

STRATEGIC PLAN

2022-2027

MISSION

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

VISION

Helena College aspires to empower our students through impactful, affordable, lifelong education that is responsive to the needs of our community in ways that are enriching, collaborative, and equitable.

GUIDING PRINCIPLES, STRATEGIC GOALS, & KEY PERFORMANCE INDICATORS EFFECTIVENESS

We utilize a variety of assessment practices to ensure continuous improvement and mission fulfillment.

Defining Characteristics

1. Systematically assess and advance the strategic enrollment plan to support the mission of the college.
2. Demonstrate that students have learned requisite knowledge and skills relevant to their educational goals.
3. Apply research and assessment data to make evidence-based decisions regarding curriculum, instruction, programming, and resource allocation.
4. Utilize performance metrics for assessing institutional progress toward strategic goals.

Strategic Goal

1. Streamline and align assessment and data reporting practices to support decision-making and planning.
 - a. Target: A centralized repository will be developed, and employees will receive training and educational materials to support the use of the repository. The repository will contain the following:
 - i. Assessment and mapping of course learning outcomes, credential learning outcomes, and institutional competencies
 - ii. Annual work plans
 - iii. Program reviews
 - iv. Key performance indicators for strategic planning, strategic enrollment planning, and other key activities
 - v. Commonly requested institutional data
 - vi. Dictionary of key terms
 - b. Rationale: The College has needed more centralized, consistent, and easy-to-understand reports for some time. As the College grows in its use of assessment and

performance data to make decisions and plan for the future, it is essential that the information is consistent, organized, up-to-date, and easy to understand.

Key Performance Indicators

These KPIs are a combination of significant assessment metrics and important milestones for students, regardless of their educational pathways.

Indicator	Metric	Target	Rationale
EF-1a	Gateway completion – Full-time math Percentage of <u>full-time</u> entering students completing gateway <u>math</u> within their first year	70%	In adopting this metric for the new strategic plan, it was decided to disaggregate it into four separate metrics to better understand where students were succeeded and where extra support was needed. It is now apparent that efforts must be focused on completion of gateway writing courses, particularly for part-time students. Discussions at the state level indicate plans to incorporate similar metrics into existing performance funding model.
EF-1b	Gateway completion – Part-time math Percentage of <u>part-time</u> entering students completing gateway <u>math</u> within their first year	46%	
EF-1c	Gateway completion – Full-time writing Percentage of <u>full-time</u> entering students completing gateway <u>writing</u> within their first year	55%	
EF-1d	Gateway completion – part-time writing Percentage of <u>part-time</u> entering students completing gateway <u>writing</u> within their first year	35%	
EF-2	Course success rates Students successfully completing courses each semester across all modes of delivery	75%	Metric and target remained the same from 2018-2022 strategic plan. Faculty Senate recommended target of 75% aligns with standard distribution of student grades.
EF-3	Credit accumulation Percentage of first-time full-time freshmen completing 24 or more credit hours within their first academic year (fall and spring) and first-time part-time freshmen completing 12 or more credit hours within their first academic year	51.7% 1% growth over rolling 3-year average	This metric is currently part of the state’s performance funding model and should be monitored to ensure on-time completion for students and maximum state funding received.
EF-4	Credential learning outcomes Credential learning outcomes successfully achievement by students each academic year	TBD	Metric still in development. Would like to be able to demonstrate that students are achieving course and credential learning outcomes, that faculty are systematically completing assessments, and that the information is used to inform curriculum, instruction, and planning.
EF-5	Institutional competencies Students demonstrating competency in information literacy, technology literacy, and diversity outcomes	TBD	Metric still in development. Would like to be able to demonstrate that all students earning degrees and certificates are mastering these three competencies, that faculty are systematically assessing these, and that results are used to inform curriculum, instruction, and planning.

Indicator	Metric	Target	Rationale
EF-6	Completion of non-credit credentials Successful completion rate for credential-granting non-credit programs	81.3% 1% growth over rolling 3-year average	Non-credit credential offerings are one of the key components of the Community Education Center’s offerings.

