

Helena College University of Montana

# **Year Six | Standard Two** **Policies, Regulations, and Financial Review**

---

Self-Evaluation Report | Spring 2023

*A report prepared for the  
Northwest Commission on Colleges and Universities*

**HELENA COLLEGE**  
UNIVERSITY OF MONTANA

## APPENDIX J:

# INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

---

(Name of Institution)

---

(Name of Chief Executive Officer)

---

(Signature of Chief Executive Officer)

---

(Date)

## **CONTRIBUTORS**

**Accreditation Liaison Officer:** Sandra Bauman

**Co-Writers/Editors:** Sandra Bauman & Jessie Pate

**Section & Evidence Contributors:** Kim Caldwell, Valerie Curtin, Sarah Dellwo, Della Dubbe, Mel Ewing, Tricia Fiscus, Stephanie Hunthausen, Robyn Kiesling, Amy Kong, Melissa Mousel, Atalyssa Neace, Paul Nicholson, Paige Payne, Debra Rapaport, Abigail Rausch, John Rutherford, Cari Schwen, Christy Stergar, Mary Twardos, Ann Willcockson

**Cover Design:** Abigail Rausch

**Web Site Updates:** Ed Benasky, Jeremy Bengel, Cole Wagner

# Table of Contents

Contributors.....	1
Executive Summary: Mission Fulfillment .....	4
Eligibility Requirements .....	5
Standard 2: Governance, Resources, and Capacity .....	8
Standard 2.A: Governance.....	8
Standard 2.A.1 .....	8
Standard 2.A.2.....	9
Standard 2.A.3.....	11
Standard 2.A.4.....	11
Standard 2.B: Academic Freedom .....	13
Standard 2.B.1 .....	13
Standard 2.B.2 .....	14
Standard 2.C: Policies and Procedures .....	15
Standard 2.C.1 .....	15
Standard 2.C.2 .....	16
Standard 2.C.3 .....	17
Standard 2.C.4 .....	18
Standard 2.D: Institutional Integrity.....	20
Standard 2.D.1 .....	20
Standard 2.D.2 .....	21
Standard 2.D.3 .....	22
Standard 2.E: Financial Resources.....	23
Standard 2.E.1 .....	23
Standard 2.E.2 .....	24
Standard 2.E.3 .....	26
Standard 2.F: Human Resources .....	27
Standard 2.F.1 .....	27
Standard 2.F.2 .....	28
Standard 2.F.3 .....	29
Standard 2.F.4 .....	31
Standard 2.G: Student Support Resources .....	33
Standard 2.G.1 .....	33
Standard 2.G.2 .....	35

Standard 2.G.3 ..... 36

Standard 2.G.4 ..... 37

Standard 2.G.5 ..... 38

Standard 2.G.6 ..... 40

Standard 2.G.7 ..... 41

Standard 2.H: Library and Information Resources ..... 43

    Standard 2.H.1 ..... 43

Standard 2.I: Physical and Technology Infrastructure ..... 45

    Standard 2.I.1 ..... 45

Moving Forward ..... 48

## EXECUTIVE SUMMARY: MISSION FULFILLMENT

Helena College utilizes a two-part framework for determining mission fulfillment: (1) systematic evaluation of key performance indicators, and (2) monitoring progress of department, program, and committee annual work plan goals aligned with the defining characteristics of our strategic plan. The Institutional Development, Effectiveness, and Accreditation Committee (IDEA) is responsible for oversight of this process, [publishing regular reports](#) (left menu) and sharing key insights and recommendations with the Dean's Cabinet and the campus community. This framework has largely remained the same since it was adopted in 2018, though improvements have been made over the last four years.

In spring 2021 IDEA launched a collaborative and data-informed effort to include all areas of campus in the development of a new mission, vision, and strategic plan. Under the new plan, four guiding principles serve as pillars of our mission and vision: effectiveness, stewardship, impact, and equity. Associated with each pillar are defining characteristics that further describe how Helena College lives its mission, strategic goals to drive achievement of our vision, and key performance indicators (KPIs) that provide insight into our progress. During this process, IDEA voted to eliminate our core themes and incorporate the indicators of achievement into the new strategic plan as KPIs or strategic goal targets, where appropriate. Our new mission statement was approved by the Montana Board of Regents in March 2022 and the full [2022-2027 Strategic Plan](#) was finalized by the Dean's Cabinet in April 2022.

We have also made improvements to program reviews. Academic and non-academic programs now have their own set of prompts to guide areas in evaluating the performance and needs of the different areas on campus. Faculty serve as the primary authors of the academic program reviews and make up more than half of a new Academic Program Review Committee, which oversees the process and provides support throughout. To both academic and non-academic program reviews we have added reports from key data stewards on campus, a peer evaluation, and a meeting with the Dean's Cabinet to discuss recommendations for continuous improvement. The recommendations are assigned to a responsible department, program, or committee. In annual work plans, plan developers have an opportunity to document how their goals support assigned program review recommendations. This allows departments to scaffold short-term goals within their long-term plans.

Annual work plans have proven to be a meaningful way for all areas of campus to set yearly goals and document how those goals support the strategic plan. Since implementation of the plans in the 2018-19 academic year, IDEA has improved functionality of the assessment database where plans are completed, updated guidelines for completing the plans, and provided training in writing effective action items and indicators of success following the SMART (specific, measurable, achievable, relevant, and time-bound) goal-setting framework. These efforts have led to a sustained improvement in the quality of the plans.

Our holistic definition of mission fulfillment provides an efficient and effective framework to guide planning and assessment efforts at the program and institution level. The college is currently finalizing a budgeting process that integrates program data and our strategic goals, which will allow us to ensure resources are allocated in line with our mission and support the achievement of our vision. We are excited to implement our new strategic plan and see the results of our intentions reflected in the success of our students.

## ELIGIBILITY REQUIREMENTS

Helena College attests that it remains in compliance with the Northwest Commission on Colleges and Universities (NWCCU) Eligibility Requirements, as certified in the Institutional Report Certification Form included at the beginning of this report.

1. **OPERATIONAL STATUS:** The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.
2. **OPERATIONAL FOCUS AND INDEPENDENCE:** The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.
3. **AUTHORITY:** The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.
4. **INSTITUTIONAL EFFECTIVENESS:** The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. 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.
5. **STUDENT LEARNING:** The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.
6. **STUDENT ACHIEVEMENT:** The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).
7. **NON-DISCRIMINATION:** The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.
8. **INSTITUTIONAL INTEGRITY:** The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.
9. **GOVERNING BOARD:** The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a

centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

10. **CHIEF EXECUTIVE OFFICER:** The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.
11. **ADMINISTRATION:** In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators 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. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.
12. **FACULTY:** Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.
13. **EDUCATIONAL PROGRAMS:** Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.
14. **LIBRARY AND INFORMATION RESOURCES:** Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.
15. **PHYSICAL AND TECHNOLOGY INFRASTRUCTURE:** The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.
16. **ACADEMIC FREEDOM:** Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.
17. **ADMISSIONS:** The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.
18. **PUBLIC INFORMATION:** The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs



and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

19. **FINANCIAL RESOURCES AND PLANNING:** The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.
20. **FINANCIAL ACCOUNTABILITY:** For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than fifteen months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.
21. **DISCLOSURE:** The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.
22. **RELATIONSHIP WITH NWCCU:** The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.
23. **INSTITUTIONAL CAPACITY:** The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

## STANDARD 2: GOVERNANCE, RESOURCES, AND CAPACITY

### Standard 2.A: Governance

#### Standard 2.A.1

---

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

*Eligibility Requirements: 9, 21, 22*

---

The Montana University System is governed by the Montana Board of Regents, a seven-member board appointed by the governor. Apart from the student regent, who serves a one-year term, each regent serves a seven-year term. Governing authority over the university system by the regents is codified in [Montana Code Annotated \(MCA\) 20-25-301](#). The regents are granted “general control and supervision” of the system, including conferring degrees; appointing presidents, chancellors, CEOs, and faculty; and conferring upon the presidents, chancellors, and CEOs the immediate control and management of the campus they control. Each regent is expected to serve according to published [Code of Expectations](#), agreeing to put service above self and to remain independent and impartial. Board of Regents [policies](#), as well as [information on each regent](#), are listed on the [Board of Regents website](#).

The board appoints a full-time Commissioner of Higher Education to carry out the policies, decisions, and rules of the board. As stated on the official [website](#), “the Office of the Commissioner of Higher Education is the central administrative unit of the Montana University System and the Board of Regents.” [Board of Regents policy 204.3](#) details the duties of the Commissioner of Higher Education.

The Board of Regents meet six times each year to receive updates and make formal decisions regarding policy, academic programming, and financial matters. All meetings are open to the public and the [meeting calendar](#), agendas, and minutes are published on the website. The Board of Regents’ by-laws are articulated in [BOR policy 201.7](#).

Helena College University of Montana is an independently accredited public two-year college affiliated with the University of Montana (UM). As such, [Helena College policies](#) are in line with Board of Regents policy, as the governing board of each unit of the university system. As an affiliate of the University of Montana, designated in Montana law [MCA 20-25-201](#), Helena College [policy 100.4](#) states that Helena College will follow UM policies in the absence of a distinct policy.

### Required Evidence for Standard 2.A.1

- Institutional governance policies and procedures
  - [Helena College \(HC\) Policies & Procedures](#)
  - [HC Policy 100.4: Policy Governing Situations in Absence of College Policy](#)
- System governance policies and procedures
  - [Montana Board of Regents \(BOR\) Policies](#)
  - [BOR Policy 204.3: Commissioner of Higher Education; Duties](#)
- Board's calendar for reviewing institutional and board policies and procedures
  - [BOR Policy 201.7: By-laws](#)
  - [BOR Meeting Schedule](#)
- Bylaws and Articles of Incorporation referencing governance structure
  - [Montana Code Annotated \(MCA\) 20-25-301: Regents' Powers And Duties](#)
  - [MCA 20-25-201: Units Constituting University System](#)
  - [BOR Policy 204.3: Commissioner of Higher Education; Duties](#)

### Supplemental Evidence for Standard 2.A.1

- [Code of Expectations for the Montana Board of Regents of Higher Education](#)
- [Board of Regents Members](#)
- [Montana University System Board of Regents website](#)
- [Office of the Commissioner of Higher Education website](#)

### Standard 2.A.2

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

*Eligibility Requirement: 11*

The Dean's Cabinet serves as the leadership team for Helena College and is composed of qualified administrators with responsibility for the oversight of all areas of campus. The Dean's Cabinet meets weekly to plan, organize, and manage the institution and assess its achievements and effectiveness.

Members of the Dean's Cabinet include:

Position	Name
Dean/Chief Executive Officer (CEO)	Sandra Bauman
Executive Assistant to the Dean (Recorder)	Paige Payne
Executive Director of Fiscal Services/Chief Financial Officer (CFO)	Cari Schwen
Executive Director of General Education & Transfer	Robyn Kiesling
Executive Director of Career Technical Education and Dual Enrollment	Stephanie Hunthausen

Executive Director of Enrollment	Sarah Dellwo
Executive Director of Compliance & Financial Aid	Valerie Curtin
Executive Director of Operations	Vacant
Director of Institutional Research & Effectiveness	Jessie Pate
Director of Marketing, Communication, & Alumni Relations	Abigail Rausch
Chief Information Officer (CIO)	Mel Ewing

The [organizational chart](#) details the current levels of authority, responsibility, and accountability for each member of the Dean’s Cabinet, and current resumes for each member can be found in Appendix A, pp. 1-28.

