence towards achievement of educational goals	• Percentage of all entering students who return the next fall semester	**Baseline:** 57% **Target:** 60%
3. Completion of certificate and degree programs	• # of degrees and certificates completed annually • Percentage of entering students that graduate in three years	**Baseline:** 220 **Target:** 231 **Baseline:** 29% **Target:** 30%
4. Student engagement and satisfaction with academic experience and support services	• Institutional performance on Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE)	**Baseline:** Average or above on 5/5 CCSSE benchmarks (2011) **Target:** Average or better on 4/5 benchmarks **Baseline:** Average or above on 2/6 SENSE benchmarks (2010) **Target:** Average or better on 4/6 SENSE benchmarks

Rationale: The *percentage of all students receiving grants/scholarships* indicates the level to which students utilize the financial aid resources made available by the college. The *average annual student loan amount* measures the extent of student borrowing. The *percentage of entering students who return the next fall semester* is a measure of student success and persistence, as well as the quality of the learning environment provided by the college. The *# of degrees and certificates completed annually and the percentage of students graduating within three years of entry* demonstrates student success and timely completion of their educational goals as measured by the completion of certificate and degree programs. The *institutional performance on the CCSSE and SENSE,* nationally benchmarked surveys, shows the level of student engagement in and satisfaction with academic experiences and support services, which are known factors contributing to student success. Unless otherwise noted, baselines for metrics were determined using a 3-year average of academic/fiscal years 2010-2012, and final outcomes represent the most currently available three-year average for each metric.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.1, 1.1.3, 1.2.1, 1.5.1, 1.5.5, 5.2.3

CORE THEME 2: DEMONSTRATE ACADEMIC EXCELLENCE		
Objective 1: To enhance learners' college level skill development.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Successful completion of developmental coursework	• Percentage of students earning a grade of C- or better in developmental courses each academic year	**Baselines:** Annual Pass Rates AY0910-AY1112 Math - 69% Writing - 71% **Targets:** Annual Pass Rates Math – 70% Writing – 75%
2. Successful completion of gateway math and writing courses subsequent to developmental coursework	• Percentage of students earning a grade of C- or better in gateway math and/or writing courses after completing developmental coursework	**Baseline:** Fall 09-10 Cohorts Successfully Completing Gateway Courses Math – 34% Writing – 48% **Target:** Math – 35% Writing – 50%
Rationale: The *percentage of students earning a grade of C- or better in developmental courses each semester* indicates appropriate placement and learning success. The *percentage of students earning a grade of C- or better in gateway math and/or writing courses after completing developmental coursework* demonstrates the adequacy of developmental education in preparing students for success in college-level math and writing. Unless noted otherwise, baselines for metrics were determined using a 3-year average of academic years 2010-2012, and final outcomes represent the most currently available three year average for each metric.		
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.2, 1.5.3		

Objective 2: To facilitate transfer.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. AA/AS transfer degree production	• % of enrolled general education students completing AA/AS transfer degrees annually	**Baseline:** 6% **Target:** 7%
	• # of AA/AS transfer degrees completed annually per 100 FTE	**Baseline:** 5.8 **Target:** 6.0
2. Transfer to four-year institutions	• Percentage of all entering students transferring to four-year institutions within three years	**Baseline:** 15% **Target:** 18%
3. Transfer success	• Percentage of transfer students in good academic standing (2.0 or better GPA) after 1st semester following transfer to 4-year institution	**Baseline:** 80% **Target:** 80%

Rationale: The *percentage of general education students completing AA/AS transfer degrees annually* demonstrates students' potential/preparation for transfer based on successful completion of degrees intended for transfer. The *# of AA/AS transfer degrees completed annually per 100 FTE* represents production of general education transfer degrees relative to overall enrollment. The *percentage of entering students transferring to four-year institutions within three years* indicates the number of students transferring to a four-year institution within a given timeframe regardless of degree completion. The *percentage of transfer students in good academic standing after 1st semester following transfer* shows the effectiveness of the general education program in preparing students for subsequent academic success at the four-year level. Unless otherwise noted, baselines for metrics were determined using a 3-year average of academic years 2010-2012, and final outcomes represent the most currently available three year average for each metric.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.4, 1.3.4, 5.4.2

Objective 3: To prepare the 21st century employee.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Professional license and certification pass rate	• Percentage of students attempting professional licensing exams and certifications that successfully pass	**Baseline:** See below **Target:** 85% or better Nursing baselines: PN: 100% RN: 91% Aviation baselines: General: 100% Airframe: 75% Powerplant: 93%
2. Career and technical education degree production	• % of enrolled career & technical education students completing CAS/AAS degrees annually • # of career & technical degrees completed annually per 100 FTE	**Baseline:** 22% of enrolled CTE students **Target:** 25% **Baseline:** 36.2 **Target:** 38.0
3. In field placement rates	• Percentage of students completing CTE credentials who are employed in their field following graduation (Collected via Graduate Survey & MT Dept. of Labor & Industry)	**Baseline:** 2008-10 Graduate Survey - 74% (24% response rate) 2009-11 MTDOL Data – 76% Target: 75%

Rationale: The *percentage of career & technical education students attempting professional licensing exams and certifications that successfully pass* indicates successful preparation for the specified industry or workplace. The *percentage of enrolled CTE students completing CAS/AAS degrees annually* indicates successful potential/preparation for entering the workforce. The *# of CAS/AAS degrees completed annually per 100 FTE* represents production of CTE degrees relative to overall enrollment. The *percentage of students completing CAS/AAS degrees who are employed in their field following graduation* indicates attainment of knowledge and skills for entry into the workplace. Unless noted otherwise baselines for metrics were determined using a 3-year average of fiscal years 2010-2012.

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.4, 1.3.2, 5.4.2

CORE THEME 3: STRENGTHEN THE COMMUNITY		
Objective 1: To be responsive to regional workforce needs.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Employer satisfaction with graduates and customized trainings for employees	• Percentage of employers indicating graduates are adequately prepared for successful employment in their field	**Baseline:** TBD* **Target:** 70%
	• Percentage of employers indicating satisfaction with customized employee training	**Baseline:** 100% **Target:** 70%
2. Implementation of advisory council recommendations into career and technical education program curriculum	• Specific advisory council recommendations documented, implemented and assessed in annual program planning and internal program reviews	**Baseline:** 50% (AY1112) **Target:** 100%
Rationale: The *percentage of employers indicating graduates are adequately for successful employment in their field and the percentage of employers indicating satisfaction with customized employee training* demonstrate successful educational preparation of students and contribution to the economic development of the community, state, and region. Specific advisory council recommendations documented, implemented, and assessed in annual program planning and five-year program reviews indicates appropriate response to regional workforce needs.		
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 4.2.1, 5.4.1, 5.4.2		

Objective 2: To serve as a facility and cultural resource for the community.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Community use of campus facilities	• # of community events hosted on Helena College campuses per year.	**Baseline:** 55 events, 2,440 attendees **Target:** 58 events/year
2. College entity 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	**Baseline:** 3 events, 500 attendees **Target:** 5 events, 750 attendees
Rationale: The *# of community events hosted on Helena College campuses per year* demonstrates community connection to the college and use of its facilities as community resource. The *# of college sponsored events/activities open to community participation per year* indicates a commitment to providing a welcome and educationally enriching campus environment to our community. Unless noted otherwise baselines for metrics were determined using a 3-year average fiscal years 2010-2012.		
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 4.3.4, 5.1.1		

Objective 3: To meet community needs through learning, volunteer and service collaborations.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Collaborations with community stakeholders	• # of collaborations with community stakeholders *collaborations are identified at the program level and documented in annual program assessment plans*	**Baseline:** TBD* **Target:** TBD*
2. Service to community by faculty, students and staff	• # of service hours to the community (including student internships, service-learning, and staff involvement in community)	**Baseline:** 2,030 **Target:** TBD*
3. Foundation and alumni activities	• # of foundation or alumni sponsored events and activities of benefit to the community	**Baseline:** 1 event, 235 attendees **Target:** TBD*
4. Use of credit and non-credit programs to support community needs	• # of customized trainings provided annually to employers/community organizations	**Baseline:** 5 trainings/year **Target:** 6 trainings/year
	• Alignment with community needs documented in program outcomes and assessed in all annual plans and five-year internal program reviews	**Baseline:** 50% (AY1112) **Target:** 100%
Rationale: The # of collaborations with community stakeholders demonstrates the college's connections to the community. The # of service hours to the community demonstrates service provided by the college. The # of foundation or alumni sponsored events and activities of benefit to the community measures other potential avenues for providing community outreach and service. The # of customized trainings provided annually to employers/community organizations and alignment with community needs documented in program outcomes and assessed in all annual plans and five-year internal program reviews demonstrate support for community needs though the college's academic and continuing education programs. Unless noted otherwise baselines for metrics were determined using a 3-year average of fiscal years 2010-2012.		
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 4.1.1, 4.3.2, 5.1.3, 5.3.2		

Objective 4: To develop and strengthen employee knowledge, skills and engagement.		
Indicators of Achievement	**Metric(s)**	**Target(s)**
1. Faculty and staff participation in professional development activities	• Percentage of faculty and staff completing professional development activities/year *To be documented as approved professional development requests, and activities included in annual performance evaluation for staff and the faculty evaluation process*	**Baseline:** Approved PD requests Staff – 52% Faculty – 39% Total-45% Target: 33%
	• # of college sponsored professional development activities/opportunities offered each year	**Baseline:** 3 **Target:** 10
2. Retention of college employees	• Annual retention rate of full-time employees	**Baseline:** 88% **Target:** 90%
3. Employee engagement and satisfaction with campus community and working environment	• Percentage of employees surveyed indicating overall engagement/satisfaction	**Baseline:** 83% (FY15 NL CESS) **Target:** TBD*
Rationale: The *percentage of faculty and staff completing professional development activities each year and the # of college sponsored professional development activities/opportunities offered each year* demonstrate the level at which employees participate in ongoing professional development through the professional development fund and the number of opportunities the college provides on campus for all employees. The *annual retention rate of full-time employees* indicates the degree to which the college successfully provides a high-quality working environment and competitive compensation and benefits. The *percentage of employees surveyed indicating overall engagement and satisfaction* shows employee investment in their work and the mission and goals of the college and their perceptions the work environment provided by the college. Unless noted otherwise baselines for metrics were determined using a 3-year average of fiscal years 2010-2012.		
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 3.1.4, 3.2.4, 4.2.2, 5.2.3, 6.3.1		

CHAPTER FOUR: EFFECTIVENESS AND IMPROVEMENT

Standard 4.A: Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

As described in some detail in Chapter Three, Helena College engages in ongoing, systematic collection and analysis of meaningful, assessable, and verifiable quantitative and qualitative data. This reliance on data to inform planning and decision-making at both the strategic and the operational levels is evident in the processes and protocols established across the institution.