STEWARDSHIP

We act on behalf of stakeholders in the responsible planning and management of organizational resources while fostering a culture of integrity and accountability across our community.

Defining Characteristics

1. Foster a culture of organizational stewardship that promotes accountability and integrity.
2. Demonstrate fiscal responsibility in the procurement and allocation of resources in support of the mission and vision of the college.
3. Utilize long-term planning for capital asset management, sustainability, and innovation in response to the needs of our students and communities.
4. Leverage professional development to promote innovation and efficiency among all employees.

Strategic Goals

1. Develop and implement a new budget process that is data-driven, transparent, and aligns with our strategic plan. This process will include a 10-year master plan with renewal and replacement schedules for capital assets.
 - a. Targets
 - i. A new budget process will be established. This process will rely on performance metrics such as enrollment, retention, completion, and labor and industry data for fund allocation.
 - ii. Each area will include one annual work plan goal related to creation of a replacement/renewal schedule for their assets in AY23.
 - iii. Increase staff/faculty satisfaction with departmental budget process by 10%
 1. Baseline: 2021 College Employee Satisfaction Survey (CESS) Q4.11: “My department has the budget needed to do its job well.” Satisfaction: 3.54
 - iv. 15% increase in employee satisfaction pertaining to planning.
 1. Baselines: 2021 CESS
 - a. Q1.7: “This institution involves its employees in planning for the future.” Satisfaction 3.70
 - b. Q1.8 “This institution plans carefully.” Satisfaction 3.42
 - c. Q1.13 “This institution makes sufficient budgetary resources available to achieve important objectives” Satisfaction 3.53
 - b. Rationale: Data-driven budgeting is more transparent and facilitates better planning and decision making. Capital asset management ensures that we maintain our investments while also remaining competitive in our industry. Employee involvement in the budget and planning process leads to increased job satisfaction and a desire to serve as good stewards of our resources.

2. Conduct targeted trainings to increase employee understanding of stewardship.
 - a. Targets
 - i. Expectations for responsible management of resources will be articulated for all employees, consistent with their institutional role.
 - ii. A series of trainings will be developed to educate employees about stewardship, fiscal responsibility, and expectations related to the new budget process.
 - iii. 20% increase in employee satisfaction with teamwork/cooperation
 1. Baseline: 2021 CESS Q1.22 "There is a spirit of teamwork and cooperation at this institution." Satisfaction 3.42
 - b. Rationale: Collaboration and cooperation drive creativity and innovation while maintaining high ethical standards.
3. Improve the return on investment in professional development activities.
 - a. Targets
 - i. Update the procedures for allocating all professional development funds to promote transparency and accountability.
 - ii. Establish specific expectations for tracking and sharing outcomes of all professional development activities, regardless of funding source.
 - iii. All departments will have at least one goal related to professional development in their annual work plans.
 - iv. Maintain satisfaction with professional development opportunities within +/- 2%.
 1. Baselines: 2021 CESS
 - a. Q4.16 "I have adequate opportunities for training to improve my skills." Satisfaction 4.12
 - b. CESS Q4.17 "I have adequate opportunities for professional development." Satisfaction 4.13
 - b. Rationale: Professional development is critical for the growth of our employees and the College. It is important for employees to share what they learn with their colleagues, both to increase our return on investment in professional development and ensure institutional knowledge is retained as staffing changes.

Key Performance Indicators

Stewardship KPIs are focused on resource allocation practices, especially professional development (PD) funding and the return on the college's investment in such activities.

Indicator	Metric	Target	Rationale
ST-1	Professional development funding Percent of fiscal year operating budget allocated to professional development	5%	This metric allows the college to demonstrate its commitment to ensuring opportunities for professional development are available to all employees. Tracking the PD allocations has been challenging, as the procedure for indicating budgeted funds for this purpose has changed multiple times over the last few years.