Over the past five years, Helena College has changed the structure of the leadership team to better suit the needs of the college. Following the promotion of the Associate Dean of Academic and Student Affairs to Dean/CEO in 2020, the position was eliminated and responsibilities were divided among four executive directors, two in student affairs and two academic division directors.

The college has also partnered with the University of Montana Western, an affiliate institution, to share a CFO and CIO. Many positive outcomes have come from the arrangement and we have strengthened many working relationships with our affiliate, especially regarding information technology (IT). The shared CIO position has led to further integration of IT services, including two planned hires to expand both campuses’ IT capabilities.

At Helena College, the CFO served as the Assistant Dean of Administrative Affairs (Tricia Fiscus, see resume in Appendix A, pp. 26-28). In evaluating the shared CFO arrangement, the college has recently determined that each institution needs a dedicated leader to oversee and improve the administrative capability of our institutions. As a result, Helena College has expanded on the new organizational structure and promoted the Director of Business Services to Executive Director of Fiscal Services/CFO and will hire an Executive Director of Operations to oversee human resource, facilities, safety and security, and auxiliary services.

The college is optimistic that these changes to our organizational structure will continue to enable us to maximize limited resources and provide a high-quality education to all of our students.

### Required Evidence for Standard 2.A.2

- Leadership organizational chart
  - [HC Organizational Chart](#)
- CV/Resume of executive leadership
  - Appendix A, pp. 1-28

### Standard 2.A.3.

---

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

*Eligibility Requirement: 10*

---

Dr. Sandra J. Bauman, Ed.D., has been serving as the chief executive officer of Helena College since May 2020 when she was appointed Acting Dean/CEO by the Commissioner of Higher Education, Clayton Christian. In November 2020, the Board of Regents voted to confirm Dr. Bauman as the Dean/CEO in a permanent capacity. She comes to the role with over 20 years' experience in higher education. Prior to serving in this position, she was the Associate Dean of Academic & Student Affairs for Helena College. In addition, she served as the Director of Academic Success, an adjunct instructor, and academic advisor at Great Falls College Montana State University; as Director of Financial Aid and Director of Business Services at the University of Great Falls (now University of Providence); and as Client Services Manager and Default Prevention Manager for the Montana Guaranteed Student Loan Program. Her full resume can be viewed in Appendix B (pp. 29-32).

Dr. Bauman does not serve as an ex officio member of the Board of Regents, but rather under the authority of the regents as chief executive officer of a unit of the university system.

#### Required Evidence for Standard 2.A.3

- CV/Resume of Dean/CEO
  - Appendix B, pp. 29-32

### Standard 2.A.4

---

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

*Eligibility Requirement: 8*

---

Section 100 of [Helena College policies and procedures](#) deals with governance and organization. [Policy 100.1](#) specifically outlines how policies are developed and reviewed, including opportunities for feedback from the campus community.

Helena College has a strong commitment to shared governance, which is well-supported by the college's [committee structure](#). This committee structure provides opportunities for the Dean/CEO and Dean's Cabinet to consider the views of faculty, staff, administrators, and students. Committees with direct influence on decision making include the Budget Management Team (BMT), Faculty Senate, the Dean's Campus Advisory Council, and the Institutional Development, Effectiveness, and Accreditation Committee (IDEA).

The [BMT](#) is responsible for engaging diverse perspectives to determine financial priorities for the institution. While the college transitions to the new structure of administrative affairs as described under Standard 2.A.2, the Assistant Dean of Administrative Affairs and Executive Director of Fiscal

Services/CFO co-chair the team. The team is structured to include representation from all academic departments, administrative functions, and student services areas. In addition to all of the Dean's Cabinet (see 2.A.2) the committee members currently include the Director of Facilities & Maintenance, Director of the Community Education Center & Small Business Development Center, and Human Resources Generalist. The upcoming CFO is planning to expand membership to include a faculty, staff, and student representative.

As stated in the organizational bylaws, the purpose of the [Faculty Senate of Helena College](#) is to ensure the talents and expertise of members of the faculty are used to shape the purpose and character of the College. The Executive Committee of the Senate is made up of seven members elected by the memberships and serves as the governing body. There are three standing subcommittees of the senate: the Academic Program Review Committee (APRC) with oversight of the program review process and responsibility for making recommendations to the Dean's Cabinet regarding program outcomes, the Academic Standards and Curriculum Review Committee (ASCR) with oversight of all curriculum decisions, and the Professional Advancement Committee (PAC) with the mission of providing assistance and mentorship to pre-tenure faculty.

In an effort to include all stakeholders in decisions regarding the operations of the institution, the [Dean's Campus Advisory Council](#) meets monthly. Faculty and Staff Senate Presidents, the President of the Associated Students of Helena College (ASHC), the Director of Nursing, the Director of Student Life, and the Director of the Community Education Center & Small Business Development Center join the Dean's Cabinet for these meetings. In addition to sharing information, the council provides guidance and input on matters impacting the campus community.

As documented on the [IDEA committee webpage](#), the mission of this committee is to serve as a representative body that works to advance the strategic direction of Helena College through assessment and planning. The committee also has oversight of activities related to maintaining institutional compliance with accreditation standards and policies. Membership of IDEA includes the Director of Institutional Research & Effectiveness (chair), Executive Assistant to Dean/CEO (recorder), Director of the Community Education Center & Small Business Development Center, Assistant Registrar, Faculty Senate President, Staff Senate President, ASHC President, Executive Director of Career Technical Education & Dual Enrollment, and Dean/CEO (ex-officio).

#### Required Evidence for Standard 2.A.4

- Institutional governance policies and procedures
  - [HC Policies & Procedures](#)
  - [HC Policy 100.1: Formulation and Issuance of College Policies and Procedures](#)
  - [HC Councils and Committees](#)
    - [Budget Management Team \(BMT\)](#)
    - [Faculty Senate of Helena College](#)
    - [Dean's Campus Advisory Council](#)
    - [Institutional Development, Effectiveness, & Accreditation \(IDEA\) Committee](#)

## Standard 2.B: Academic Freedom

### Standard 2.B.1

---

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

*Eligibility Requirement: 16*

---

Helena College adheres to the principles of academic freedom. [Montana Board of Regents policy 302](#) defines academic freedom for the Montana University System, both the protections and limitations for faculty.

As an affiliate of the University of Montana, Helena College has [policy 100.4](#) in place to follow UM policy in the absence of a specific policy. [UM Policy 370](#) details academic personnel rights and responsibilities, including academic freedom (Section II). The [collective bargaining agreement](#) between the Helena Teachers' Union and Helena College outlines how the concept of academic freedom is operationalized at our institution (section 4.15, p. 8), as does the [Faculty Handbook](#) (p. 9).

The Student Code of Conduct includes academic freedom among rights afforded to students of Helena College. The college recognizes that "freedom to teach and freedom to learn are inseparable facets of academic freedom" ([HC Student Handbook](#), p. 32) and encourages students to exercise their freedom with responsibility and in adherence with Helena College policies.

#### Required Evidence for Standard 2.B.1

- Academic freedom policies and procedures (evidence could include samples of negotiated agreements with faculty and/or staff, where appropriate)
  - [BOR Policy 302: Academic Freedom](#)
  - [HC Policy 100.4: Policy Governing Situations in Absence of College Policy](#)
  - [University of Montana \(UM\) Policy 370: Rights and Responsibilities of Academic Personnel](#)
  - [Faculty Collective Bargaining Agreement](#) (p. 8)
  - [Faculty Handbook](#) (p. 9)
- Evidence that the students also have academic freedom
  - [HC Student Handbook](#) (pp. 32 & 35)

## Standard 2.B.2

---

Within the context of its mission 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 test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

*Eligibility Requirement: 16*

---

Freedom of thought and expression for students, staff, faculty, and administrators is integral to the mission and values of Helena College. Under the “Impact” guiding principle of our [strategic plan](#), two defining characteristics articulate our commitment to fostering an environment that supports independent thought in the pursuit and dissemination of knowledge:

- Stimulate curiosity, critical thinking, and problem solving to promote student engagement and intentional self-discovery.
- Collaborate to build a culture of adaptability, inquiry, respect, and civic engagement that works toward the common good.

Protections of free expression for students and employees are briefly outlined in [Helena College Policy 100.3](#). This policy acknowledges that “the ability to engage in free expression in the search for meaning” is essential to the welfare and strength not only of the institution, but the broader community as well (p. 5). Our commitment to these ideals enables us to create “stimulating and challenging learning environment[s]” where “individuals are encouraged to invite, rather than inhibit, discourse on ideas” (p. 5). Free speech rights are further articulated in University of Montana [Policy 250](#).

The Student Code of Conduct outlines the rights students are afforded at Helena College, including the freedom to learn; freedom of expression; freedom to “develop community, expressions, and inquiry”; and the ability to “develop publications free from censorship” ([HC Student Handbook](#), p. 32). Interfering with others’ freedom of expression on campus is considered misconduct and subject to disciplinary action ([HC Student Handbook](#), p. 35).

The [Library Learning Hub](#) also includes fostering intellectual freedom as a core function of their work and mission.

### Supplemental Evidence for Standard 2.B.2

- [HC Strategic Plan 2022-2027](#)
- [HC Policy 100.3: Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation](#)
- [UM Policy 250: Free Speech](#)
- [HC Student Handbook](#) (pp. 32, 35)
- [About the Library](#)



## Standard 2.C: Policies and Procedures

### Standard 2.C.1

---

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

*Eligibility Requirement: 18*

---

To ensure fair and efficient transfer of credits, Helena College follows [Montana Board of Regents policy 301.5](#). Credits are accepted from institutions accredited by the following agencies:

- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Higher Learning Commission (HLC)
- Middle States Association of Colleges and Schools (MSCHE)
- New England Association of Schools and Colleges (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

Students can find Helena College's transfer of credit procedures and policies on the [Admissions and Enrollment page](#) of the college website. A [transfer equivalency table](#) is maintained in the Banner student information system and made publicly available to help provide timely information to students about accepted transfer credits. Any coursework not found in the equivalency table is sent to program area faculty for review. Transfer of credit is also documented in the [academic catalog](#) (p. 22).

To facilitate transfer among member institutions of the Montana University System, Helena College participates in Common Course Numbering, as outlined in [Board of Regents policy 301.5.5](#) and on p. 22 of the [academic catalog](#). This allows courses with the same numbers to be transferred evenly across the system. Courses are reviewed periodically by system-wide faculty groups. This work is facilitated by the Office of the Commissioner of Higher Education.