In addition to the previously-described Annual Assessment Plans, Program Reviews, state-wide reports on Performance-Based Funding and graduate employment data, along with myriad other reports, Helena College regularly collects student survey data from the CCSSE, the SENSE, and from the Noel-Levitz College Employee Satisfaction Survey (CESS). Each of these sources of information, and the conclusions that are drawn from the data collected, bears directly on one or more Core Themes indicators. Decisions made on the basis of available information help the College to perform at the highest possible level with regard to its Core Themes.

Assessment of Core Theme Objectives

Core Theme One: Access and Success

Objective 1: To provide appropriate access to lifelong learning opportunities
The College's success in providing access to the communities we serve is measured in three areas: participation in credit bearing programs, participation in credit bearing high-school dual credit courses, and participation in non-credit and credit bearing continuing education programs and courses. Enrollment data for the metrics in each area is regularly queried from the College's student information system, the Montana University System Student Data Warehouse, and course enrollment records maintained by the Continuing Education program. Targets for each metric are determined using baseline data and monitored by the Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon on a semester by semester and/or annual basis by the leadership team, academic and student affairs administrators, faculty, the SPA committee, the College Council, and the Recruitment, Retention, and Completion Committee (RRC). Average annual full-time equivalent (AAFTE) enrollment data is also used by the Montana University System to determine the college's based funding and the available performance based funding (MUS PBF) allocation. Annual high School dual-credit enrollment is utilized also used a two-year campus metric for MUS PBF.

Objective 2: To provide high quality support through institutional processes, student services and academic experiences
The quality of the College's support for students through institutional processes, student services and academic experiences is measured in four areas: awarding of financial aid with an emphasis on grants and scholarships, student retention from fall to fall, annual completion of credentials and cohort graduation rates (150%), and regular participation in the CCSSE and SENSE, nationally-normed

surveys on student engagement and satisfaction. Data for financial aid, retention, completion and cohort graduation rates is collected from the student information system and reported on an annual basis. The College participates in the CCSSE and SENSE on a rotating schedule every three years. Targets for each metric are determined using baseline data and monitored by the Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon annually by the leadership team, academic and student affairs administrators, faculty, the SPA committee and the Recruitment, Retention, and Completion Committee (RRC). Fall-to-fall retention and annual degree completions are metrics used for performance based funding.

Core Theme Two: Demonstrate Academic Excellence

Objective 1: To enhance learners' college level skill development
Effective college level skill development is measured in two areas focusing on developmental education coursework: successful completion of developmental math and writing courses, and successful completion of gateway college-level math and writing classes subsequent to developmental coursework. Course pass rate data for developmental and gateway math and writing classes is collected from the student information system and reported for each semester including the summer term. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon each semester by the leadership team, academic administrators and faculty. Successful completion of gateway courses by developmental education students is a metric used for performance based funding.

Objective 2: To facilitate transfer
The effectiveness of the College's general education/transfer program is measured in three areas: annual production of Associate of Arts/Science degrees, cohort transfer rates (150%) to four-year institutions, and the subsequent academic success of transfer students defined by academic standing and grade point average upon completion of their first semester following transfer. Data on AA/AS degree production and cohort transfer rates is collected and reported annually from the student information system. Data on the academic performance of transfer students is obtained annually from the Office of the Commissioner of Higher Education. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon annually by the leadership team, academic administrators, faculty, and the Recruitment, Retention, and Completion Committee.

Objective 3: To prepare the 21st century employee
The effectiveness of the College's career and technical education (CTE) or workforce development programs is measured in three areas: student pass rates on professional certification and licensing exams related to programs of study offered by the college, the annual production of CTE degrees and certificates (Associate of Applied Science, Certificate of Applied Science, Certificate of Technical Studies, Advanced Certificates, Professional Certificates), and employment placement rates within fields related to programs of study following graduation. Data on pass rates for professional licenses and certifications is obtained annually either from faculty or directly from the agencies responsible for administrating the licensing or certification exams. CTE degree production data is collected and reported from the student information system. In field placement is obtained from either graduate surveys and/or data provided by the Montana Department of Labor and Industry (MTDOLI) based on unemployment insurance (UI) payroll records. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information

is reviewed and acted upon annually by the leadership team, academic administrators, faculty, and the Recruitment, Retention, and Completion Committee.

Core Theme Three: Strengthen the Community

Objective 1: To be responsive to regional workforce needs

Responsiveness to regional workforce needs is measured in two areas: the level of employer satisfaction with graduates and customized trainings offered contractually by the Continuing Education program, as indicated by ongoing surveys administrated by program faculty and CE staff, as well as implementation of advisory council recommendations by CTE programs documented in internal program reviews. Survey data on employer satisfaction with graduates and customized trainings has been sporadically gathered in an inconsistent manner. Recently secured access to and training on Qualtrics, a robust online survey design tool, and the implementation of a standard template for employer satisfaction surveys during the 2016-2017 year aims to remedy the relative lack of data for this indicator. Documentation on advisory council activities, recommendations and resulting changes is documented in the internal program review process that all academic programs must complete every five years on staggered rotating schedule. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon annually by academic administrators, faculty, and continuing education staff subject to the program review schedule and the securing of contracts for customized training.

Objective 2: To serve as a facility and cultural resource for the community

Service to the community as a facility and cultural resource is measured in two areas: the number of community events hosted on the campus each year and the number of college sponsored events or activities open to community participation each year. Data on facility use is obtained at the end of each fiscal year from staff responsible for scheduling external conferences and meetings. Data on college sponsored events and activities is collected each academic year from the administration and student affairs staff. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon annually by the leadership team and continuing education staff responsible for scheduling conferences and meetings.

Objective 3: To meet community needs through learning, volunteer and service collaborations

The extent to which the college meets community needs through learning, volunteer, and service collaboration is measured in four areas: the number of collaborations with community stakeholders, service to the community by faculty, staff, and students measured in hours per semester, foundation and alumni activities, and the use of credit and non-credit programs to support community needs. Data on the number of collaborations with community stakeholders is reported annually in program assessment plans starting in academic year 2015-2016. Service hour data performed by faculty, staff, and students is collected via an email survey each semester. Foundation and alumni activities are reported annually by the Institutional Advancement Committee chair. The use of credit and non-credit programs to support community needs is documented by the number of customized trainings offered to employers and community organizations each fiscal year and then documented by academic program as part of the ongoing program review cycle. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon annually by the leadership team, academic and student affairs administrators, faculty and continuing education staff.

Objective 4: To develop and strengthen employee knowledge, skills and engagement
Efforts to develop and strengthen employee knowledge, skills, and engagement are measured in three areas: faculty and staff participation in professional development activities, the retention of college employees, and employee engagement and satisfaction with the community and working environment on campus. Data on faculty and staff participation in professional development activities is reported by the Professional Development Committee which coordinates an annual fund for training activities subject to a competitive application process. Mandatory and voluntary training opportunities provided by the college each year are reported by the Director of Human Resources. The annual retention rate of college employees is reported by the Director of Human Resources. Employee engagement and satisfaction is evaluated using a nationally-normed survey, the Noel-Levitz College Employee Satisfaction Survey (CESS), first administered in the spring of 2015. Targets for each metric are determined using baseline data and monitored by Strategic Planning and Assessment Committee. Indicator outcome information is reviewed and acted upon annually by the leadership team, human resources, the Professional Development Committee, and the College Council.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

The faculty-constituted and faculty-led Academic Standards and Curriculum Review Committee (ASCRC) has primary responsibility for reviewing and approving all curricular and programmatic development and adoption, modification, or termination. This review and approval process entails careful scrutiny of learning outcomes for each proposed course/program. Moreover, ASCRC annually reviews and approves program planning sheets (also known as advising guides) for each credential offered by the college. This annual review involves coordination with the Registrar, the Academic Division Chairs, and the Associate Dean of Academic Affairs, all of whom are non-voting ex officio members of ASCRC.

Each program review of an instructional unit is entirely the responsibility of the faculty in that area. The data are provided by the office of Institutional Research, but analysis and conclusions drawn, as well as responses to the findings, are made by the faculty in consultation and with the support of the appropriate unit administrator. Program review also occurs in non-instructional units. This program review cycle aligns with Board of Regents requirements, and a 5-year schedule is provided to them annually. A mid-cycle review by SPA was recently instituted because the College saw an opportunity to make mid-course corrections (resource reallocations, etc.) given proper, timely, oversight.

The multi-modal review and digestion of data is performed by an array of groups with overlapping membership and responsibility, which include the following:

- the broadly inclusive Budget committee which is responsible for the annual zero-based budget development process. The committee reviews the results from the preceding year's Annual Assessment Reports for each area with a budget and factors those results into budgeting decisions for the successive year;
- the Strategic Planning and Assessment Committee reviews Program Reviews and their attendant mid-cycle progress reports, strategic plan updates, Core Theme reports, and other data pertinent to strategic planning and assessment. The SPA committee functions as the group responsible for the second-highest level of review of strategic-level information by the college. The group responsible for the only higher-level review is the Senior Leadership Team, but every member of the Senior Leadership Team is also a member of SPA;

- the Senior Leadership team receives and analyzes regular Census and End of Term Dashboards reports, including such data points as enrollment rates trends, retention rates and trends, online course completion rates and trends, developmental Math and Writing course completion rates and trends, and so forth. The Senior Leadership Team regularly and routinely reviews additional data, including reports generated by the Montana University System (performance-based funding data, dual enrollment data, labor market analysis, etc.) along with other data pertinent to both operational and strategic decision-making;

- various standing committees play a role in data review, including the Recruitment, Retention, and Completion (RRC) committee. The subcommittees of this group review data related to their particular charge and formulate action items or recommendations to improve the outcomes of the College, or of particular departments within the College. In response to recent indications that the RRC committee might be even more effective given a refined charge, a new campus committee structure has been developed. With SPA as the over-arching institutional committee, the RRC has been morphed into a new group called the Institutional Effectiveness (IE) committee. The charge of IE will continue to place a heavy emphasis on Recruitment, Retention, and Completion; however, it will expand to encompass the hallmarks of any fully-functional department, whether or not that department's goals directly relate to recruitment, retention, or completion. It is the view of the Senior Leadership team that if every department is functioning optimally, Recruitment, Retention, and Completion will naturally improve. This IE committee will be responsible for leading discussions and prompting routine review of salient data across the College.