Indicator	Metric	Target	Rationale
ST-2	Professional development activities Number of permanent employees recording at least one PD activity in Vector annually	90%	As a complement to ST-1, this metric allows the college to better understand the degree to which employees are participating in PD and training activities. Campus-wide adoption of the Vector tracking platform has been slow, and the addition of this metric is expected to encourage regular use of the program and demonstrate its value in other areas, such as for promotion and tenure portfolios.
ST-3	Professional development outcomes/ROI Departmental tracking/reporting of outcomes of PD activities	TBD	As funds are limited for professional development activities, the college would like to ensure the return on investment in PD activities is maximized and knowledge gained by one employee is shared with others who may benefit. The mechanism for measuring this is yet to be determined.
ST-4	College Employee Satisfaction Survey (CESS) Overall satisfaction with employment at HC	4.00 <i>Mean satisfaction score at or above</i>	The college has administered Ruffalo Noel Levitz's College Employee Satisfaction survey every three years since 2015. Understanding employee engagement enables the college to be a responsible and thoughtful steward of its most valuable resource – those carrying out the work. The sub-targets for this metric are focused on the top three challenges from the most recent survey administration.
ST-4a	CESS Q1.15 Mean Satisfaction There are effective lines of communication between departments.	3.21	
ST-4b	CESS Q1.31 Mean Satisfaction This institution does a good job of retaining its employees.	3.17	
ST-4c	CESS Q4.14 Mean Satisfaction I am paid fairly for the work I do.	3.50	

IMPACT

We collaboratively create responsive educational opportunities.

Defining Characteristics

1. Evaluate and respond to educational and workforce needs to cultivate mutually beneficial relationships.
2. Create and support academic pathways that align with strategic goals to promote seamless career transition or postsecondary transfer.
3. Stimulate curiosity, critical thinking, and problem solving to promote student engagement and intentional self-discovery.
4. Collaborate to build a culture of adaptability, inquiry, respect, and civic engagement that works toward the common good.
5. Holistically support and empower students to attain their academic, career, and personal goals.

Strategic Goals

1. Demonstrate campus-wide engagement with our community.
 - a. Targets (baselines still to be established):
 - i. Partnerships
 - ii. Events open to community
 - iii. Events involving key community partners
 - iv. Workforce needs – internships, etc.
 - v. Service to community by faculty, staff, and students
 - vi. Community Engagement Center
 - b. Rationale: It is essential that the entire campus considers how we can share who we are and what we have to offer our community. Community engagement is not relegated to one department or position, as we all serve or interact with the community in unique ways.
2. Utilize academic pathways to increase enrollment, retention, and completion.
 - a. Targets
 - i. Establish a method for tracking student pathways.
 - ii. 80% of degree-seeking students will choose an academic pathway or meta-major before the end of their second semester.
 - iii. Increase average annual full-time equivalent by 3% each year.
 - iv. Increase retention of all entering students by 1% each year.
 - v. Increase number of degrees and certificates awarded annually by 2% each year.
 - b. Rationale: Students committed to an academic or career pathway have higher retention and completion rates. Tracking enrollment in pathways informs course scheduling and program offerings and will help allocate resources in ways that support student success. Tracking will also inform recruitment efforts to increase enrollment. Increase retention will lead to higher completion and graduation rates, which will help Helena College obtain their full performance funding amount.

Key Performance Indicators

To measure the college’s impact on students and the communities it serves, IDEA Committee identified a number of metrics focused on enrollment, graduation, transfer, employment, and the student experience at the college.

Indicator	Metric	Target	Rationale
IM-1a	Dual enrollment Fall unduplicated headcount + spring unduplicated headcount of dual enrollment students	1,022 1% growth over rolling 3-year average	Dual enrollment students have comprised more than half of our total headcount since fall 2020 and are a key opportunity for growth at both the institutional and state level. The K-12 Partnerships program is focused on increasing early college enrollment, specifically, in an effort to expose more high school students to the college experience and promote Helena College as a viable postsecondary option.
IM-1b	Early college enrollment Annual unduplicated number of high school students taking any class as early college credit	94 3% growth over rolling 3-year average	