Transfer practices are further regulated in the following Board of Regents policies, all of which Helena College adheres to:

- [301.5.1 System of Controls](#): Outlines timelines and processes to ensure fair, equitable, and timely evaluation of transfer credits for all MUS institutions
- [301.5.2 Outdated Coursework](#): Sets a time period in which previous coursework is guaranteed for evaluation and outlines procedures for individual programs to request a stricter standard
- [301.5.3 Minimum Course Grades](#): Standardizes grading practices across Montana institutions, including definition of a passing grade and satisfactory academic progress
- [301.5.4 Single Admissions File](#): Documents the practice of assigning a single admissions file to follow a student throughout the MUS, which promotes consistency and facilitates transfer

Helena College has developed a number of articulation agreements with a variety of institutions, which allow students to transfer into specific programs with junior standing. Information about the eleven different direct transfer opportunities can be found on pages 97-112 of the [academic catalog](#).

### Required Evidence for Standard 2.C.1

- Transfer of credit policies/ procedures
  - [BOR Policy 301.5: Transfer of Credits; MUS and Community Colleges](#)
  - [Admissions and Enrollment web page](#)
  - [Transfer Equivalency Table](#)
  - [HC Academic Catalog](#) (p. 22, pp. 97-112)
  - [BOR Policy 301.5.5: Common Course Numbering](#)
  - [BOR Policy 301.5.1: System of Controls](#)
  - [BOR Policy 301.5.2 Outdated coursework](#)
  - [BOR Policy 301.5.3: Minimum course grades](#)
  - [BOR Policy 301.5.4: Single Admissions File](#)

### Standard 2.C.2

---

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

*Eligibility Requirement: 18*

---

Student rights and responsibilities are addressed in various sections of the [academic catalog](#) and the [Student Handbook](#).

Helena College expects all students to demonstrate academic integrity and honesty. Academic integrity violations and consequences are published for students in both the [academic catalog](#) (pp. 47-48) and [Student Handbook](#) (pp. 36-37). The same policy statement is also published the syllabus template provided in the [faculty handbook](#) (pp. 26-28).

It is the expectation that all of our students, as members of the Helena College community, conduct themselves in a law-abiding manner. The full Student Code of Conduct is available in the [Student Handbook](#) (pp. 31-40), and is briefly described in the [academic catalog](#) (p. 44).

Students have the right to appeal a decision of the college in several situations. Specific appeal procedures are outlined on the following pages of the [academic catalog](#):

- Academic forgiveness, p. 47
- Academic dishonesty, p. 48
- Challenging course for credit, p. 49
- Grade appeal, both assignments and courses, p. 50-51

Procedures for a Student Code of Conduct disciplinary appeal and related complaints are described on pages 39-47 of the [Student Handbook](#).

Students have a right to a learning environment that is free from discrimination, harassment, and retaliation as described in [policy 100.3](#), which also outlines related grievance procedures. Student privacy protections and complaint procedures are described in [policy 300.2](#), concerning the Family Educational Rights and Privacy Act (FERPA).

Accommodations for persons with disabilities are available to all students, as outlined in [policy 300.3](#), the [academic catalog](#) (p. 45) and on [Disability Resources webpage](#).

### Required Evidence for Standard 2.C.2

- Documentation of student's rights and responsibilities policies and procedures, which include:
  - Academic honesty
    - [HC Academic Catalog](#) (pp. 47-48)
    - [HC Student Handbook](#) (pp. 36-37)
    - [Faculty Handbook](#) (pp. 26-28)
  - Conduct
    - [HC Student Handbook](#) (pp. 31-40)
    - [HC Academic Catalog](#) (p. 44)
  - Appeals and grievances
    - [HC Academic Catalog](#) (pp. 47-51)
    - [HC Student Handbook](#) (pp. 39-40)
    - [HC Policy 100.3: Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation](#)
    - [HC Policy 300.2: FERPA Policy](#)
  - Accommodations for persons with disabilities
    - [HC Policy 300.3: Disability Services for Students](#)
    - [HC Academic Catalog](#) (p. 45)
    - [Disability Resources webpage](#)

### Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

*Eligibility Requirements: 17, 18*

Helena College is an open enrollment institution. We require a high school diploma or equivalency and records of two MMR shots, per [BOR policy 301](#). Specific admissions procedures for different types of students interested in attending Helena College are outlined on the [Admissions and Enrollment web page](#) and in the [academic catalog](#) (pp. 19-23).

Helena College currently utilizes self-placement for college-level math and writing courses, with one opt-in remedial math course for students who want to better prepare themselves for college algebra.

Students work with their advisor to determine appropriate placement based on their experience and academic program (Advising and Placement Guidelines for Math and Writing, Appendix C, pp. 33-41). Students are supported individually by gateway course instructors, embedded tutors and tutoring services on campus and online. Academic coaching is also available for all students. Data on passage rates for math and writing is the same or better than with placement required. Our decision to move away from placement testing and developmental/co-requisite remedial courses is the result of our involvement with Complete College America, implementation of Guided Pathways, and obstacles encountered by the COVID-19 pandemic.

Montana Board of Regents Policies [301.8](#) and [301.9](#) address continuation in and termination from academic programs, specifically academic warning (or probation), and academic suspension, respectively. Helena College procedures for carrying out these policies are outlined on pages 52-53 of the [academic catalog](#). Students are placed on academic probation when their cumulative GPA drops below a 2.0. Students are notified of their status in writing, as is their advisor and the academic coach. Once on probation, a student remains in that status until their cumulative GPA is above 2.0. If a student's term GPA falls below 2.00 while on probation, they will be placed on academic suspension. If this occurs, they must [apply for academic reinstatement](#) and their case will be reviewed by a committee. Readmission following academic suspension is address on page 19 of [academic catalog](#). Montana BOR updated the policies surrounding probation and suspension in November of 2022, and Helena College is in the process of updating their procedures for the fall 2023 semester.

### Required Evidence for Standard 2.C.3

- Policies and procedures for recruiting, admitting, and placing students
  - [BOR Policy 301: Admission Requirements](#)
  - [Admissions and Enrollment web page](#)
  - [HC Academic Catalog](#) (pp. 19-23)
  - Advising and Placement Guidelines for Math and Writing (Appendix C, pp. 33-41)
- Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies and procedures
  - [BOR Policy 301.8: Academic Warning](#)
  - [BOR Policy 301.9: Academic Suspension](#)
  - [HC Academic Catalog](#) (pp. 19, 52-53)

### Supplemental Evidence for Standard 2.C.3

- [Application for Academic Reinstatement](#)

## Standard 2.C.4

---

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

*Eligibility Requirements: 15, 18*

---

Montana [Board of Regents Policy 1300.1](#) establishes standards for security of data, including student records, across the Montana University System and directs each campus to establish and maintain policies for data under their own control. As an affiliate of the University of Montana, the Chief

Information Officer (CIO) of Helena College works directly with the UM Information Technology (IT) department to ensure information technology resources are appropriately maintained and secured. [Helena College policy 700.2](#) defines minimum security standards for networked devices.

Helena College utilizes the Ellucian Banner student information system, which is hosted on servers located at the University of Montana. These servers are maintained and backed up by IT personnel on site. Internet access and network security are also managed for Helena College by the UM IT department. Employees must request permission to use the university's virtual private network (VPN) in order to access student records off campus. All [access to Banner](#) is carefully managed by the Executive Director of Enrollment and granted based on a business need to access the information.

Paper records are maintained by the Registrar's office and are stored in a locked vault. Only personnel from that department have access to the records. Records are retained and destroyed following the [Montana University System General Record Retention Schedule](#).

Electronic and paper student records are protected under FERPA, as detailed in [Helena College Policy 300.2](#), which addresses the confidentiality of student records, identifies disclosures that can be made without student consent, explains directory information, and explains how information can be released, including which of their own records students have access to. Mandatory new employee training includes a module that outlines the responsibilities of college staff members under FERPA. The college does cooperate with law enforcement requests for information per [policy 300.1](#).

Students are informed of their rights under FERPA on pages 24-26 of the [Student Handbook](#) and pages 40-42 of the [academic catalog](#). Students can request information to be released, or to have their directory information removed by completing the appropriate paperwork, all housed on the [Student forms webpage](#). Examples include the [Student request release of information for job referral/reference](#) and the [FERPA Request to release information](#).

#### Required Evidence for Standard 2.C.4

- Policies and procedures regarding secure retention of student records (i.e. back-up, confidentiality, release, protection from cybersecurity issues or other emergencies)
  - [BOR Policy 1300.1: Security of Data and Information Technology Resources](#)
  - [Helena College Policy 700.2: Minimum Security Standards for Networked Devices](#)
  - [Banner Account Request](#)
  - [Montana University System General Record Retention Schedule](#)
  - [HC Policy 300.2: FERPA Policy](#)
  - [HC Policy 300.1: Cooperation with Law Enforcement Agencies with Regard to Students](#)
  - [HC Academic Catalog](#) (pp. 40-42)
  - [HC Student Handbook](#) (pp. 24-26)

#### Supplemental Evidence for Standard 2.C.4

- [Student forms webpage](#)
- [Student request release of information for job referral/reference](#)
- [FERPA Request to release information](#)

## Standard 2.D: Institutional Integrity

### Standard 2.D.1

---

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 ensure accuracy and integrity in all representations about its mission, programs, and services.

*Eligibility Requirement: 8*

---

Helena College strives to maintain clear, accurate, and consistent communications and publications about its academic intentions, programs, and services. The [academic catalog](#) serves as the official documentation regarding academic programs (pp. 54-112) and course offerings (pp. 113-180). It also outlines essential services, policies, and procedures relevant to students (pp. 11-53). The [Student Handbook](#) describes support services, policies, and procedures in greater detail, including the student code of conduct. Both of these documents are reviewed annually. The Executive Assistant to the Dean also requests corrections and updates for the catalog on a monthly basis, while the Student Handbook is updated as necessary.

Each of the college's academic programs are described in full in the academic catalog, including program learning outcomes, degree requirements, and a recommended term-by-term course sequence (also referred to as a pathway). Once the Academic Standards and Curriculum Review Committee (ASCRC) approves curriculum and pathway changes, the academic catalog is updated with the new information. Academic degree maps for advisors are also updated accordingly.

Prospective students can find information about the college's offerings on the [Academic Programs page](#) of the college website. The Director of Marketing, Communications, & Alumni Relations is working with programs and their Division Directors on a rotating basis to improve these pages and create additional promotional materials.

Name and logo changes over the last twenty years have made it a challenge for Helena College to maintain a consistent identity within the community. To aid in improving how the college is represented, the Director of Marketing, Communications, & Alumni Relations has developed [Brand Standards](#) to be followed by all employees.

To ensure accuracy and consistency of information shared with students via email, the college's primary means of communication with students, only the Director of Marketing, Communications, & Alumni Relations, has access to an all-student distribution list. This procedure was put in place not only to ensure important information is shared in a timely manner with this population, but also to prevent inaccurate information from being distributed and to minimize the amount of mass email communications students receive from the college. The Director works with employees to ensure their messages are shared in a clear, accurate, timely, and appropriate fashion. A Campus Marketing Toolkit is also available (Appendix D, pp. 42-56) to assist employees in these efforts.