- the College Council is composed of the heads of all major departments, committees, and internal constituencies (including a student representative), and it provides a venue for sharing information about initiatives, strategic priorities, and other operational communications, so useful ideas and information percolate throughout the institution.

Beyond the above-mentioned systems and processes, occasional audits are conducted by ad hoc groups, such as the one that occurred in May 2016 and which was described in 3.A.3 above. Faculty were presented with programmatic data relating to the performance of students in their respective areas, and those reports were analyzed and discussed by the faculty, the sub-committee chairs of the Recruitment, Retention, and Completion committees, as well as with the Director of Institutional Research, the appropriate Division Chair, and the Associate Dean of Academic Affairs. Written summaries of those conversations were prepared and shared with the Senior Leadership team, and insights gleaned from those meetings have formed the basis of much activity during the current academic year. For example, the Interior Space Planning and Design program was discovered to be graduating more students than could be employed in the Greater-Helena area, so a decision was made to give the lead instructor in that program reassigned-time to develop relationships with architectural firms around the state. The goal is to recruit students from those communities who may wish to return to work in those communities following the end of their degree program. Numerous additional examples could be provided, and the notes from those meetings are included as exhibits, below. Additionally, in the spring of 2016, a college-wide Program Prioritization process was conducted. Committees were formed by individuals from every employment category (faculty, staff, exempt) and provided by the Office of Institutional Research with a broad array of data. The result was a rank-order list of instructional programs based upon numerous overlapping data points including headcount, FTEs, expenditure per FTE, completion, retention, and job openings. The results were shared with the college community during convocation on August 19, 2016. The College's objective to provide access through high school dual-credit offerings is supported by the Big Sky Pathways grant which is required to set and assess targets for increasing dual-credit courses and enrollment each year.

Also worth noting is the reliance on survey data, from such sources as ALFI, CCSSE, and SENSE that prompted changes to New Student Orientation, Intake Advising, and continued student advising. Such shifts are routine, and typically are instigated by the analysis of data from one or more sources.

The following graphic represents the cycle of planning and assessment at Helena College:
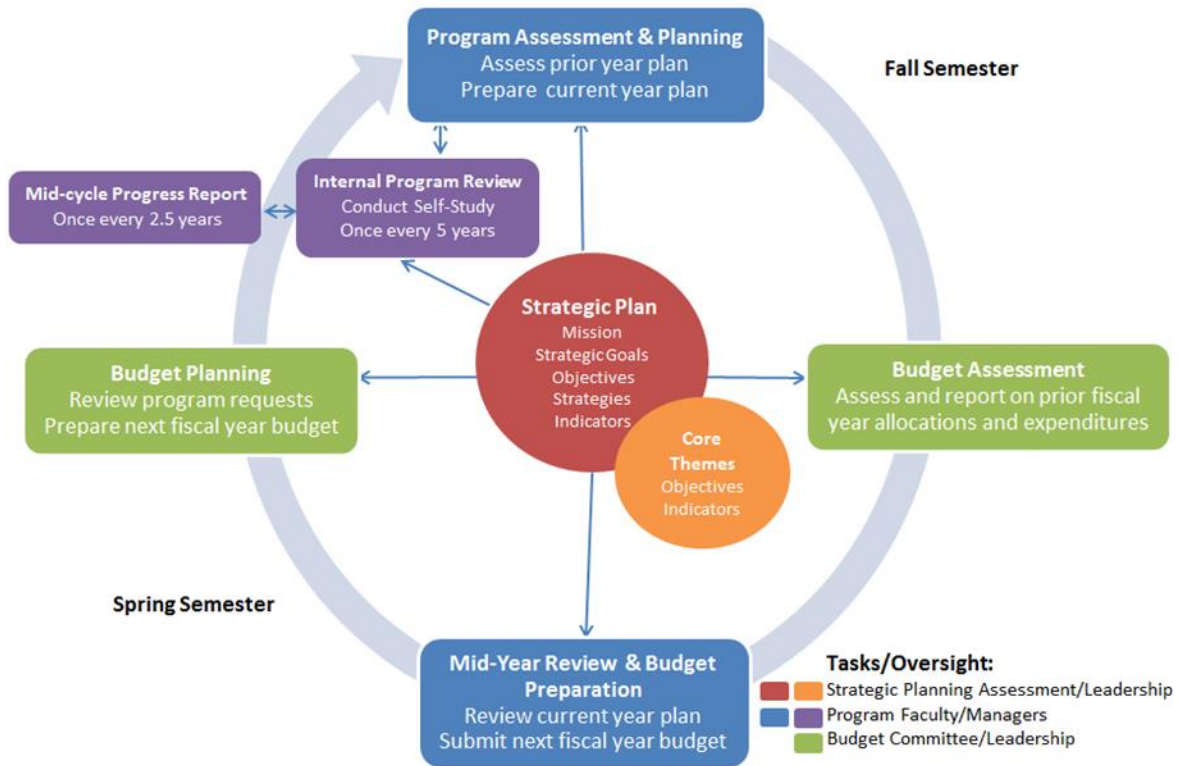
http://www.umhelena.edu/campus_facilities/committees/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/program_reviews.aspx
https://connect.umhelena.edu/institutional-research/Assessment%20Data%20%20Reports/Forms/AllItems.aspx
(Log-in required)
https://connect.umhelena.edu/institutional-research/Documents/Forms/AllItems.aspx (Log-in required)
http://www.mus.edu/data/dataindex.asp
https://connect.umhelena.edu/institutional-research/Documents/Forms/AllItems.aspx (Log-in required; see Program Prioritization 2016 folder)

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Course level outcomes are all identified and vetted through the ASCR Committee, which contains faculty as the only voting members. Those course level outcomes are included in all official course outlines approved by ASCR, and they are in the syllabus for each course. Each faculty member continuously assesses course-specific learning outcomes and adjusts instruction (in real-time, as well as retrospectively) to meet the learning needs of current and future students.

Program-level learning outcomes also are reviewed and approved by ASCRC, and they are published in the college catalog, as well as on the web, as appropriate.

Program-level learning outcomes are assessed in a variety of ways. In the Trades and Professions, industry-specific, nationally-normed assessments are commonly and routinely employed. Examples include the NCLEX for the ACEN-accredited Nursing program, and the ASE for the NATEF-certified Automotive Technology program, discussed below.

Nursing graduates from Helena College's LPN program have scored a perfect 100% each year from 2012 to 2015—a pass-rate that exceeds the Montana average by as much as 5%, and the national average by as much as 18%. In the RN program, Helena College graduates have scored 100% for each of the past two years, exceeding the Montana average by as much as 16%, and the national average by as much as 15%. These high pass-rates summatively confirm the quality of the instruction in the Nursing program as a whole. More formative program assessment takes place at the end of each semester, when Nursing faculty and the Nursing Director hold a retreat to review student performance in every class that semester and over-all, as well as course evaluations, student analyses of exams using a specially-designed matrix, and instructor observations.

In the Automotive Technology program, upon completion of the Applied Lab (AST 280) students take the ASE exam (8 levels of certification are offered through ASE), and results for Helena College students are kept on file in the Automotive Technology program's files for 4 years. Once again, as with the NCLEX exam for Nurses, student success on ASE exams summatively confirms that automotive industry standards are being met and program learning outcomes are being achieved.

In the General Education division, certain programs also employ nationally-recognized standardized exams. For example, students completing the Introduction to General Chemistry are offered the opportunity to take the nationally-normed American Chemical Society (ACS) exam at the end of the semester or sequence. Students in Introduction to Organic & Biochemistry take it each spring semester, and students completing the year-long sequence in College Chemistry or Organic Chemistry take it each spring at the completion of the sequence. Participation in the ACS exam reflects a representative sample of students in each course/sequence. In the fall of 2015, students who completed Introduction to General Chemistry averaged in the 43rd percentile nationally, with 44% of them exceeding the 50th percentile nationally. In the spring of 2016, students averaged in the 56th percentile nationally, with 57% of them exceeding the 50th percentile nationally. Results vary between semesters, with small numbers of Helena College students taking the ACS exam, but the baseline of fall 2011 had only 27% of students exceeding the 50th percentile nationally—the lowest of any time since, and recent results reflect an improvement of 30% over the baseline.

Additional assessment occurs in the General Education division through specially-convened groups of faculty, often but not invariably organized by discipline. Recently, the Math faculty conducted an assessment project in which students in each section of college-level Math were given common, course-appropriate, math problems. Of those participating students, 78.9% of students were found to have met the standard with a score of 4 or 3 on a 0-to-4-point scale rubric. A full report, including next steps towards continuous improvement, is available at the link, below.

Similarly, the Writing faculty convened for an assessment project. In AY 2014-2015, an analytic rubric was employed to evaluate writing samples taken from all sections of WRIT 101 and WRIT 111T (Technical Writing for Trades students). The process yielded ambiguous results, which prompted evaluation of both the rubric and the methodology. The subsequent round of assessment in AY 2015-2016 began with a workshop devoted to enhancing the rubric and developing a strategy to collect writing samples from every section of WRIT 101. Faculty reviewed the samples using the revised rubric (which was changed to a holistic rubric from the analytic rubric that was previously used). No major course- or program-level changes have been made as a result the assessment completed in AY 2015-2016. Student work will be assessed again in spring 2017.