Indicator	Metric	Target	Rationale
IM-2	150% graduation rate Percent of all entering students that graduate in 150% normal time to completion	32%	This metric allows the college to monitor its ability to support students in on-time or near-on-time graduation, saving the students money and maintaining momentum toward their goals, whether that be entry into career or transfer to a four-year institution.
IM-3	150% transfer rate Percentage of entering AA/AS students transferring within 3 years	30%	
IM-4	Transfer success rate Percentage of transfer students in good academic standing (2.0 or better) after first semester following transfer to a 4-year MUS institution	85%	The college wants to ensure its students are set up to succeed throughout their educational journeys, not just while they are at Helena College. These metrics are two manageable ways to check in on students after they transfer.
IM-5	Transfer GPA Median first-semester GPA of students following transfer to a 4-year MUS institution	3.30	
IM-6	Professional license and certification pass rates Percentage of students successfully passing professional licensing exams and certifications	90%	As discussed further in 1.C.1, preparation for career is an essential component of the college's mission. Pass rates on licensing exams demonstrate that the college's curriculum aligns with industry standards and requirements. Employment rates demonstrate the college's value to the state economy and the value of its degrees to students.
IM-7	Employment rates Students completing career-technical education credentials who are employed in Montana 1 year following graduation	85%	
IM-8a	CCSSE Benchmark Scores % of benchmark scores equal to or higher than standardized cohort benchmark of 50	100%	Understanding the student experience at Helena College is essential for the provision of support services and helps faculty design courses to promote learning.
IM-8b	SENSE Benchmark Scores % of benchmark scores equal to or higher than standardized cohort benchmark of 50	100%	

EQUITY

We strive to foster a positive and welcoming climate where we value, include, and support all at Helena College.

Defining Characteristics

1. Attract, retain, and support a diverse community of administrators, faculty, staff, and students.
2. Build and utilize community partnerships to recognize and address the holistic needs of our diverse population to bridge equity gaps.
3. Demonstrate a shared commitment to promoting equity in all areas of campus operations.
4. Identify and eliminate institutional barriers that have prevented the full participation of underserved groups.

Strategic Goals

1. Build institutional capacity for incorporating equity as a fundamental element of both regular operational practice and decision-making and planning.
 - a. Targets
 - i. Provide all-campus training to establish a shared understanding of equity during AY 2022-23.
 - ii. Identify new employee training and ongoing mandatory training for current employees to further develop diversity, equity, and inclusion competency.
 - iii. Establish a Diversity, Equity, and Inclusion (DEI) Council AY 2023-24.
 - iv. DEI Council will develop a framework and provide support for all areas of campus to utilize in making decisions, planning, and providing services with an equity lens.
 - b. Rationale: The College has attempted to promote equity on campus through a Diversity and Inclusion Committee and a part-time Institutional Diversity Officer, who served as chair of the committee. The Committee has successfully hosted events for students, employees, and the public, but has experienced obstacles in engaging the entire campus in equity-related work. The Committee has recommended shifting from a volunteer-based committee to a council with members identified based on their role, which will advance and support equity-related work across campus.
2. Develop and implement strategies to disaggregate student and employee data to identify, monitor, and eliminate institutional barriers.
 - a. Targets
 - i. Identify metrics and population groups for disaggregation.
 - ii. Evaluate disaggregated data to identify barriers to student success.
 - iii. Develop strategies to address or eliminate barriers.
 - b. Rationale: As demand for disaggregated student performance data continues to increase, the College has begun adding disaggregated metrics to certain reports but has not prioritized analysis and use of the data. A new strategic plan provides an ideal opportunity to refocus campus efforts in this area.

Key Performance Indicators

Helena College acknowledges the importance of but also actively working to identify and address barriers to or gaps in student and employee success and engagement.

Indicator	Metric	Target	Rationale
EQ-1	Diversity, equity, and inclusion-focused professional development	TBD	The college recognizes that employees must possess an understanding of DEI issues and be aware of strategies for identifying and addressing the issues specific to Helena College. The college hopes to offer institution-wide DEI PD offerings and empower employees to identify additional educational opportunities in this area. The Vector PD Tracking platform offers a way to tag activities that share a topic, but it has not been widely implemented yet.
EQ-2	Campus Climate Surveys	TBD	The college administered its first campus climate survey in spring 2021, and it is hoped that the second administration in spring 2024 will provide additional context for identifying KPIs to support improvement of the campus climate.