The college's mission, vision, and strategic plan can be found on the [Helena College website](#), as well as in the [academic catalog](#) (p. 7). The Director of Institutional Research & Effectiveness is responsible for ensuring the current version is used in communications and publications.

### Required Evidence for Standard 2.D.1

- Policies and procedures for reviewing published materials (print or website) that assures institutional integrity
  - [HC Academic Catalog](#)
    - Academic programs (pp. 54-112)
    - Course offerings (pp. 113-180)
    - Student services, policies and procedures (pp. 11-53)
    - 2022-2027 Strategic Plan (p. 7)
  - [HC Student Handbook](#)
  - [Academic Programs at Helena College](#)
  - [HC Brand Standards](#)
  - Campus Marketing Toolkit (Appendix D, pp. 42-56)
  - [HC Strategic Plan 2022-2027](#)

### Standard 2.D.2

---

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

*Eligibility Requirement: 8*

---

Helena College takes all student concerns very seriously. Guidance on the process for seeking resolution in a variety of situations can be found on the [Student Concerns & Complaints](#) page of the website. Policies and procedures are in line with Montana Board of Regents [policy 221](#).

As described in [policy 100.3](#), Helena College commits to a learning and working environment that emphasizes the dignity and worth of every member of its community that is free from discrimination, harassment, and retaliation based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, gender, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation (taken together, generally, "protected-class harm"). An inclusive environment is necessary to a healthy and productive College community. The College will take appropriate action to prevent, resolve, and remediate protected-class harm. Helena College has policy 100.3 in place to specifically prohibit discrimination and harassment. [Appendix A of the policy](#) details grievance procedures for actions taken by the college in the enforcement of this policy.

All employees, students, and members of the public have the opportunity to anonymously raise concerns through the [MUS Compliance Hotline](#). A direct link to this reporting form is found on Helena College [Campus Safety web page](#) (left menu under Policies and Procedures), and reminders of the

availability of this avenue to report concerns are posted on bulletin boards throughout both the Donaldson and Airport campuses. Periodic email reminders are also sent to the campus community.

### Required Evidence for Standard 2.D.2

- Policies/procedures for reviewing internal and external complaints and grievances
  - [Student Concerns & Complaints](#)
  - [BOR Policy 221: Authorization to Operate Postsecondary Institution in the State of Montana](#)
  - [HC Policy 100.3: Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation](#)
  - [HC Policy 100.3 Appendix A](#)
  - [MUS Compliance Hotline](#)

### Supplemental Evidence for Standard 2.D.2

- [Campus Safety](#)

## Standard 2.D.3

---

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

*Eligibility Requirement: 8*

---

Helena College [policy 400.1](#), which defines conflict of interest for all employees, is in line with [UM Policy 703](#), Board of Regents [policy 770](#) covering conflict of interest, BOR [policy 760](#) regarding service on outside governing boards, and Montana State law [MCA 2-2-105](#). Each year, employees are required to complete a disclosure form identifying any potential conflicts and an action plan to eliminate conflicts (p. 9 of policy 400.1).

### Required Evidence for Standard 2.D.3

- Policies/procedures prohibiting conflict of interests among employees and board members
  - [HC Policy 400.1: Conflict of Interest](#)
  - [UM Policy 703: Conflict of Interest & Financial Disclosure](#)
  - [BOR Policy 770: Conflicts of Interest](#)
  - [BOR Policy 760: Service on Outside Governing Boards](#)
  - [MCA 2-2-105: Ethical Requirements For Public Officers And Public Employees](#)



## Standard 2.E: Financial Resources

### Standard 2.E.1

---

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

*Eligibility Requirement: 19*

---

Oversight and managements of financial resources at Helena College is prescribed by state law ([MCA 17-1-102](#)) and [Board of Regents policy 970.1](#). [BOR policy 210](#) establishes internal audit as an independent function to examine and evaluate Montana University System (MUS) activities. The MUS internal auditor reports functionally to the chair of the Budget, Administration, and Audit Committee and administratively to the Commissioner of Higher Education, or the Commissioner's designee. The campus internal audit directors report functionally to the MUS internal auditor, and administratively to the president or equivalent. The dual reporting relationship ensures the independence of the internal audit function and the adequate consideration of internal audit findings and recommendations

The functions and responsibilities of the internal audit system are further defined in [the MUS Internal Audit Charter](#). Helena College issues [annual consolidated financial statements](#) with University of Montana, University of Montana Western, and Montana Technological University ([March 2022 statement](#)). The consolidated financial statement is completed in the fall after the June 30 fiscal year end and is audited annually by the Montana Legislative Audit Division. Final audited statements are released to the public in early spring. Additionally, the UM Office of Audit Services completes operational and compliance audits on a scheduled basis. Dean's Cabinet members have access to UMDW (finance data warehouse) to monitor the College's revenue and expenditures. The Assistant Dean of Administrative Affairs (transitioning to Executive Director of Fiscal Services) gives budget updates to campus at least once a semester. Additionally, the Budget Management Team (BMT) schedules monthly meetings to discuss budgets and review budget updates.

The College has sufficient cash flow and reserves to achieve and fulfill its mission. Cash flow balance sheets; audited financial statements; and revenues from tuition, fees, and other educational sources are documented in the most recent [UM financial audit in March 2022](#). Balances for tuition and fees, auxiliary services, significant contracts/grants, endowment and giving reports, and investment income are provided in Appendix E (pp. 57-69). Helena College has maintained a reserve fund, in accordance with [Board of Regents policy 901.15](#), which allows for unexpected revenue shortfalls or unanticipated expenditures. As of June 30, 2022, the reserve totaled \$2,067,001.90. Funds to be invested are pooled and managed by the [Montana Short-Term Investment Pool](#). Additional Board of Regents policies regulate [use of funds to establish scholarship and stipend accounts \(901.13\)](#), [creation of retirement costs revolving accounts \(901.10\)](#), and [facility maintenance accounts \(901.6\)](#).

#### **Helena College Reserve Fund Balances, as of June 30, 2022:**

- General: \$729,500
- Scholarship: \$261,844.01 ([BOR Policy 901.13](#))
- Retirement: \$96,754.92 ([BOR Policy 901.10](#))
- Facilities: \$978,902.97 ([BOR Policy 901.6](#))

## Required Evidence for Standard 2.E.1

- Policies/procedures that articulate the oversight and management of financial resources
  - [MCA 17-1-102: Uniform Accounting System And Expenditure Control](#)
  - [BOR Policy 970.1: Biennial Allocation of State Funding to Montana University System campuses](#)
  - [BOR Policy 210: MUS Internal Audit](#)
  - [MUS Internal Audit Charter](#)
  - [UM Financial Audit Reports](#)
  - [BOR Policy 901.15: Establishment of Reserve Revolving Accounts](#)
  - [BOR Policy 901.13: Use of General Operations Savings to Establish Scholarship and Stipend Accounts](#)
  - [BOR Policy 901.10: Retirement Costs Revolving Account](#)
  - [BOR Policy 901.6: Facilities Maintenance Account](#)
  - [Montana Short-Term Investment Pool](#)
- Latest external financial audit including management letter
  - [University of Montana Financial Audit March 2022](#)
- Cash flow balance sheets
  - [University of Montana Financial Audit March 2022](#)
- Audited financial statements
  - [University of Montana Financial Audit March 2022](#)
- Tuition and fees, educational, and auxiliary revenue for undergraduate enrollments
  - Appendix E, pp. 57-62
- Significant contracts/grants
  - Appendix E, pp. 63-64
- Endowment and giving reports
  - Appendix E, p. 65
- Investment revenue
  - Appendix E, pp. 66-69

## Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

*Eligibility Requirement: 20*

Financial planning includes meaningful opportunities for participation by Helena College stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability. Since the inception of the [Budget Management Team \(BMT\)](#), major constituencies on campus have participated in shared governance throughout budgeting, planning, and assessment.

This committee's membership includes a cross section of faculty, professional, classified staff, and student government and generally meets monthly. All BMT meetings are open to the public. Minutes and budget reports are archived in the Microsoft Teams files for the group.

The college is funded through state appropriations, student tuition, student fees, federal and state grants, and a few donations. General fund monies are allocated to the Montana University System as a lump sum appropriation biennially by the Legislature. As stated in [Board of Regents policy 970.1](#), "this policy structures an allocation methodology to be used in the distribution of state funding to the University of Montana affiliated campuses and the Montana State University affiliated campuses. Funding to be distributed to educational units through this methodology is detailed in the Appropriation Distribution Program of the general appropriation act, as Appropriation Distribution Transfers, and includes state general fund and state special revenue from the statewide six-mill property tax levy. Funding is appropriated to the Board of Regents on behalf of the university system units and is contingent upon the approval of a comprehensive operating budget by October 1 of each fiscal year. [17-7-138\(2\) MCA](#)."

Helena College departments prepare and submit proposed annual budgets, which are compiled by the Assistant Dean of Administrative Affairs and presented to the [BMT](#), which includes a representative group of stakeholders. The committee makes decisions while considering many data points, such as enrollment projections. The BMT also makes decisions on changes to the budget if revenue does not meet expectations or spending needs are greater than what is budgeted. Student fees are reviewed every two years, with each department and the Associated Students of Helena College providing input. Annual operating budgets receive final approval from the Montana BOR at its September meeting.

College finances are held in various fund types, including unrestricted, restricted, designated, auxiliary, and plant. The Montana Board of Regents authorizes campuses to hold up to 5% of their previous year's revenue in reserve to cover unanticipated revenue shortfalls and increases in expenses ([Board of Regents policy 901.15](#)). Additionally, Regents policies allow for the establishment of separate reserves for scholarships ([BOR Policy 901.13](#)), retirement expenses ([BOR Policy 901.10](#)), and facilities deferred maintenance ([BOR Policy 901.6](#)).

### Required Evidence for Standard 2.E.2

- Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds
  - [HC Budget Management Team](#)
  - [BOR Policy 970.1: Biennial Allocation of State Funding to Montana University System campuses](#)
  - [MCA 17-7-138\(2\): Operating Budget](#)
  - [BOR Policy 901.15: Establishment of Reserve Revolving Accounts](#)
  - [BOR Policy 901.13: Use of General Operations Savings to Establish Scholarship and Stipend Accounts](#)
  - [BOR Policy 901.10: Retirement Costs Revolving Account](#)
  - [BOR Policy 901.6: Facilities Maintenance Account](#)
- Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders
  - [HC Budget Management Team](#)

## Standard 2.E.3

---

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

*Eligibility Requirements: 18, 19*

---

Helena College follows detailed spending regulations outlined in the [Montana Operations Manual](#). Because our finances are ultimately managed by the University of Montana (described in 2.E.2), the college must follow their regulations for [procurement](#).

To ensure the campus community follows appropriate rules and regulations regarding financial transactions, Helena College has [guidelines and training materials](#) on the website for ease of access by employees. As an affiliate of the University of Montana, processes and procedures align with the [University of Montana Financial Services](#). Additionally, [Business Office personnel](#) at Helena College and [University of Montana](#) are available to assist.