At the highest level of assessment of student achievement, with respect to the six "Institutional Competencies," the program- and course-level outcomes are aligned so that results from those lower-levels of assessment in effect "roll up" to address institutional competencies. For example, the General Education Core outcomes (what constitutes the program/degree outcomes for General Education graduates) include Math, Written Communication, and Diversity (among others). Given the careful attention to constructing programs of study and the deliberate focus on assessing student learning at the course- and program-levels, students who complete a course of study may be shown to have achieved the institutional competencies by means of meeting the course- and program-level outcomes. In the few instances where the program/degree outcomes do not map directly to the institutional competencies, separate assessment procedures have been created. For example, Helena College librarians have developed an online tool to enhance Information Literacy, which is one of the institutional competencies that does not necessarily have a correlate at each program-level. In this process, participating students are given a pre-test, then provided modular instruction, followed by a post-test. This method of assessing information literacy was implemented during the fall semester of 2016, and as of early November 2016, has served more than 364 students, many of whom have completed all five modules. Analysis of the pre-/post-test results is on-going, and any findings will be incorporated into future iterations of this tool. One surprising result of this modular instruction in information literacy is that students and faculty seem to find it so valuable that requests for librarians to visit classrooms have decreased this semester. The library staff plan to provide trainings to faculty to reinforce the value of live consultation with librarians, to enhance the benefits of the on-demand, web-based instruction.

http://www.umhelena.edu/campus_facilities/committees/ascr/default.aspx
https://connect.umhelena.edu/institutional-research/Assessment%20Data%20%20Reports/Forms/AllItems.aspx
(Log-in required; see Student Learning Outcomes Assessment folder)

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The SPA committee is the standing institutional committee with primary responsibility for monitoring alignment, correlation, and integration of programs and services as they relate to, and support, core theme objectives. SPA meets monthly on topics ranging from discussion of program reviews and mid-cycle updates, to consideration of strategic priorities, to analysis of core theme data, among other issues. These

SPA discussions are typically led by the Dean/CEO, the Associate Dean of Academic Affairs/Chief Academic Officer, or the Director of Institutional Research. Furthermore, the Budget committee has a supporting role in this respect, to the extent that aligning resource allocation is necessary to advance core theme objectives.

In an operational sense, responsibility for this alignment is somewhat distributed, given that all planning across the institution, from standing committees to the work of individual unit administrators, takes place within the context defined by the Core Themes. The Core Themes are reflected in all Annual Assessment Planning/Reporting, as well as being integral to the Program Review process. The program review process, including the mid-cycle update, is built around ensuring that each area of the college is achieving its core theme objectives, which are explicitly aligned with strategic goals. Core Themes also frame the annual performance evaluation process, with supervisors commonly addressing employee performance in terms of the core themes objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The strategic plan that was adopted in 2012 encompasses all elements of alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes. A two-year report was prepared and distributed to the institution and its stakeholders in 2014. That report provided a status update on the implementation of the strategic plan—to what degree the elements of the plan were implemented, in progress, or deferred. At the mid-point of the period covered by the strategic plan, in the fall of 2017, a detailed report is planned regarding the effects/outcomes of the strategies that have been implemented. A further mid-point report on effects/outcomes is planned for 2020, when there will be two years remaining in the planning cycle. The 2020 update will provide the basis for a renewed round of planning to replace the current strategic plan when it expires in 2022.

Helena College's approach to improving student advising serves as a clear instance of alignment, correlation, and integration of planning, resources, capacity, practices, and assessment. Student advising is a shared responsibility and involves many participants and stakeholders. Its importance is reflected in Core Theme objective 1.2 "Provide access and support," as well as numerous strategic goals and objectives, including strategic goal 1, objective 1 "improve student persistence towards attainment of educational goals and completion rates for students seeking certificates and degrees," objective 3 "prepare students for success in the workplace and in further degree attainment," and objective 5 "provide support services that engage students and enhance their academic and personal development."

In 2015, in response to data showing lagging retention and completion rates, and in accordance with established strategic goals and objectives, senior leadership decided to conduct a formal DACUM (Developing A CurriculUM) process relating to student advising. The General Education Division Chair attended a multi-day training to learn how to convene and lead a formal DACUM process. She collaboratively identified within Helena College, a group of 8 experts in advising, drawn from the ranks of staff advisors, faculty with advising responsibility and experience, along with disability services and TRIO staff. The group met for two days during the AY 2015-2016 winter break to develop a comprehensive, shared vision of how student advising ought to be conducted. Their findings were broadcast and discussed in the all-college meeting during Institutional Development Day in January 2016. In August 2016, Dr. Charlie Nutt, Executive Director of NACADA, was brought to campus for convocation. Dr. Nutt presented

a series of workshops and seminars on developmental advising, the assessment of advising, and related topics. All of this attention to student advising was a direct result of a group of key individuals noting based on data, an area for improvement, and deciding to put resources towards addressing that need. This was but the latest effort in an on-going deliberate and concerted effort to enhance student advising, which had led to the earlier decision, in 2013, to adopt three different Starfish tools-- Starfish CONNECT, Starfish EARLY ALERT, and Starfish ADVISING. Starfish enables faculty and advisors to track student performance closely, to intervene in a timely manner when warranted, and to provide positive feedback to encourage students to persist.

More generally, the institutional committee structure (of which the Advising Council is but one instance) ensures that every facet of strategic and operational planning is regularly reviewed, with an eye towards maximizing the efficient and effective use of resources to achieve the desired ends.

http://www.umhelena.edu/abouthc/institutional_research/default.aspx
https://connect.umhelena.edu/institutional-research/Assessment%20Data%20%20Reports/Forms/AllItems.aspx
(Log-in required; see Program Assessment folder)

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The responsibility for oversight of assessment, including evaluation of assessment processes and results, rests largely with the SPA committee; however, given the shared governance and institutional committee structure of Helena College, other individuals and groups bear some responsibility, as well. For example, during routine conversations in SPA, it became apparent that the 5-year program review cycle left too much time between in-depth analysis of the program. In response, the mid-cycle update was instituted to assist the SPA Committee to perform adequate oversight and alignment of resources. Moreover, the annual assessment process to establish goals for each functional unit with an operating budget was reviewed during AY 2015-2016, and additions were made to the form. Changes included adding a field to collect information about partnerships, delineating between operational goals and program/degree student learning outcomes and clarifying which departments are expected to address which aspects during their planning, and formalizing the requirement of supervisor's review/approval of each assessment plan.

Elsewhere, refinements were made to the operations of the Budget committee, prompted by conversations about continuous improvement among members of the Budget committee, the Senior Leadership team, and others. Previously, the annual budget development process was begun early each spring semester, with the review of prior years' expenditures and outcomes happening immediately prior to the development of the new budget recommendations. It was decided that more time to examine results from prior years would enhance conversations relating to future allocations, so the budget review process was moved earlier in the academic year. It now takes place throughout the fall semester each year and informs the development phase, which still occurs during the early spring semester.

As one final example, on May 10, 2016, the writing faculty, General Education Division Chair, Academic Dean, and a writing assessment expert employed in another capacity at Helena College, held a retreat with Dr. Beverly Chin, current Chair of the University of Montana Department of English and Director of the English Teaching Program. Dr. Chin is the Past President of the National Council of Teachers of English and recipient of the 2012 NCTE Distinguished Service Award. In this workshop, partially funded through Big Sky Pathways, Dr. Chin guided the faculty through development of a holistic rubric to take the place of the analytic rubric that had been previously in use. Based in part upon the results of a writing assessment process in the spring semester of 2015 that fell short of expectations, the writing faculty (including full-

time and adjunct faculty) determined that the analytic rubric was not the precise tool to be used in their assessment project, so they took steps to alter their methodology to match their assessment needs.

Standard 4.B: Improvement

4.B.1 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.

The meaningful, institutionally identified indicators of achievement have been described elsewhere in this document and form the basis of most activity surrounding assessment of the College's programs and services. Improvement based on those indicators is continuous and widespread, and information relating to those indicators is shared routinely with appropriate constituencies. Notable examples include the following.

Budget planning has traditionally occurred one year at a time, with occasional attention paid to the second year in a biennial legislative funding cycle, but room for improvement has been identified, and budget discussions are being expanded to encompass more than a single fiscal year. The review of prior years' expenditures that has routinely been done by the Budget committee sometimes failed to hold everyone equally accountable for over-spending. To address this issue, an end-of-year Budget analysis is now included in the close-out of the annual assessment plan. Unit administrators are asked to justify their prior year's spending and to explain significant over- or under-spending. Additionally, the Budget committee modified its planning form to reflect prior years' actual expenditures, the current year's allocation, and the current year-to-date actual expenditures. These additions provide greater continuity over time, both for unit administrators and for the budget planning committee. This continuity is complemented by the responsible administrator's analysis of the over/under of actual expenditures in the aforementioned annual assessment plan close-out.

Conversations subsequent to the student advising DACUM and Dr. Nutt's workshops in August 2016 led to the creation of a standing Advising Council, co-chaired by the Director of the Student Support Center (the campus home for advising and tutoring) and a Mathematics faculty member. The council's members represent a diverse pool of in-house expertise. That group's charge is first-and-foremost to establish a venue for sharing ideas, trouble-shooting, and generally enhancing the effectiveness and efficiency of student advising. This responsibility entails establishing an advising mission, vision, and values statement that is congruent with the institutional mission, vision, and values. The Advising Council also is charged, among other responsibilities, with the establishment of protocols for assessing advising, recommending targeted professional development related to advising, and exploring innovative promising practices gleaned from a variety of professional sources.

Core theme data updates have been shared with SPA, College Council, and at all-college meetings during the annual Convocation in August, and at Institutional Development Days, which occur periodically throughout the academic year, including at the beginning and end of each semester.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The results of student learning assessment influences improvements across the institution, including in academic and learning-support planning. For example, nursing faculty members and the Nursing Director hold a retreat prior to the start of each semester, to review student performance in every class the previous semester, course evaluations, and the instructors' own insights into the efficacy of current practices. Any changes found to be necessary are planned during that meeting and enacted immediately. One noteworthy example relates to when the retreat participants noted an increase of incivility among students in the Nursing program. Given the competitive nature of the Nursing field, students had come to view each other as antagonists or competitors rather than as colleagues and classmates. To counteract this dynamic, a professionalism rubric was developed. Based on that document, faculty continuously evaluate student professionalism and assign a point-value to student behavior. Placing emphasis on collegiality and professionalism has caused student interactions to become more civil, thus creating a higher quality learning environment, both for students and faculty. During the 3-plus years this professionalism rubric has been in effect, student surveys and faculty perceptions have consistently validated this approach.