Helena College uses the Ellucian Higher Education Banner (Banner) suite of integrated software applications to manage its administrative technology systems. The finance module meets all Generally Accepted Accounting Requirements (GAAP) and addresses the latest updates in accounting positions and financial reporting standards as established by the Financial Accounting Standards Boards (FASB) and Governmental Accounting Standards Board (GASB).

Financial management for the State of Montana is set in the Uniform Accounting, System and Expenditure Control law ([MCA 17-1-102](#)) and requires all state agencies, including campuses in the Montana University System, to use the uniform accounting system to report the receipt, use, and disposition of all public funds.

### Required Evidence for Standard 2.E.3

- Description of internal financial controls
  - [HC Employee Purchasing Guidelines and Training](#)
- Board approved financial policies, state financial policies, or system financial policies
  - [Montana Operations Manual](#)
  - [UM Financial Services](#)
  - [MCA 17-1-102: Uniform Accounting System And Expenditure Control](#)

### Supplemental Evidence for Standard 2.E.3

- [HC Business Services](#)

## Standard 2.F: Human Resources

### Standard 2.F.1

---

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

*Eligibility Requirements: 12, 23*

---

[Helena College personnel policies](#) (section 400) and [Human Resources procedures](#) are supplemented by [Montana Board of Regents](#) and [University of Montana personnel policies](#) as outlined in [Helena College Policy 100.4](#), governing situations in absence of college policy. Faculty and classified staff and faculty are also represented by collective bargaining units ([Helena Teachers' Union CBA](#), [Federation of Classified University Staff \[FOCUS\] CBA](#), and [International Union of Operating Engineers Local #400 CBA](#))

Faculty, staff and administrators are informed of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination throughout the recruitment, hiring, and onboarding process.

- **Recruitment:** Recruitment announcements include detailed job descriptions and duties, as well as minimum and preferred qualifications. (sample posting, Appendix F, pp. 71-77)
- **Hiring:** The College uses [offer letters and letters of appointment](#) to hire staff, faculty, and administrators. They include dates of employment, FTE, and hiring wage. New hires also receive a role description, which outlines duties and responsibilities (sample letter of offer and sample job description, Appendix F, pp. 78-81)
- **Onboarding:** New Hire Welcome Orientation is conducted for every new employee (0.5 FTE or greater). A Welcome Packet Checklist (Appendix G, pp. 82-83) and New Employee Checklist (Appendix H, pp. 84-85) are used to ensure each employee receives consistent information about benefits, policies, retirement, payroll, trainings, applicable, CBAs, etc.

Classified staff have a [MUS Staff Compensation Plan](#), which further details job series, procedures for increasing pay, and other employment and promotion items. Performance evaluation documents are available on the [Human Resources forms](#) page (Performance Management section).

A [faculty handbook](#) is shared in divisional orientations and provides logistical information on performing duties expected of all faculty. The [collective bargaining agreement](#) between Helena College and the Helena Teacher's Union details specific expectations of faculty as well as the tenure and promotion process, and the [Faculty Evaluation Process](#) document provides detailed information on annual performance review expectations. Academic freedom for faculty is outlined in [BOR policy 302](#) and [UM policy 370](#).

The [separation procedures](#) are readily available on the [Human Resources procedures](#) web page.

## Required Evidence for Section 2.F.1

- Human resource policies and procedures
  - [HC Policies](#) Section 400 – Personnel
  - [Human Resources Procedures](#)
  - [BOR Policies Section 700 - Personnel](#)
  - [UM Policies Section 700 – Personnel](#)
  - [HC Policy 100.4: Policy Governing Situations in Absence of College Policy](#)
  - [Helena Teachers' Union Collective Bargaining Agreement \(CBA\)](#)
  - [Federation of Classified University Staff \(FOCUS\) CBA](#)
  - [International Union of Operating Engineers Local #400 CBA](#)
- Policies/procedures related to teaching, scholarship, service, and artistic creation
  - [BOR Policy 302: Academic Freedom](#)
  - [UM Policy 370: Rights and Responsibilities of Academic Personnel](#)
  - [Helena Teachers' Union CBA](#) (pp. 4-5, 8, 14-16)
  - [Faculty Handbook](#) (p. 8)
  - [Faculty Evaluation Process](#)
- Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination
  - Sample Documents (Appendix F, pp. 70-81)
    - Vacancy announcement
    - Letter of offer
    - Role description
  - [Annual Contracts, Letters of Assignment, and Letters of Appointment Procedure](#)
  - Welcome Packet Checklist (Appendix G, pp. 82-83)
  - New Employee Checklist (Appendix H, pp. 84-85)
  - [MUS Staff Compensation Plan](#)
  - [Annual employee evaluations](#) procedures and forms (Performance Management section)
  - [Separation Procedures](#)

## Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

*Eligibility Requirements: 12, 23*

Helena College considers the professional and personal growth of employees to be an integral component of student success. The [strategic plan](#) speaks to the value placed on professional development in two ways. First, the college has identified leveraging professional development as a defining characteristic of the college's mission. The college has also set a strategic goal to maximize the return on investment in professional development, in order to make the most of limited funds and disseminate knowledge gained as widely as possible.

Professional development at Helena College is funded in multiple ways. Departments are encouraged to include essential activities in their budgets, and the institution sets aside funds for campus-wide professional development each year. All permanent employees of the Montana University System (MUS) employed at least 0.75 FTE qualify for a partial tuition waiver, as outlined in [Board of Regents Policy 940.13](#) (section F. 5.) that can be used at any MUS institution. The Community Education Center offers a discounted rate for Helena College employees enrolled in their continuing education courses. Funds to participate in professional development opportunities are also available to all staff, administrators, and faculty through a competitive application process led by the [Professional Development Committee](#), which is composed of representatives from a variety of departments across all employment classifications.

The Professional Development Committee also works to identify trainings and professional development activities to benefit the entire campus. During AY 2022-23, the committee is focusing on safety and workplace productivity. Past years' efforts have provided training around wellness and soft skills to benefit front-line staff. All employees also have free access to LinkedIn Learning, where they can take self-paced courses to learn about a wide variety of topics.

All employees are encouraged to pursue opportunities to improve their knowledge and skills. As a part of [annual performance evaluations](#) (see Performance Management section at the bottom of the page), employees are asked to identify training or development that would help them improve or enhance their performance. [Faculty tenure and promotion](#) is based on three areas of responsibility, one of which is professional development. Faculty create professional development plans each year, which are reviewed during evaluation conferences with their Division Directors. The Director of eLearning & Faculty Development identifies and creates training opportunities for new, tenured, and adjunct faculty throughout the year. The Professional Advancement Committee (PAC), a subcommittee of Faculty Senate, provides additional support and mentorship to new faculty to ensure they have the knowledge and skills required to be a successful instructor at Helena College.

### Required Evidence for Standard 2.F.2

- Employee professional development policies/ procedures
  - [HC Strategic Plan 2022-2027](#)
  - [BOR Policy 940.13: Tuition Waivers and Discounts](#)
  - [Professional Development Committee](#)

### Supplemental Evidence for Standard 2.F.2

- [Annual employee evaluations](#) (Performance Management section)
- [Faculty tenure and promotion](#)

### Standard 2.F.3

---

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

*Eligibility Requirements: 12, 23*

---

In order to ensure qualified personnel with appropriate expertise, each of Helena College’s academic programs are led by at least one full-time faculty member, supplemented with adjunct instructors as necessary. Academic programs are housed in one of three divisions: General Education & Transfer, Career Technical Education, and Nursing. As shown on the [organizational chart](#), each of these division is led by a qualified administrator supporting the faculty.

The [collective bargaining agreement](#) between Helena College and the Helena Teacher’s Union clearly details the responsibilities of the faculty (pp. 4-5) to ensure quality instruction, as well as meaningful engagement between students and faculty including providing meaningful “career and academic guidance.”

Helena College allocates 75% of its [budget](#) to personnel services in order to employ faculty, staff, and administrators sufficient in role, number, and qualification, in line with industry standard.

As can be seen in the image below, the total number of employees has decreased over the last five years, which corresponds with a decrease in student enrollment over the same period of time. The student to faculty ratio has averaged approximately 20:1, which is lower than the system-budgeted target, but higher than the system peers.

MONTANA UNIVERSITY SYSTEM		Campus-level STAFFING						
Helena College UM								
Current Unrestricted Faculty/Staff FTE & Metrics (does not include: graduate teaching/research assistants & part-time/other)								
STAFFING	FY18	FY21	FY22	%Change		FY23	%Change	
				1yr	5yr	Budgeted	1yr	
Contract Faculty (all)	39	33	33	-1%	-16%	30	-9%	
Contract Administrators	4	1	1	-20%	-71%	2	79%	
Contract Professionals	13	11	13	14%	-6%	12	-4%	
Classified FTE	33	29	29	0%	-14%	32	11%	
<b>Total Faculty/Staff</b>	<b>89</b>	<b>74</b>	<b>75</b>	<b>1%</b>	<b>-16%</b>	<b>76</b>	<b>1%</b>	
<b>EXPENDITURES</b>								
Personnel Services	6,242,869	5,649,556	5,744,722	2%	-8%	6,258,168	9%	
Total Expenditures (net of waivers)	7,645,422	7,409,637	7,332,940	-1%	-4%	8,316,507	13%	
<b>Student FTE</b>	<b>836</b>	<b>657</b>	<b>659</b>	<b>0%</b>	<b>-21%</b>	<b>660</b>	<b>0%</b>	
<b>Key Metrics</b>								
Student to Faculty Ratio	21.3	19.8	20.0	1%	-6%	22.0	10%	
%Personnel Services of Total	82%	76%	78%	2%	-3%	75%	-3%	

➤ **Student to Faculty Ratio – budgeted for 22 to 1, peers = 14 to 1**  
 ➤ **Personal Services % Share – budgeted for 75%, HECA\* benchmark = 75%**  
\*Higher Education Cost Adjustment, higher education specific inflation index developed by SHEEO

Source: Montana University System, [Helena College UM FY23 Operating Budget Metrics](#).

As the total number of staff has changed, Helena College has been intentional in efforts to realign staffing to areas of growth or need. For example, the percentage of students that are dually enrolled in both high school and college has grown substantially over this period, from 671 in AY178 to 1,128 in AY2122. To better support this population, the college has added a Director of K-12 Partnerships and two Dual Enrollment Coordinators. Additionally, to adjust to the changing responsibilities within facilities and maintenance, a position was shifted from custodial services to building maintenance. This has allowed the college to accommodate major construction projects and address deferred maintenance needs.



For all recruitments, the hiring manager completes a hiring plan (Appendix I, pp. 86-91) detailing the required qualifications and forms a review committee with appropriate skills to assess candidates. The recommendation of the committee are sent to the Dean/CEO for final approval.

A complete listing of employees and their job titles is shown on the [college organizational chart](#) and is included in the [academic catalog](#) (pp. 192, 194-198). This list is updated monthly to reflect any changes in staffing.

### Required Evidence for Standard 2.F.3

- Documentation about engagement and responsibilities specified for faculty and staff, as appropriate
  - [HC Organizational Chart](#)
  - [HC Academic Catalog](#) (pp. 192, 194-198)
  - [Helena Teachers' Union CBA](#) (pp. 4-5)
- Personnel hiring policy/ procedures
  - Helena College Hiring Plan (Appendix I, pp. 86-91)
- Academic organizational chart
  - [HC Organizational Chart](#)

### Supplemental Evidence for Standard 2.F.3

- [HC FY23 Operating Budget Metrics](#)

## Standard 2.F.4

---

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

*Eligibility Requirements: 7, 12, 23*

---

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement. All forms discussed below are housed on the [Human Resources Forms webpage](#).

The [Performance Review Instructions](#) describe the annual review cycle and expectations. Supervisors and employees meet on-on-one to discuss performance, goals and alignment to the college's mission. The [Staff Performance Review](#) and [Performance Objectives](#) forms are completed and a copy of all signed documents are sent to Human Resources to be housed in their employee file.

In the first year of employment, an employee may have up to three evaluations: one at [three months](#), one at [six months](#), and one on the [annual evaluation](#) cycle.

The [faculty evaluation process](#) follows a different review cycle and utilizes different forms to assess their performance. The process involves [a self-assessment](#), [annual goal-setting](#), and an [instructional observation](#). This process is managed within the division, per the [Helena Teachers' Union CBA](#). The respective division director completes the cycle for each faculty member under their purview. The evaluation process extends to adjunct instructors in a modified format using only the classroom observation form.

### Required Evidence for Standard 2.F.4

- Administrator/staff /faculty evaluation policies and procedures
  - [Human Resources Forms webpage](#)
  - [Performance Review Instructions](#)
  - [Staff Performance Review](#)
  - [Performance Objectives](#)
  - [90 Day Performance Review](#)
  - [6 Month Check](#)
  - [Faculty Evaluation Process](#)
  - [Faculty Performance Self-Assessment](#)
  - [Faculty Annual Goals](#)
  - [Instructional Observation Form](#)
  - [Helena Teachers' Union CBA](#)

## Standard 2.G: Student Support Resources

### Standard 2.G.1

---

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

*Eligibility Requirements: 13, 14, 15*

---

Helena College strives to provide holistic support for our students, ensuring they have access to an outstanding education and to services and programs that enable them to overcome opportunity gaps and accomplish their goals. Our commitment to student success can be seen throughout our [strategic plan](#), especially under the “Impact” and “Equity” guiding principles.

Both the Donaldson and Airport Campuses feature stimulating learning environments for all of our students, from labs for trades programs outfitted with industry-standard equipment and technology to advanced simulation equipment for our nursing students. Over half of our classrooms have been converted into SMART classrooms, which incorporate instructional technology in a way that allows both in-person and remote students to attend synchronous classes. It allows us to meet the needs of a variety of students even if we are only able to offer one section of a course. The sudden shift to remote learning during the COVID-19 pandemic challenged our faculty and staff to continue teaching and providing services in a completely remote environment, and it helped many to see that a high-quality education could be delivered in more than one way. The college now offers [courses in seven formats](#), which removes barriers students may face in attending class at a given time or in a given location.

Helena College maintains a variety of services to support our students, both in and out of the classroom. Our Library Learning Hub provides not just library services, but also academic coaching, tutors and technology help, all of which can be accessed in person or virtually via Teams. Tutors are also embedded into many of our gateway math and writing courses, which reduces barriers to accessing these services, increases tutor visibility, and promotes increased understanding and communication between students and tutors.

Upon enrollment, students are assigned an individual advisor, and some populations are assigned specific advisors based on their unique needs and experiences. For example, trades students are served by an advisor on their campus, veteran students are assigned a designated advisor familiar with veteran benefits, and the advisor for first-generation students also works with the TRIO program, providing a valuable connection to a program that may be able to provide additional support for them.

Our Office of Student Life works to promote engagement and well-being of students. The office partners with the local food bank to stock a Campus Pantry with food and hygiene items for individuals in need, directing them to the food bank for extended services. The office also connects students to community resources for help with issues such as food insecurity, personal and family counseling needs, and housing.

A full list and descriptions of student support services can be found in Appendix J (pp. 92-94).

While many of the student success programs at Helena College are designed to close specific equity gaps among our student population, we have implemented Guided Pathways to improve the experience for all students at Helena College. The most significant product of Guided Pathways has been the organization of all academic programs and pathways into one of ten meta-majors. This enabled us to re-structure our advising sheets into standardized academic degree maps, which present pathway curriculum and important program information together in one simplified document. These will not only be valuable tools for advisors, but they will promote on-time graduation and preparation for career or transfer for our students. We have also piloted a first year seminar course geared toward pre-nursing students and plan to add similar first year seminars to all pathways in the coming years. The first year seminar will be offered in a multi-disciplinary/multi-meta-major approach for most students and will focus on academic growth, learning about student support resources on campus, connecting to the campus community, and career exploration.

Our [TRIO-Student Support Services](#) program has a long history of generating positive outcomes for students at Helena College. Approximately 140 participants benefit from key support services such as academic advising (including early registration), financial literacy education (including FAFSA assistance), counseling, and other workshops and experiences designed to help students grow academically, personally, and professionally. To qualify, students must meet one of three criteria: be a first generation student (neither parent had a bachelor's degree by the time the student was 18 years of age), be income-challenged (TRIO students generally qualify for a full Pell grant), or have a documented disability. The program's objectives for 2020-2025 are:

1. 60% of participating students will persist fall to fall
2. 90% of participating students will be in good academic standing
3. 25% of participating students will receive an associate's degree or certificate in four years
4. 8% of participating students will earn a credential and transfer to a 4-year institution.

Since its pilot year in AY 2020-21, Helena College has participated in [Montana 10](#), an initiative of the Montana University System's (MUS) Office of the Commissioner of Higher Education (OCHE). The program combines academic and financial assistance with a focus on developing a sense of community, purpose, and belonging among participating students to promote on-time graduation with minimal debt. Each cohort is composed of 30-40 students, the majority of whom are Pell-eligible resident freshmen enrolled full-time. Initial findings demonstrate positive outcomes for participants when compared to similar students not in the program ([Montana 10 Presentation to Board of Regents, 2021](#)). OCHE has since expanded the program to more institutions in the state and plans to conduct a formal research study to support a request for state funding to continue the program statewide.

### Required Evidence for Standard 2.G.1

- Listing of programs and services supporting student learning needs
  - [HC Strategic Plan 2022-2027](#)
  - Student Support Services at Helena College (Appendix J, pp. 92-94)
  - [TRIO-Student Support Services](#)
  - [Montana 10](#)

### Supplemental Evidence for Standard 2.G.1

- [Course Formats at Helena College](#)
- [Montana 10 Presentation to BOR, Oct. 9, 2021](#)

## Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; 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; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

*Eligibility Requirement: 18*

The [academic catalog](#) is the official source of general information about the college and specific information about our programs. The catalog undergoes a full review annually, and the Executive Assistant to the Dean makes additional updates and corrections on a monthly basis.

### Required Evidence for Standard 2.G.2

Information	<a href="#">Academic Catalog</a>	Web Page/Other
Institutional mission	8-9	<a href="#">About Us</a>
Admissions requirements and procedures	19-23	<a href="#">Admissions</a>
Grading policy	50-52	none
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion	54-112	<a href="#">Academic Programs</a> (named credentials only)
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	192 (administrators) 194-195 (faculty)	none
Rules and regulations for conduct, rights, and responsibilities	p. 44	<a href="#">Student Handbook</a> pp. 31-45
Tuition, fees, and other program costs	25	<a href="#">Academic Programs</a> (where applicable, e.g., tool sets)
Refund policies and procedures for students who withdraw from enrollment	27	
Opportunities and requirements for financial aid	28-38	<a href="#">Financial Aid</a>
The academic calendar	3-6	<a href="#">Academic Calendar</a>

## Standard 2.G.3

---

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

*Eligibility Requirement: 18*

---

The academic program pages on the Helena College website and in the [academic catalog](#) include information about the types of occupations students are prepared for upon successful completion of the program, including eligibility requirements for licensure or entry into an occupation. For example, on the Aviation Maintenance Technology program ([web page](#) and pp. 72-75 of the catalog) is approved and licensed by the Federal Aviation Administration and satisfactory completion of the program qualifies students for the FAA tests to obtain national licenses. Additionally, the [nursing program web page](#) and catalog entries (pp. 92-96) inform students that the program is approved by the Montana State Board of Nursing and graduates are eligible to apply for the National Council of Licensing Examination (NCLEX), passage of which is a requirement for licensure in the state. The nursing program web page also explains Montana's involvement in the Nurse License Compact, which allows for MT licensees to pursue a multi-state license to practice in any other member state.

### Required Evidence for Standard 2.G.3

- Samples of publications and other written materials that describe accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials
  - [HC Academic Catalog](#) (pp. 72-75, 92-96)
  - [Aviation Maintenance Technology web page](#)
  - [Nursing webpage](#)

## Standard 2.G.4

---

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.

*Eligibility Requirements: 18, 23*

---

Helena College's mission speaks to the access and support of educational opportunities to our diverse community. To that end, the Financial Aid Office (FAO) provides education and assistance on financial programs and services on their journey to achieving their academic and personal development goals. The FAO provides aid to students who might otherwise not be able to attend, therefore, allowing better access to a varied and diverse population. The FAO has also taken on the primary role of ensuring compliance with government requirements for the institution, as most regulations are tied to Title IV eligibility. In keeping with the stewardship of federal and state funds, the FAO continually seeks ways to remove unnecessary barriers while still working within regulatory requirements.

Information regarding available financial aid programs, student-eligibility requirements, and procedures for applying for financial aid is published on the [financial aid website](#). The College offers both federal and state aid, including:

- [Federal Grants](#)
- [Financial Aid Loans](#)
- [Work Study Opportunities](#)

The College also shares information about [scholarships](#), not only those administered by the college, but also other relevant opportunities administered by other organizations, both locally and across the state.

Financial aid administrators provide prospective and current students with information on aid programs and financial literacy through high school events, on-campus events, and workshops. Over the past two years, the FAO has partnered with TRIO to better serve this special population of students in regards to financial literacy, which has resulted in a robust list of resources about [money management](#) for all students.

Helena College students receive notification of their financial aid offer via a postcard in the mail, which directs them to the student portal to accept or decline any amount of the aid offered. The college disburses funds directly to student accounts and, if there is a credit balance, they receive a check in the mail from the Business Office. The College's policies and procedures, including satisfactory academic progress, student rights and responsibilities, cost of attendance, and payment options are available on the [Financial Aid Forms & Policies](#) web page.

To maintain accountability, in accordance with federal regulations, the FAO submits the Fiscal Operations Report and Application to Participate (FISAP) by October 1 each year. In addition, the FAO is required to submit information to the U.S. Department of Education via the Integrated Postsecondary Education Data System (IPEDS) report submitted by the college annually, as well as routine recertification processes and Program Participation Agreement updates. The information

addressing any state funding received by the college is available for the state to access via the MUS Data Warehouse. The FAO is also subject to internal audits performed by the state and to federal program reviews. Finally, all employees in the FAO are required to review and sign the [Code of Conduct for Financial Aid Professionals](#).