As another example of data-based enhancement of student learning, learning communities have been adopted in a limited capacity, as a beta-test/pilot project. Based on national research, including from the CCCSE at the University of Texas at Austin, and partially modeled on the ASAP program at CUNY Queensborough Community College, Helena College implemented a pilot learning cohort model during AY 2015-2016. The Associate Dean of Academic Affairs and the General Education Division Chair conducted a focus group and implemented changes for the subsequent semester. Now re-branded as "LEAP" for Learning Excellence through Academic Partnership, the number of cohorts has doubled—with one cohort admitting students in need of developmental Math and/or Writing and the other cohort admitting college-ready students—as well as increasing the cohort's duration from one semester to two semesters. With the support of TRIO staff, as well as the Student Success Center, this cohort model has correlated with increased persistence rates of cohort members relative to over-all persistence rates and promises to improve fall-to-spring retention for cohort members, as well.

In response to the results of the ACS exam taken by Chemistry students, a math assessment quiz is now administered on the second day of the semester in Introduction to General Chemistry, to gauge algebra proficiency. This quiz allows the instructor to gauge readiness, as well as to convey to students realistic expectations for their success in the course. In the Chemistry 141/143 sequence, adjustments have been made to include enhanced teambuilding through gamification and congenial competition.

Findings from the 2015-2016 round of writing assessment prompted the following insights:
- The holistic rubric used in spring 2016 may need some minor refinement, but it is considered to be a much more effective assessment tool than the analytic rubric used in 2014-2015.
- The assessment of writing needs to expand to include General Education writing intensive courses (i.e. Intro to Psychology, Intro to Sociology, Intro to Business, Native American Studies, etc.) and faculty in disciplines other than communications need to be participating in the scoring process.
- Dual enrollment courses need to be systematically included in the assessment process, so a way to engage participation of dual enrollment instructors from the high schools needs to be developed.
- The Written and Oral Communication Outcomes may need to be revised to be more assessable and potentially to yield more actionable data. Further review and analysis of assessment results is required before reaching a final determination on this point.

Findings from the math assessment from AY 2015-2012 have prompted faculty to seek to develop additional outcomes, possibly to be drawn from around the Montana University System.

One institutional finding that resulted from the overlapping program-level assessment processes is the need for a tool to allow the documentation of changes made to courses and programs in real time. Faculty continually refine and improve their courses and periodically refine and improve programs, but documenting those changes seems to require the creation of a template or other tool. This tracking mechanism is now in development, as a direct result of assessment discussions among faculty.

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CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Standard 5.A: Mission Fulfillment

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Helena College offered its first instructional program in the late 1930s and has been providing high-quality education and workforce training to the Helena community continuously since that time. The College receives financial and other support from the Montana State Legislature, via the Montana University System, the Office of the Commissioner of Higher Education, and the University of Montana. While enrollment increased significantly during the 2008 recession and has dropped as the economy has improved, at present, Helena College is experiencing enrollment similar to the historical average. The College continues to develop new programs to meet the needs of the community it serves and enjoys tremendous support from the community.

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

As previously described, the institutional committee structure of Helena College helps to ensure the regular, systematic, and participatory assessment of college activity and accomplishments. Evidence-based reflection occurs in multiple venues and involves a wide array of participants from across the college. This model of engagement deliberately distributes responsibility and empowers those who might not otherwise engage with the institutional-level work of the college. For example, the SPA committee has played a central role in the development of the Strategic Plan and the Core Themes Objectives/indicators, including regularly engaging in their calibration and refinement. That same group conducts gap analyses, is the first to receive data updates, and collaborates on sharing information across the institution. The work of SPA is routinely presented at Institutional Development Days in December, January, and May of each year, as well as at the annual four-day kick-off to the academic year known as "Convocation." The Recruitment, Retention, and Completion committee and its three sub-committees met frequently throughout the past two years, and its restructured successor (the Institutional Effectiveness committee) will do likewise in the future. The College Council provides yet another venue for reflection upon accomplishments and for sharing information widely throughout the college community. The Senior Leadership team also regularly reviews indicators, including many data points that are not reflected in the Core Themes or the Strategic Plan, yet nevertheless inform the strategic direction and operational needs of the institution. At an annual summer retreat, the Senior Leadership team takes stock of all that was accomplished the prior year, and prioritizes work for the coming year. The effort of these, and other, committees is grounded in the evaluation

of progress/accomplishments, as well as an appreciation of the valuable lessons to be learned from occasional false-starts or dead-ends, in the ongoing quest for continuous improvement.

http://www.umhelena.edu/campus_facilities/committees/default.aspx
http://www.umhelena.edu/abouthc/institutional_research/default.aspx
https://connect.umhelena.edu/institutional-research/SitePages/Home.aspx (Log-in required)

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The following tables reflect the most current data available with regard to Helena College's fulfilment of its mission, as defined in Standard 1.A.2, above. Mission fulfilment is defined as follows: 60% of the indicators of achievement under each Core Theme objective are rated as meeting or exceeding expectations, with one point given for "meets expectations" and two points given for "exceeds expectations." The table contains detailed information regarding the results in each category, with an additional column reflecting how each indicator contributed to Helena College's over-all mission fulfillment calculation.

In summary, Helena College has met its mission handily with regard to Core Themes 1 and 2, each of which exceeded the cumulative target for the Core Theme by more than 50%. Even so, particular indicators vastly exceeded expectations while other indicators leave room for improvement. Strategic and operational planning, as well as day-to-day activity, build upon insights gained from this assessment process. With regard to Core Theme 3, challenges identifying and systematically collecting meaningful data led a handful of indicators to go substantially unmeasured. As a result, the threshold of 6.6 points for Core Theme 3 was missed, with an actual score of 4.0 points, indicating that Core Theme 3 represents the area of greatest room for growth. Each of the objectives and indicators relate to substantive work being done by the College; however, the challenges associated with this Core Theme revolve primarily around finding reliable data, most of which would be unstructured, due to the nature of the Core Theme itself. The College has taken steps to devote more resources to improving data collection around how the College contributes to strengthening the community. For example, the annual assessment process has been modified to collect information regarding community partnerships, and employer satisfaction surveys are being planned.

This information is routinely and regularly shared with various campus committees, with the entire College at the annual convocation every August, as well as at Institutional Development Days which occur at the end of the fall semester and at the beginning and end of each spring semester.

CORE THEME 1: PROVIDE ACCESS AND SUPPORT

Total Core Theme Threshold for Mission Fulfillment: 4.2 points. Current score=6.5 points

STATUS: MISSION FULFILLMENT THRESHOLD ATTAINED

OBJECTIVE 1: TO PROVIDE APPROPRIATE ACCESS TO LIFELONG LEARNING OPPORTUNITIES

Indicators of Achievement	Metric(s)	Target(s)	Outcome(s)
1. Participation in credit-bearing programs and instruction	• Average Annual FTE (AAFTE) • Fall Headcount Enrollment (FHE)	**AAFTE Baseline:** 1,112 **AAFTE Target:** 1,050 **FHE Baseline:** 1,519 **FHE Target:** 1,550	**AAFTE:** 922 (AY1516) **FHE:** 1,508 (Fall 2015) **Score:**(0 x .5)+(0 x .5)=**0**
2. K-12 participation and partnerships in credit-bearing programs and instruction	• Average semester headcount in high school dual- credit course • Average semester headcount in high school CTE dual-credit courses	**Semester Headcount Baseline:** 180 **Semester Headcount Target:** 225 **Semester Headcount CTE Baseline:** 32 **Semester Headcount CTE Target:** 32	Average Semester Headcount = 253 (AY1516) Average CTE Semester Headcount = 42 (AY1516) **Score:** (2 x.5)+(2 x.5)=**2**
3. Participation in non-credit/credit continuing and community education programs	• Annual Headcount Enrollment (AHE) in continuing education courses	**AHE Baseline:** 1,284 **AHE Target:** 1,605	**Headcount:** 1,657 (FY16) **Score: 2**

Rationale: *Annual Average FTE enrollment* ((summer FTE + fall FTE)+(spring FTE)/2) indicates student enrollment patterns in terms of credit load and provides the primary measure by which state funding and resources are currently allocated to the college. *Fall Headcount enrollment* measures the unduplicated number of students accessing credit-bearing programs and courses at the college. *Average Semester Headcount in dual enrollment programs* measures participation rates by high school students. *Average semester headcount in high school CTE dual-credit courses* represents students in potential career pathways aligned between area high schools and the college's technical education programs. *Annual Headcount Enrollment in continuing education courses and training programs* demonstrates the growth or decline of community participation. Unless noted otherwise baselines for metrics were determined using a 3-year average of academic/fiscal years 2010-2012, and final outcomes represent the most currently available three-year average for each metric.

Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.8 points. **Current score = 4 points**

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.4.1, 4.3.1, 5.4.3

As the United States experienced the 2008 economic downturn, Montana experienced similar labor-market disruptions that affected college enrollment around the state and the nation. Helena College experienced a spike in enrollment as displaced workers sought education or retraining. As the economy has improved and more people have returned to work, enrollment has declined to rough parity with historical averages. In the midst of the economic turmoil, when baseline data were being collected, it was difficult to ascertain the long-term enrollment implications. As a result, targets were set somewhat too high, which caused the College to fall a bit short of its projections in Core Theme 1.1.1. Nevertheless, enrollment at the College has stayed strong, in part because of a state-wide Dual Enrollment initiative that was prompted by the Montana State Legislature, supported by the Montana University System's Board of Regents, and in collaboration with the Office of Public Instruction (K-12). This initiative has driven strong enrollment by high school students earning college credits from Helena College prior to their high school graduation. Helena College enjoys robust partnerships with all participating high schools, embedding dual enrollment courses that are appropriate to the students' career pathways, and works closely to coordinate efforts with affected school districts and high schools. Moreover, a very effective Continuing Education program has developed deep roots in the community and enjoys tremendous community support. Strong contract training, collaborations with local government agencies, and creative programming all drive solid enrollment outcomes in the Continuing Education program. The score of 4 points for this objective (with the target of 1.8) reflects the overall strength of Helena College when it comes to providing access to lifelong learning opportunities for its community.