### Required Evidence for Standard 2.G.4

- Published financial aid policies/ procedures including information about categories of financial assistance
  - [Financial Aid website](#)
    - [Federal Grants](#)
    - [Financial Aid Loans](#)
    - [Work Study Opportunities](#)
    - [Scholarships](#)
  - [Financial Aid Forms & Policies](#)
- Information to students regarding repayment obligations
  - [Master Promissory Note \(MPN\)](#)
  - [Loan Entrance Counseling](#)
  - [Loan Exit Counseling](#)
- Policies/procedures for monitoring student loan programs
  - [Financial Aid Forms & Policies](#)
  - [Code of Conduct for Financial Aid Professionals](#)

### Supplemental Evidence for Standard 2.G.4

- [Money Management](#)

## Standard 2.G.5

---

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

*Eligibility Requirements: 18, 23*

---

Helena College is committed to minimizing student loan borrower debt, and takes several steps to inform students about all aid opportunities and loan management. With this in mind, Helena College does not offer Parent PLUS Loans up front, but mentions them as an additional resource, if necessary.

Students are informed of repayment options at multiple points throughout their time at Helena College. Upon acceptance of a student loan, the student is required to complete [loan entrance counseling](#) as well as sign a [Master Promissory Note \(MPN\)](#). Each of these details their rights and responsibilities as a loan borrower, as well as the acknowledgement of the loan terms and repayment options. A student's borrowing history and current loan balance is stated within a student's financial aid offer, so that they might see and acknowledge this information prior to accepting any additional loans throughout their educational career. Finally, when a student graduates, leaves Helena College, or is enrolled for less than half-time, they are required to complete [loan exit counseling](#). This reviews all of the information previously given and re-introduces repayment and servicer information and options.



In addition to the above federally-mandated student activities, the college utilizes a delayed and split disbursement procedure. All student loans are split into two equal disbursement for each semester. The first occurs after the census date to ensure the appropriate amount of aid is placed onto their account, and the second is shortly after midterm grades have been posted. This allows a student to determine if they truly need all of the loan of which they have elected to borrow. Also, all new student loan borrowers are required to wait 30 days prior from the start of the semester to the first disbursement. The college is required to notify students when a loan disbursement is placed on their student account, giving them the opportunity to cancel the loan by contacting the FAO. The college has also contracted with Ascendium to assist with supporting student borrowers in their student loan repayment success. This support entails emails, phone calls, and mailings in order to educate the borrower of their options, such as deferments, forbearances, public service loan forgiveness (PSLF), income-driven repayment plans, servicing transfers, etc., in order to help keep them on track.

Helena College's [loan web page](#) includes loan types, and public information about the institution's current student loan Cohort Default Rate (CDR) and College Scorecard, which includes federal published aid and debt metrics.

### Required Evidence for Standard 2.G.5

- Published financial aid policies/ procedures including information about categories of financial assistance
  - [Financial Aid website](#)
    - [Federal Grants](#)
    - [Financial Aid Loans](#)
    - [Work Study Opportunities](#)
    - [Scholarships](#)
  - [Financial Aid Forms & Policies](#)
- Information to students regarding repayment obligations
  - [Master Promissory Note \(MPN\)](#)
  - [Loan Entrance Counseling](#)
  - [Loan Exit Counseling](#)
- Policies/procedures for monitoring student loan programs
  - [Financial Aid Forms & Policies](#)
  - [Code of Conduct for Financial Aid Professionals](#)
- Loan default rate published on website
  - [Financial Aid Loans](#) (Cohort Default Rates section toward bottom of page)

## Standard 2.G.6

---

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 and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

*Eligibility Requirements: 18, 23*

---

Advising at Helena College provides a supportive framework that empowers students to develop a successful plan to meet their academic, personal, and career goals. Through a series of intentional conversations designed to help them understand options and encourage them to take ownership of their journey, academic advisors help students navigate the college and establish their academic plan. All students receive an advising guide, where they are informed of the advising process, their responsibilities, and what they can expect from their advisors. Additional information is located on the [Academic Advising](#) website.

New advisors receive training from their supervisor and observe experienced colleagues to learn not only techniques and best practices in advising techniques, but also to become familiar with Helena College resources and procedures so they can effectively guide students. To maintain knowledge of curriculum, and program requirements, the Executive Director of Enrollment hosts regular advising meetings to provide training, share updates, and answer questions.

The Executive Director of Enrollment serves as a standing, non-voting member of the [Academic Standards and Curriculum Committee \(ASCRC\)](#) in order to stay current on all curricular changes and to disseminate information to advisors. Academic advisors and faculty meet each semester to discuss student concerns and discuss any programmatic changes or questions that have arisen.

Regular meetings of the advising team and between faculty and advisors serve as important tools for continuously assessing the effectiveness of our processes and making needed changes. In addition, Helena College administers the CCSSE and the SENSE to review students' perceptions of advising efficacy. These data are reviewed by faculty and staff to determine how to improve service to students.

As discussed in more detail in Standards 2.F.2 and 2.F.4, all employees are encouraged to pursue professional development and training opportunities. Departments may include professional development funding in their budget, and employees have the opportunity to apply for funding from the [Professional Development Committee](#) for activities not included in the departmental budget. Individually, each advisor is evaluated annually through the employee performance review process ([instructions](#), [form](#), and [performance objectives](#)). As part of this process, each person sets improvement goals for the upcoming year, including plans for professional development. This semester, faculty have implemented a weekly series of program information sessions for advisors and other employees. Faculty in each department present essential information about their programs, including available transfer pathways, career opportunities, and details about courses in the program (see Program Information Session Questions in Appendix K, pp. 95-97).

### Required Evidence for Standard 2.G.6

- Description of advising program, staffing, and advising publications
  - [Academic advising webpage](#)
- Systematic evaluation of advising
  - [Performance Review Instructions](#)
  - [Staff Performance Review](#)
  - [Performance Objectives](#)
- Professional development policies/ procedures for advisors
  - [Professional Development Committee](#)
  - Program Information Session Questions (Appendix K pp. 95-97)

### Supplemental evidence for Standard 2.G.6

- [Academic Standards and Curriculum Committee \(ASCRC\)](#)

### Standard 2.G.7

---

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that 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.

*Eligibility Requirements: 15, 18*

---

Once a student is admitted and their application is processed, they are assigned a student ID number. This number is sent in the student's acceptance letter, at which point they are instructed to use their student ID and birthdate to activate their NetID in our central authentication system (CAS). All online course content is provided in Moodle, the College's learning management system (LMS), access to which is protected by the CAS. Information Technology Services is planning to deploy multi-factor authentication in the future. This information is explained in the New Student Packets sent to all admitted students (Appendix L, pp. 98-104, specifically p. 101).

When reporting to the National Student Clearinghouse, the College will occasionally receive a file of students whose SSN appears to be in use by another person in the Clearinghouse. The College contacts the student to request documentation for verification of identity, which is passed along to the Clearinghouse. Additionally, students who apply for financial aid will have their social security number (SSN) matched to their student record in Banner. The institution does not charge for any identify verification processes.

Helena College strives to provide an enriching online instructional environment for students who choose to participate in distance education courses and programs. All instructors teaching a course with any online component ([Course Formats at Helena College](#) (supplemental?)) are encouraged to follow the [Online Course Quality Design and Accessibility Standards Checklist](#) and pursue training in [Quality Matters](#), a national, research-based set of best practices for online education. The syllabus template (in the [Faculty Handbook](#)) provides a space for instructors to outline their classroom behavior/expectations and attendance and/or participation requirements (pp. 25-26). There is also an

optional section for instructors teaching courses with any online component, where they are encouraged to further outline expectations for student-faculty and student-student interactions within the course.

### Required Evidence for Standard 2.G.7

- Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit
  - New Student Packet (Appendix L, pp. 98-104)
- Policies/procedures make it clear that these processes protect student privacy
  - New Student Packet (Appendix L, pp. 98-104)
- Notification to students at the time of registration of any additional charges associated with verification procedures
  - N/A, no charges
- Academic policies/procedures for instructors to implement requirements for *regular and substantive interaction* in distance education courses/programs
  - [Online Course Quality Design and Accessibility Standards Checklist](#)
  - [Quality Matters](#)
  - [Syllabus template in Faculty Handbook](#) (pp. 25-26)

### Supplemental Evidence for Standard 2.G.7

- [Course Formats at Helena College](#)

## Standard 2.H: Library and Information Resources

### Standard 2.H.1

---

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

*Eligibility Requirement: 14*

---

The Helena College Library on the Donaldson Campus has undergone significant changes over the past three years. A major renovation in the summer of 2021 expanded the space to become the Library Learning Hub (Hub). All academic support services - library services, tutoring, technology help, and academic coaching – were brought together in one location. The library expanded into the former tutoring space, which allowed for the creation of a quiet study space in the stacks and two additional group study rooms, leaving the main library area open for collaborative work among students, tutors, and Hub staff. All academic support services can be coordinated from one desk, which alleviates staffing challenges and minimizes confusion. The innovative space also allows for other activities, such as campus meetings and workshops, larger group study sessions, and special events.

The full-time Library Learning Hub Director holds a Master of Library and Information Sciences (MLIS) and brings 38 years of library experience to the college. She has transitioned from managing the library to overseeing all services provided by the Hub. Another full-time Librarian, who also holds an MLIS, and a 19 hour-per-week work study student round out the library staff. In addition to supervising tutors, the Academic Coach, who holds a Masters in Educational Psychology, fills in at the service desk as needed. The library aims to have a full time professional in the space 90% of open hours when classes are in session.

The synergy amongst tutoring, coaching, and research help has been advantageous for all. Ease of discovery and a service ethic are the highlights of this area; not only for access to information resources but also to other academic assistance in the same location.

The library holds over 10,000 physical items, including more than 9,000 books, 43 serials, and a variety of other media. The library also manages access to more than 800,000 digital/electronic items in 156 databases, to include more than 600,000 e-books, nearly 200,000 serials, and media such as streaming video. The Hub circulates laptops, lab kits, and anatomical models. Students also have access to desktop computers, printers and a copier, a high-speed scanner, laminator, and coil binder.

In past semesters many students have benefited from the ability to checkout mobile hotspots, but this service was cut in FY2022-2023 due to high cost per usage. Students occasionally request these devices and the Hub hopes to identify alternate ways to fill this need.

The library's local collections are managed in accordance with the [Collection Management Plan](#) to ensure currency and sufficiency. Selections are made using professional review sources and recommendations from patrons. Faculty assist in maintaining the collection in their areas of expertise.

Most of the library's research databases subscriptions are purchased collaboratively as part of its affiliation with the University of Montana's Mansfield Library or through the [Treasure State Academic](#)

[Information & Library Services \(TRAILS\) consortium](#), which enables the library to have a comprehensive collection that supports students' needs on a modest budget. The TRAILS consortium utilizes a shared discovery tool, Primo by Ex Libris, which provides patrons with ease of access not only to physical and electronic holdings, but also to the items available to request from partner libraries.

On the Donaldson Campus, the Library Learning Hub is professionally staffed and open 8 to 5, Monday through Friday. The Airport Campus Library is open 8 to 4 Monday through Friday, with remote access to library staff and services. The Hub service desk offers reference, informational, and technology help during open hours. The Hub offers classroom instruction and other services to faculty noted on the [For Faculty webpage](#). The librarians, tutors and academic coach are available to meet one-on-one, in person or online.

Library services for students, staff, and community members are outlined on the [How To page](#) of the library website. Librarians maintain [Subject & Class Guides](#), which provide guidance to students in using our informational resources for specific subjects and courses. Staff collaborate with instructors to create new guides upon request.

Faculty encourage their students to submit their research assignments for the [Library Research Prize](#). This reinforces quality use of information resources and celebrates both the instructor's and the student's hard work in the classroom.

The [Library Advisory Council](#) meets fall and spring semesters to engage the college community, the academic library community and the Helena community in informing and planning library services. Summaries of these meetings are posted on the Hub website.

The Hub relies on various sources of data to inform decision-making and planning, from information generated at the consortium level, to database, space, and service usage statistics. Surveys are administered at regular intervals. Most recently, the [2018 patron survey](#) was used to guide many of the changes we made in the innovation of the Library Learning Hub in FY2020-2021.

### Required Evidence for Standard 2.H.1

- Procedures for assessing adequacy of library collections
  - [Collection Management Plan](#)
- Library planning committee and procedures for planning and collection development
  - [Library Advisory Council members and summaries](#)
  - [Collection Management Plan](#)
  - [Library Patron Satisfaction Survey 2018](#)
- Library instruction plan; policies/procedures related to the use of library and information resources
  - [Helena College Library How To](#)
  - [Subject & Class Guides](#)
- Library staffing information; policies and procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
  - [Helena College Library For Faculty](#)

### Supplemental Evidence for Standard 2.H.1

- [Treasure State Academic Information & Library Services \(TRAILS\) Consortium](#)
- [Library Research Prize](#)

## Standard 2.I: Physical and Technology Infrastructure

### Standard 2.I.1

---

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

*Eligibility Requirement: 15*

---

#### Physical Facilities

Helena College consists of two campuses, both located in Helena, MT, that include several buildings dedicated to the academic, administrative, maintenance and storage functions of the college.

The Airport Campus consists of an 86,694-square-foot main building as well as a 6,000-square-foot and a 2,300-square-foot storage building. The main building houses several shops and classrooms dedicated to the trades programs, consisting of diesel technology, automotive technology, aviation maintenance technology, industrial welding and metal fabrication, machining, and fire and emergency services. Also available are meeting spaces, a small library, student support services, and administrative offices. This building also boasts a recently-remodeled student center, which provides our students with a comfortable area to study, relax, or socialize. Additionally, the Airport Campus houses a stand-alone cold storage facility to house equipment for the six academic programs located on the campus. The college offers a non-credit commercial driver's license (CDL) program, which is also housed on the Airport Campus. The campus includes a fenced and locked area to store the equipment for the program and a locked room to accommodate federal requirements for testing.

The Donaldson Campus main building is a 90,163-square-foot structure serving the nursing, accounting and business, and information technology programs, as well as general education and transfer. Within the building are science labs, the Library Learning Hub, campus store and coffee counter, a remodeled student center, and a new E-sports center. The College has recently begun construction on space for a cosmetology program, which will feature a fully-function salon. The Community Education Center (CEC) also operates from this building, offering non-credit training, community enrichment, customized training, and small business development. Also part of the Donaldson Campus are a separate maintenance garage and five residential rental properties.

Both campuses are fully accessible and compliant with the Americans with Disabilities Act, with the exception of one small area of the Donaldson main building currently used for storage. Both campuses also offer free wireless internet access to all students, visitors, and staff in parts of the buildings and within a moderate radius surrounding the building.

Following procedures established by the Montana Code Annotated ([MCA 17-7-204](#)), Helena College works with the University of Montana to participate in the [Long Range Building Program \(LRBP\)](#). Following this procedure, Helena College plan is included in Appendix M (pp. 105-107). Priorities are determined by assessment of the facility by qualified personnel and in consultation with campus administration regarding upcoming priorities for academic programming and space needs.

Academic and non-academic departments are expected to monitor their equipment. They have the opportunity to request replacements, upgrades, or additional equipment during the annual budget process and as a part of their regular program reviews - every three years for [non-academic programs](#) (p. 5, item 6), every five for [academic programs](#) (p. 3, item 4). Academic programs have an opportunity to utilize program fees to establish an equipment replacement fund following Board of Regent's [policy 940.12.1](#).

Helena College [policy 100.2](#) details emergency response processes and [policy 600.2](#) specifically addresses our hazard communication program. In addition, there are specific policies and procedures to protect employees from falls ([600.3](#)) and for lockout/tagout ([600.4](#)) and hot work ([600.8](#)) to avoid injuries. Emergency notification to students and employees is made through both email and text messages via the Regroup notification system. The College has also installed the Ever Alert clock system in every classroom and common areas of both buildings. This system synchronizes the digital clocks and displays regular notifications and updates. It is also possible to display warnings and emergency notices on these screens. Notifications are controlled from a central location and can also be integrated with Regroup. The standing [Safety Committee](#) has a representative membership from the campus community and is charged with providing training to the campus, as well as conducting ongoing reviews of safety procedures.

### Information Technology Infrastructure

The information technology infrastructure on both the Donaldson and Airport campuses is maintained and supported by the College's Information Technology (IT) department. In total, the IT Department is responsible for over 350 computers, 41 servers (virtual and physical), 30 printers, 38 switches, hundreds of VOIP telephones, 60 WiFi access points and 20 SMART classrooms. These devices require continual upgrading and regular replacement to maintain the security, quality, and capability of the IT experience at Helena College. Most equipment is on a standard 4-year replacement schedule, with costs covered by the Student Technology Fee. To reduce the burden of non-student replacement costs, the IT Department has a limit of one device per staff member. Procurement is completed in accordance with Helena College [policy 700.7](#) and Board of Regents [policy 920.1](#). Federal CARES Act funding allowed for Helena College to drastically modernize the learning experience by increasing the amount of SMART classrooms available to enhance both remote and in-person learning experiences.

The IT Strategic Plan (Appendix, N, pp. 108-117) identifies longer-term plans and priorities, such as better integration between eLearning and IT, as well as increased cyber-security audits and enhanced cyber threat analysis. While security remains the leading priority, there are also organizational plans to continue to move toward a shared IT department organization with UM Western and to more integrate with the UM Affiliation to optimize resources, provide additional opportunities for staff members, and to leverage staff and expertise among the affiliate institutions.

The five-person IT department provides day-to-day and advance support for all users on both campuses and remotely. Campus computers, servers, labs, SMART boards, and other technology undergo routine maintenance cycles to ensure security patches are up to date and installed. All help requests are processed through a work order system that is password-protected and only accessible by IT staff. Training is provided as requested and the department periodically creates documentation to address common needs. Professional development is encouraged and budgeted for IT staff members to help keep the team trained on the latest technology and security.



## Required Evidence for Standard 2.1.1

- Facilities master plan, including:
  - Equipment replacement policies/procedures
    - [HC Policy 700.7: IT Hardware & Software Procurement](#)
    - [BOR Policy 920.1: – Information Technology and Telecommunications Equipment and Contracts; Purchase or](#)
    - [BOR Policy 940.12.1: Tuition and fee approval; Disclosure of total cost of attendance](#)
    - [Academic Program Review Process](#)
    - [Non-Academic Program Review Process](#)
  - Procedures for assessing sufficiency of physical facilities
    - [MCA 17-7-204: Long-Range Building Program For Capital Developments](#)
    - [Long Range Building Program \(LRBP\)](#)
    - HC Long Range Building Plan (Appendix M, pp. 105-107)
  - Policies and procedures for ensuring accessible, safe, and secure facilities
    - [HC Policy 100.2: Emergency Protocol Policy](#)
    - [HC Policy 600.3: Fall Protection Program](#)
    - [HC Policy 600.4: Lockout/Tagout Program: Control of Hazardous Energy](#)
    - [HC Policy 600.8: Hot Work Program](#)
    - [Helena College Safety Committee](#)
  - Policies/procedures for the use, storage, and disposal of hazardous waste
    - [HC Policy 600.2: Hazard Communication Program](#)
  - Technology master plan and planning processes
    - IT Strategic Plan (Appendix, N, pp. 108-117)

## **MOVING FORWARD**

As Helena College prepares for the Year Seven Evaluation of Institutional Effectiveness Report, we are hosting a series of workshops with faculty and staff to discuss the various components of Standard 1. These workshops will serve multiple purposes. First, they will provide an opportunity for all of our faculty, staff, and administrators to contribute their unique perspectives to the college's story of student success and institutional effectiveness. Employees will also learn more about the accreditation process and how their work supports it. Finally, these workshops will help us identify areas of improvement, not only in the work we do to promote student success and measure our effectiveness, but in how we communicate these efforts and their outcomes with our stakeholders.

We are also planning to hold data workshops with faculty and staff in order to build awareness of our student success metrics and generate ideas for continued improvement in these areas. Where possible, we will disaggregate the data to evaluate student success by race/ethnicity, gender, socioeconomic status (Pell eligibility), first generation status, age, disability status, veteran status, and/or enrollment in online courses. Additionally, the IDEA Committee has been working to update the college's lists of peer and aspirant institutions against which we will benchmark our performance. Once the lists are complete, IDEA will determine the metrics to use for comparison, including those that can be disaggregated by the categories listed above.

Assessment processes are now well-established and yielding good outcomes. Program and course outcome alignment has improved as a result of outcome mapping within the college's homegrown assessment database. Implementation of the database has also supported the development of effective tools for assessment of course-level outcomes. The final step will be to incorporate documentation for planned changes to assessments that were not successful and the outcome of those changes. We hope to have this feature in place by the beginning of the 2023-24 academic year.

Programmatic assessment through the program review process has also improved for both academic and non-academic departments. We are in our second year of new processes developed by peer committees. Four academic programs have completed or are in the midst of their program review cycle, and all program faculty have been active participants in the process, supported by the IDEA committee and a committee of peers. Ten of fifteen non-academic programs have successfully completed program review reports, a vast improvement over previous years, in which many programs would fail to complete a report. The new program review processes are evaluated annually, and improvements are made as necessary to promote continuous improvement.

Through a very collaborative process, Helena College updated our mission statement, our vision statement, and our strategic plan for 2022-2027, centered around four guiding principles that serve as the pillars of how we live our mission and strive to achieve our vision. These core elements frame the way our campus measures mission fulfillment, using a combination of key performance indicators and departmental annual plan goals aligned to the defining characteristics of each guiding principle.

Diversity, equity, and inclusion remain a focus for Helena College. We are working to implement a DEI Council, which will focus on institutional assessment of policies and procedures through an equity lens. Development of the framework for this council is ongoing and a strategic goal of the 2022-2027 plan.