OBJECTIVE 2: TO PROVIDE HIGH QUALITY SUPPORT THROUGH INSTITUTIONAL PROCESSES, STUDENT SERVICES AND ACADEMIC EXPERIENCES			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. Availability and utilization of financial support for students with an emphasis on grants and scholarships	• Percentage of students receiving grants/scholarships • Average annual student loan amount	**Baseline:** 65% **Target:** 67% **Baseline:** $6,428/borrower **Target:** $6,000	65% (AY1516) $6,112/borrower (AY1516) **Score:** (0 x.5)+(0 x.5)=**0**
2. Persistence towards achievement of educational goals	• Percentage of all entering students who return the next fall semester	**Baseline:** 57% **Target:** 60%	52% (Fall 14 to Fall 15) **Score: 0**
3. Completion of certificate and degree programs	• # of degrees and certificates completed annually • Percentage of entering students that graduate in three years	**Baseline:** 220 **Target:** 231 **Baseline:** 29% **Target:** 30%	250 (AY1516) 23% (Fall 2012 Cohort) **Score:** (2 x.5)+(0x.5)=**1**

4. Student engagement and satisfaction with academic experience and support services	• Institutional performance on Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE)	**Baseline:** Average or above on 5/5 CCSSE benchmarks (2011) **Target:** Average or better on 4/5 benchmarks **Baseline:** Average or above on 2/6 SENSE benchmarks (2010) **Target:** Average or better on 4/6 SENSE benchmarks	Average or above on 4/5 CCSSE Benchmarks (2016) Average or above on 4.5/6 SENSE Benchmarks (2013) **Score:** (1 x.5)+(2 x.5)=**1.5**

Rationale: The *percentage of all students receiving grants/scholarships* indicates the level to which students utilize the financial aid resources made available by the college. The *average annual student loan amount* measures the extent of student borrowing. The *percentage of entering students who return the next fall semester* is a measure of student success and persistence, as well as the quality of the learning environment provided by the college. The *# of degrees and certificates completed annually and the percentage of students graduating within three years of entry* demonstrates student success and timely completion of their educational goals as measured by the completion of certificate and degree programs. *Institutional performance on the CCSSE and SENSE*, nationally benchmarked surveys, shows the level of student engagement in and satisfaction with academic experiences and support services, which are known factors contributing to student success. Unless otherwise noted, baselines for metrics were determined using a 3 year average of academic/fiscal years 2010-2012, and final outcomes represent the most currently available three-year average for each metric.
Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 2.4 points. **Current score = 2.5 points**
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.1, 1.1.3, 1.2.1, 1.5.1, 1.5.5, 5.2.3

Helena College provides high quality institutional processes, student services, and academic experiences. The College held steady with 65% of its students receiving grants/scholarships, but the amount per borrower decreased by over $300 per student compared to baseline (a more than 2% decline in borrowing, likely affected at least in part by the College's concerted efforts at increasing the financial literacy of its students). Persistence has declined as enrollment has also declined, apparently in response to the healthy job market in Helena and its surrounding communities. The official unemployment rate fell below 3%, and even dipped below 2.5%, with employers in Greater-Helena clamoring to hire employees. In such a job market, often the lure of ready employment proves too much for some students to resist. Nevertheless, and despite the ready explanation of the decline in persistence due to the economy, Helena College continues to explore new and improved ways to retain students, including implementing Alcohol.edu, which provides mandatory training regarding substance abuse.

Somewhat paradoxically in light of the decline in persistence, in AY 2015-2016, Helena College conferred the largest number of degrees and certificates in college history (270). To explain this phenomenon, one must look beyond the typical measures of productivity such as the 150% time-to-completion metric used by IPEDS and many other agencies. Helena College students tend to attend part-time in greater numbers than elsewhere and to take longer to graduate. When the timeframe is extended to 6 years, completions increase significantly to 35%, which in part explains the impressive number of graduates in 2016. With a

target of 2.4 for this objective, and an actual score of 2.5, Helena College has met the standard for mission fulfillment.

CORE THEME 2: DEMONSTRATE ACADEMIC EXCELLENCE
Total Core Theme Threshold for Mission Fulfillment: 4.8 points. Current score=9 points
STATUS: MISSION FULFILLMENT THRESHOLD ATTAINED

OBJECTIVE 1: TO ENHANCE LEARNERS' COLLEGE LEVEL SKILL DEVELOPMENT			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. Successful completion of developmental coursework	• Percentage of students earning a grade of C- or better in developmental courses each academic year	**Baselines:** Annual Pass Rates AY0910-AY1112 Math - 69% Writing - 71% **Targets:** Annual Pass Rates Math – 70% Writing – 75%	Math - 72% (AY1516) Writing - 74% (AY1516) **Score:** (2 x.5)+(0 x .5)=**1**
2. Successful completion of gateway math and writing courses subsequent to developmental coursework	• Percentage of students earning a grade of C- or better in gateway math and/or writing courses after completing developmental coursework	**Baseline:** Fall 09-10 Cohorts successfully completing gateway courses Math – 34% Writing – 48% **Target:** Math – 35% Writing – 50%	Math – 37% Writing – 53% (Fall 2013 cohort) **Score:** (2 x.5)+(2 x.5)=**2**
Rationale: The *percentage of students earning a grade of C- or better in developmental courses each semester* indicates appropriate placement and learning success. The *percentage of students earning a grade of C- or better in gateway math and/or writing courses after completing developmental coursework* demonstrates the adequacy of developmental education in preparing students for success in college-level math and writing. Unless noted otherwise, baselines for metrics were determined using a 3 year average of academic years 2010-2012, and final outcomes represent the most currently available three year average for each metric.			
Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.2 points. **Current score = 3 points**			
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.2, 1.5.3			

Helena College demonstrates its commitment to academic excellence in many ways, and the associated data reflect that commitment. Core Theme 2, objective 1 is to enhance learners' college-level skill development. The percentage of students who completed their developmental coursework in math and

writing was projected to increase by 1 point (in math) and 4 points (in writing), while actual results show that math students did significantly better, increasing by 3 percentage points. Likewise, writing students completed at a rate 3 points higher than baseline, but fell just shy of the 4% target. Nevertheless, a 3% across-the-board improvement in completion rates of developmental courses is noteworthy, and likely reflects an overly-ambitious target more than a lack of accomplishment by the College and its students. Additionally, the number of students successfully completing gateway courses in Math and Writing significantly exceeded targets. The reasons for this increase are many and varied, but the improvement is partially due to improved Math pathways, a steady emphasis by the faculty on continuously improving instruction, and by enhanced support services such as early interventions facilitated by Starfish, additional access to tutoring, etc.

OBJECTIVE 2: TO FACILITATE TRANSFER			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. AA/AS transfer degree production	• % of enrolled general education students completing AA/AS transfer degrees annually	**Baseline:** 6% **Target:** 7%	6% (AY1516)
	• # of AA/AS transfer degrees completed annually per 100 FTE	**Baseline:** 5.8 **Target:** 6.0	7.7/100 FTE (AY1516) **Score:** (0 x.5)+(2 x.5)=**1**
2. Transfer to four-year institutions	• Percentage of all entering students transferring to four-year institutions within three years	**Baseline:** 15% **Target:** 18%	18% (Fall 2012 cohort) **Score: 1**
3. Transfer success	• Percentage of transfer students in good academic standing (2.0 or better GPA) after 1st semester following transfer to 4 year institution	**Baseline:** 80% **Target:** 80%	79% (Fall 2015) **Score: 0**
Rationale: The *percentage of general education students completing AA/AS transfer degrees annually* demonstrates students' potential/preparation for transfer based on successful completion of degrees intended for transfer. The *# of AA/AS transfer degrees completed annually per 100 FTE* represents production of general education transfer degrees relative to overall enrollment. The *percentage of entering students transferring to four-year institutions within three years* indicates the number of students transferring to a four-year institution within a given timeframe regardless of degree completion. *Percentage of transfer students in good academic standing after 1st semester following transfer* shows the effectiveness of the general education program in preparing students for subsequent academic success at the four-year level. Unless otherwise noted, baselines for metrics were determined using a 3-year average of academic years 2010-2012, and final outcomes represent the most currently available three year average for each metric.			
Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.8 points. **Current score = 2 points**			

> **Strategic Plan Alignment:** The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.4, 1.3.4, 5.4.2

The facilitation of transfer is not only a Core Theme objective, but an important strategic priority of the College, as well. The data show that the percentage of AA/AS transfer degrees has increased relative to the number of annual FTEs. As a proportion of all general education students, the number of those seeking transfer has held steady since the baseline was established. The percentage of all students who transfer to a university within 3 years of enrolling at Helena College has increased by 3 points over baseline, and the College is taking steps to ensure that that number continues to increase. For example, a number of faculty have self-identified as champions of research experiences for undergraduates (REUs), and with the material and moral support of senior administrators are organizing their efforts to establish a Scholarly Research Council (SRC). The SRC is dedicated to supporting student and faculty research in various ways. Grant-funding, curriculum changes, equipment procurement, and a possible scholarly research journal are among the approaches being explored, all in support of preparing Helena College students to transfer to a university, and to succeed in demanding research fields. It is believed that this emphasis on REUs, and the attendant cultural shift of the general education division as a whole, will counteract the slight decline in the success rate of students who transfer, which is down 1 percentage point relative to the baseline.

OBJECTIVE 3: TO PREPARE THE 21ST CENTURY EMPLOYEE.			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. Professional license and certification pass rate	• Percentage of students attempting professional licensing exams and certifications that successfully pass	**Baseline:** See below **Target:** 85% or better Nursing baselines: PN: 100% RN: 91% Aviation baselines: General: 100% Airframe: 75% Powerplant: 93%	Nursing (AY1516) RN – 96% PN – 100% Aviation (CY 2015) General: 100% Airframe: 100% Powerplant: 100% **Score:** (2 x.5)+(2 x.5)=**2**
2. Career and technical education degree production	• % of enrolled career & technical education students completing CAS/AAS degrees annually • # of career & technical degrees completed annually per 100 FTE	**Baseline:** 22% of enrolled CTE students **Target:** 25% **Baseline:** 36.2 **Target:** 38.0	32% (AY1516) 42.8/100 FTE **Score:** (2 x .5)+(2x.5)=**2**

3. In field placement rates	• Percentage of students completing CTE credentials who are employed in their field following graduation (Collected via Graduate Survey & MT Dept. of Labor & Industry)	**Baseline:** 2008-10 Graduate Survey - 74% (24% response rate) 2009-11 MTDOL Data – 76% **Target:** 75%	73% (AY1314 MT DOL Data) **Score: 0**

Rationale: The *percentage of career & technical education students attempting professional licensing exams and certifications that successfully pass* indicates successful preparation for the specified industry or workplace. The *percentage of enrolled CTE students completing CAS/AAS degrees annually* indicates successful potential/preparation for entering the workforce. The *# of CAS/AAS degrees completed annually per 100 FTE* represents production of CTE degrees relative to overall enrollment. The *percentage of students completing CAS/AAS degrees who are employed in their field following graduation* indicates attainment of knowledge and skills for entry into the workplace. Unless noted otherwise baselines for metrics were determined using a 3-year average of fiscal years 2010-2012.

Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.8 points. **Current score = 4 points**

Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives and strategies found in the 2012-2022 Helena College Strategic Plan: 1.1.4, 1.3.2, 5.4.2

Given Helena College's long history as a provider of workforce training, the data associated with objective 3 confirm the College's value proposition in the minds of our graduates and their employers. Preparing the 21st century employee requires that Helena College graduates leave the institution prepared to contribute to their fields immediately. The professional license and certification pass rates have remained consistently high for a number of years, including 100% in each of the three components of an Aviation Maintenance Associate of Applied Science degree. The Nursing program has consistently yielded high-achieving graduates, and 96% to 100% pass-rates respectively for the RN and LPN NCLEX exams, even surpassed the expectations the ACEN evaluators who came to campus to reaffirm ACEN accreditation in the spring of 2016. Likewise, the percentage of Career and Technical Education students earning degrees and certificates increased by 10% over baseline, and this in fields where the credentials often matter less to employers than do the skills they learn at Helena College. The pressure on students is significant, to accept employment prior to completing a credential; regardless, Helena College students continue to persist to completion at ever-higher rates over time.

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CORE THEME 3: STRENGTHEN THE COMMUNITY

Total Core Theme Threshold for Mission Fulfillment: 6.6 points. Current score=4 points

STATUS: DOCUMENTED MISSION FULFILLMENT IN PROGRESS

</div>

OBJECTIVE 1: TO BE RESPONSIVE TO REGIONAL WORKFORCE NEEDS.			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. Employer satisfaction with graduates and customized trainings for employees	• Percentage of employers indicating graduates are adequately prepared for successful employment in their field	**Baseline:** TBD* **Target:** 70%	**Employer satisfaction survey to be implemented AY1617; baseline and future outcomes pending*
	• Percentage of employers indicating satisfaction with customized employee training	**Baseline:** 100% **Target:** 70%	Baseline established FY16. Future outcomes TBD **Score:** (N/A)+(N/A)=**N/A**
2. Implementation of advisory council recommendations into career and technical education program curriculum	• Specific advisory council recommendations documented, implemented and assessed in annual program planning and internal program reviews	**Baseline:** 50% (AY1112) **Target:** 100%	55% of CTE Internal program reviews in the current cycle (2012-16) include evidence of advisory committee recommendations **Score: 0**
Rationale: The *percentage of employers indicating graduates are adequately for successful employment in their field and the percentage of employers indicating satisfaction with customized employee training* demonstrate successful educational preparation of students and contribution to the economic development of the community, state, and region. *Specific advisory council recommendations documented, implemented, and assessed in annual program planning and five-year program reviews* indicates appropriate response to regional workforce needs.			
Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.2 points. **Current score = 0 points**			
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 4.2.1, 5.4.1, 5.4.2			

Core Theme 3 describes how Helena College strengthens its community in various ways. There is no doubt that the community values and supports the College, as can be seen through the eager and energetic participation by community members in the Helena College Advisory Council, the numerous program-specific advisory councils (aviation, automotive, machining, Interior Space Planning and Design, etc.), and the broad support for the newly-created Helena College Foundation. The number and variety of partnerships, from automotive technicians job-shadowing at local dealerships, to externships at world-class

manufacturing plants for Computer Aided Manufacturing students (under development); from contract training through the Continuing Education Program to collaborative grant-seeking with area non-profits and state agencies; from the annual "Helena College Night" at the minor league baseball stadium, when part of the proceeds are donated to scholarships, to the Helena Independent Record's donation of daily newspapers for student use; Helena College is an established part of the community. Nevertheless, documenting those multi-faceted and organic relationships has proven to be somewhat of a challenge for the College. The College continues to develop surveys and other instruments/mechanisms to track and document these myriad relationships.

OBJECTIVE 2: TO SERVE AS A FACILITY AND CULTURAL RESOURCE FOR THE COMMUNITY.			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. Community use of campus facilities	• # of community events hosted on Helena College campuses per year.	**Baseline:** 55 events 2,440 attendees **Target:** 58 events/year	49 events/year (FY16) 1,892 attendees **Score: 0**
2. College entity 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	**Baseline:** 3 events 500 attendees **Target:** 5 events 750 attendees	6 events/year (FY16) 668 attendees **Score: 2**
Rationale: The *# of community events hosted on Helena College campuses per year* demonstrates community connection to the college and use of its facilities as community resource. The *# of college sponsored events/activities open to community participation per year* indicates a commitment to providing a welcome and educationally enriching campus environment to our community. Unless noted otherwise baselines for metrics were determined using 3-year average of fiscal years 2010-2012.			
Threshold for Mission Fulfillment: Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.2 points. **Current score = 2 points**			
Strategic Plan Alignment: The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 4.3.4, 5.1.1			

External factors influence these types of indicators, so natural fluctuations in demand or attendance can have a disproportionate effect on outcomes. For example, there were fewer community events held on campus. At the same time, there were more college-sponsored events, but despite the increased number of events, attendance declined slightly. A recent addition to Helena College community event programming includes a lecture series to take place throughout AY 2016-2017. The inaugural event welcomed nearly 100 people to campus to hear a local author present her work on Helena history.

<table>
<tr><td colspan="4" align="center">**OBJECTIVE 3: TO MEET COMMUNITY NEEDS THROUGH LEARNING, VOLUNTEER AND SERVICE COLLABORATIONS.**</td></tr>
<tr><td>**Indicators of Achievement**</td><td align="center">**Metric(s)**</td><td align="center">**Target(s)**</td><td align="center">**Outcome(s)**</td></tr>
<tr>
<td>1. Collaborations with community stakeholders</td>
<td>• # of collaborations with community stakeholders
• *collaborations are identified at the program level and documented in annual program assessment plans</td>
<td>**Baseline:** TBD*
Target: TBD*</td>
<td>*Data collection to establish baseline/target to begin fall 2016*

Score: N/A</td>
</tr>
<tr>
<td>2. Service to community by faculty, students, and staff</td>
<td>• # of service hours to the community (including student internships, service-learning, and staff involvement in community)</td>
<td>**Baseline:** 2,030
Target: TBD*</td>
<td>Baseline established FY16. Target & future outcomes TBD

Score: N/A</td>
</tr>
<tr>
<td>3. Foundation and alumni activities</td>
<td>• # of foundation or alumni sponsored events and activities of benefit to the community</td>
<td>**Baseline:** 1 event 235 attendees
Target: TBD*</td>
<td>Baseline established FY16. Target & future outcomes TBD

Score: N/A</td>
</tr>
<tr>
<td>4. Use of credit and non-credit programs to support community needs</td>
<td>• # of customized trainings provided annually to employers/community organizations
• Alignment with community needs documented in program outcomes and assessed in all annual plans and five-year internal program reviews</td>
<td>**Baseline:** 5 trainings/year
Target: 6 trainings/year

Baseline: 50% (AY1112)
Target: 100%</td>
<td>10 trainings (FY16)

55% of CTE Internal program reviews in the current cycle (2012-16) include evidence of advisory committee recommendations

Score: (2 x .5)+(0 x.5)=**1**</td>
</tr>
<tr>
<td colspan="4">**Rationale:** The *# of collaborations with community stakeholders* demonstrates the college's connections to the community. The *# of service hours to the community* demonstrates service provided by the college. The *# of foundation or alumni sponsored events and activities of benefit to the community* measures other potential avenues for providing community outreach and service. The *# of customized trainings provided annually to employers/community organizations and alignment with community needs documented in program outcomes and assessed in all annual plans and five-year internal program reviews* demonstrate support for community needs though the college's academic and continuing education programs. Unless noted otherwise baselines for metrics were determined using a 3-year average of fiscal years 2010-2012.</td>
</tr>
<tr>
<td colspan="4">**Threshold for Mission Fulfillment:** Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 2.4 points. **Current score = 1 point**</td>
</tr>
</table>

> **Strategic Plan Alignment:** The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 4.1.1, 4.3.2, 5.1.3, 5.3.2

As described above, the College meets community needs in multiple ways, however the collection of data, as well as the establishment of baselines and targets has been slow to happen. Considerable attention is being paid to rectifying these challenges, and resources are being brought to bear on the need to document the College's contributions to the community. One noteworthy documented change is the relatively recent advent of the Helena College Foundation, which has now formally been constituted as a 501 (c)3 non-profit foundation. It has already channeled a number of contributions from individuals and other foundations into scholarships and other material support for the College.

OBJECTIVE 4: TO DEVELOP AND STRENGTHEN EMPLOYEE KNOWLEDGE, SKILLS AND ENGAGEMENT.			
Indicators of Achievement	**Metric(s)**	**Target(s)**	**Outcome(s)**
1. Faculty and staff participation in professional development activities	• Percentage of faculty and staff completing professional development activities/year *To be documented as approved professional development requests, and activities included in annual performance evaluation for staff and the faculty evaluation process*	**Baseline:** Approved PD requests: Staff – 52% Faculty – 39% Total-45% Target: 33%	Staff – 15% Faculty – 34% Total- 28% (FY16)
	• # of college sponsored professional development activities/opportunities offered each year	**Baseline:** 3 **Target:** 10	19 trainings (FY16) **Score** (0 x.5)+(2 x.5)=**1**
2. Retention of college employees	• Annual retention rate of full-time employees	**Baseline:** 88% **Target:** 90%	79% (FY16) **Score: 0**
3. Employee engagement and satisfaction with campus community and working environment	• Percentage of employees surveyed indicating overall engagement/satisfaction	**Baseline:** 83% (FY15 NL CESS) **Target:** TBD*	*Baseline established FY16. Target & future outcomes TBD* **Score: N/A**

> **Rationale:** The *percentage of faculty and staff completing professional development activities each year and the # of college sponsored professional development activities/opportunities offered each year* demonstrate the level at which employees participate in ongoing professional development through the professional development fund and the number of opportunities the college provides on campus for all employees. The *annual retention rate of full-time employees* indicates the degree to which the college successfully provides a high quality working environment and competitive compensation and benefits. The *percentage of employees surveyed indicating overall engagement and satisfaction* shows employee investment in their work and the mission and goals of the college and their perceptions the work environment provided by the college. Unless noted otherwise baselines for metrics were determined using a 3-year average of fiscal years 2010-2012.
>
> **Threshold for Mission Fulfillment:** Acceptable performance for achieving mission fulfillment (60% of indicators meeting or exceeding targets) = 1.8 points. **Current score = 1 point**
>
> **Strategic Plan Alignment:** The above Core Theme Indicators of Achievement align with Key Performance Indicators for the following goals, objectives, and strategies found in the 2012-2022 Helena College Strategic Plan: 3.1.4, 3.2.4, 4.2.2, 5.2.3, 6.3.1

Professional development is an important aspect of efforts by the College to maintain the highest quality standards of professionalism in instruction, as well as in student support and customer service. In recent years, there has been a slight downturn in the percentage of employees completing professional development activities. The College's response to this is to emphasize the importance of sharing with the campus community any insights or new ideas gained by attending conferences or other professional development activities. There also has been a recent shift towards offering all-college professional development activities, such as when Dr. Nutt from NACADA was engaged for a day-long advising workshop in August 2016 or when John Bowers, Dean of Basic & Transitional Studies at South Seattle College, was brought to campus in February 2016 to address embedded learning for adults. This coordinated professional development allows greater exposure to the ideas, which aids the kinds of institutional culture shift that is such an important underpinning of significant change. Furthermore, this approach allows finite resources to reach more people. This is at least in part responsible for the College exceeding its target for the number of college-sponsored professional development activities by 90% (Core Theme 3, Objective 4, indicator 1.b).

The College also funds professional development activity by providing resources within the control of a representative professional development committee. This committee, under the leadership of the Director of Human Resources, with the participation of faculty and staff from across the institution, solicits applications for training, to support conference attendance, etc., at various times throughout the year. Requests that exceed a certain dollar amount are referred to the Senior Leadership team for review, but otherwise funding decisions are made collaboratively by the professional development committee. The decline in participation has prompted a review of internal processes, including deadlines, for possible refinement to encourage greater accessibility.

Another typical effect of increased emphasis on professional development is employee retention. As the College continues to struggle with employee retention, in large measure due to the strong job market and the proximity to relatively high-paying jobs with the State of Montana, its expectation is that the shift in support for professional development may positively affect employee retention and job satisfaction rates. To gauge such a shift, employees are surveyed every three years regarding their perceptions of the campus community and working environment, with the next such survey scheduled for AY 2017-2018.

In summary, the College uses its Core Theme objectives and their indicators to gain insight into both strategic directions and operational needs. The regular review of these data drives activity on a continual

basis. Where the targets are not being met, in accordance with a deep commitment to continuous improvement, analysis has been done, actions are already being taken to remedy any shortcomings, and every effort is being made to improve the quality and breadth of data and documentation available.

Standard 5.B: Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Helena College is affiliated with the University of Montana and the Montana University System, under the overall direction of the Office of the Commissioner of Higher Education. This structure provides the College with ample means and opportunity to review its resources and capacity, including routine OCHE reports on a number of data points tracked at the system level (performance-based funding calculations, tuition collections compared to other institutions, transfer rates within the state university system, and so forth.)

Internal to the College, the zero-based budget process ensures that adequacy of resources, capacity, and effectiveness of operations are reviewed on a granular level multiple times throughout each fiscal year. Furthermore, in the spring of 2016 the College completed a program prioritization process, partly modeled on the prioritization process described by Robert Dickeson. That inclusive process entailed thorough review of a number of key indicators and involved faculty, staff, and managers from across the institution. Results were shared with the campus community in August 2016 during Convocation. The initial prioritization process is expected to be revisited in the near-term, and analysis of the preliminary results is on-going.

A keen appreciation of the need to diversify the College's financial support of students led to the establishment of the Helena College Foundation, the primary purpose of which is to develop funding for scholarships, and to support the College in fulfillment of its mission. The creation of the Foundation marks the culmination of many years of work establishing its non-profit status and nurturing relationships with community members. Finally, the College has been part of a consortium of colleges and universities within the Montana University System that have been fortunate to receive multiple rounds of federal funding through the Trade Adjustment Act Community College and Career Training (TAACCCT) program. With support from these, and other grants, Helena College's Trades and Nursing programs have been fine-tuned to reflect the highest industry standards, so that graduates of those programs are maximally prepared to work in their chosen fields. The College built upon its existing reputation and has leveraged its resources to become the premier educational facility in the State of Montana in many of the Trades and professions.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The evaluation of planning, practices, resource allocation, and assessment are woven into the fabric of Helena College, as described in the current document. The strategic plan was developed in 2012, was reviewed and updated in 2014, is scheduled for a substantive mid-cycle report in AY 2017-2018, and another in 2020. The Core Themes Objectives and indicators undergo constant scrutiny by multiple groups and individuals, not only for the adequacy of the data being collected, but to analyze the data and to interpret

key findings. Gap analyses are performed regularly by various constituencies and working groups, and necessary changes are vetted for implementation. The exhaustive program review, annual assessment, and zero-based budget development processes are thoroughly documented and available on Helena College's website and/or the internal web-accessible SharePoint repository.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

By design, Helena College embraces the grass-roots, distributed model of environmental scanning, to match its over-all approach to strategic planning, assessment of outcomes, and community engagement in general. This approach reflects the embeddedness of the College in its community, and the strong individual and institutional relationships that it enjoys with those it serves. The process calls for the solicitation of input from community members, area employers, educators at the K-12 level, as well as at the local private Carroll College, among others, and it manifests in a variety of ways. For example, the official Campus Advisory Council, as well as program-specific advisory councils in the Trades and Professions (Aviation, Diesel, Interior Space Planning & Design, etc.) meet regularly with Helena College faculty and staff to share information, ideas, connections, and other resources. The Library regularly convenes its own advisory council, as well, and participates in a number of partnerships with libraries and other colleges/universities across the state. Through those advisory council meetings, experts in the various fields are asked to share their own insights and perceptions about trends, unmet needs, necessary course-corrections or realignment of existing programs, and so forth.

As an example of the results of this constant external environmental scanning, there surfaced an apparent need for a cosmetology program in Helena, to provide qualified cosmetologists, manicurists, and aestheticians to meet the needs of the community. A focus group was convened, with interested community members invited. Some participants came from as far away as 80 miles to share their perspective on the need for this type of program. Follow-up meetings were scheduled with salon owners, the Executive Officer of the Board of Cosmetology for the State of Montana, and a search for a suitable location has begun. Likewise, internal scanning happens continually, in which the College uses its network of overlapping committees and in-house expertise. One result of this scanning process was the administration of the DACUM process around advising, which was discussed elsewhere in this document.

Additionally, the Senior Leadership team regularly performs an informal evaluation of the College's instructional portfolio, in consultation with the Montana State Department of Labor & Industry, the Montana State Department of Commerce, and other state agencies. A resurgence of interest in promoting apprenticeships (in construction, plumbing, electrical, and machining, in particular) has led the College to work with the Helena Building Industry Association (HBIA) and the state-wide Montana Builders' Association (MBA) to survey their members regarding interest in, and support for, construction trades apprenticeships. A sheet metal apprenticeship was created recently, in response to interest from the HVAC industry, and with the support of some of the major local employers in that field. Senior leaders regularly attend Rotary, Chamber of Commerce, and other meetings, as well as a unique gathering called Hometown Helena—an early-morning gathering at a local social club each Thursday morning, where coffee is served and information of interest to the community is shared with civic leaders, business people, government officials, and the general public. The Helena College Dean/CEO is regularly invited to speak about the College, and he is well known by those in attendance (between 50 and 100 people, on average).

In summary, Helena College leverages its close connections to the community, and its many robust relationships to track the needs of its stakeholders. This organic process reflects the character not only of Helena College, but also of the Greater-Helena community that it serves.

http://www.umhelena.edu/campus_facilities/committees/campusadvisory/default.aspx
https://connect.umhelena.edu/institutional-research/Assessment%20Data%20%20Reports/Forms/AllItems.aspx
(Log-in required; see Program Advisory Council Minutes)

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CONCLUSION

As a small, comprehensive two-year college, Helena College is dedicated to its mission of providing access and support for our community to pursue lifelong educational opportunities. As the only public institution of higher learning in the Greater-Helena area, Helena College is asked by the community to provide workforce training and re-training, transfer education, professional credentialing and continuing education, as well as serving as a venue for cultural and enrichment activities of all types. The College is an integral part of the community and enjoys myriad connections at both individual and institutional levels with the community at large. Thus, when the College and its employees work for the welfare of Helena College students, they are working to improve the lives of their friends and neighbors, the productivity and profitability of local businesses, as well as to enhance civic life in the community. This is a great responsibility and one that the College takes very seriously.

The governance structure of Helena College reflects the community-mindedness of the institution. Helena College engages deeply with its community, whether developing a long-range Strategic Plan, Core Themes and objectives, new instructional programs to serve the needs of students and local employers, or support structures such as access to high quality research materials, life-long educational planning through high quality student advising, or cultural enrichment. This engagement effort pays off in untold ways, to the mutual benefit of everyone involved with the College.

The seven-year accreditation process culminating in this final report has prompted significant reflection within the College upon its sense of its own identity, purpose, and functions. The collaborative development of the Core Themes and Strategic Goals brought to light many important aspects of the College, some very positive of which the College is rightly proud, as well as some in need of improvement. The processes of deliberate planning, thoughtful practice, assessment of outcomes, and continuous improvement are woven into the very fabric of the institution, and the College strives to continue to meet its mission and serve its community in perpetuity.