



**AD HOC SELF-EVALUATION REPORT  
RECOMMENDATION 4**

Helena College University of Montana

Helena, Montana

[www.helenacollege.edu](http://www.helenacollege.edu)

Report Prepared for the Northwest Commission on Colleges and Universities

March 1, 2020

## TABLE OF CONTENTS

Introduction.....	1
Recommendation 4.....	2
Response to Recommendation 4 .....	3
Helena College Institutional Assessment Plan (4.A.1).....	3
Program Assessment (4.A.2).....	5
Strategic Enrollment Planning.....	7
Helena College Assessment Database (4.A.3).....	9
Conclusion.....	11
Appendices.....	12

**INTRODUCTION**

In a letter dated July 27, 2018, the Northwest Commission on Colleges and Universities (NWCCU) requested that Helena College prepare and submit an Ad Hoc Report without a visit in Spring 2020 with regard to Recommendation 4 from the April 2017 Year Seven Evaluation Report. This document provides a narrative overview and supporting exhibits demonstrating the College's ongoing response to Recommendation 4.

## **RECOMMENDATION 4**

Use program assessment data to improve teaching and learning as well as inform decision making at all college levels (4.A.1, 4.A.2, 4.A.3).

**RESPONSE TO RECOMMENDATION 4**

Helena College is engaged in and committed to a number of ongoing actions to address Recommendation 4. The College's new institutional assessment plan incorporates program assessment data, including student achievement of learning outcomes, in its indicators of achievement and determination of mission fulfillment. An ongoing system of program evaluation is in place including annual work plans that demonstrate alignment of program goals with the College's strategic objectives, a comprehensive internal program review every five years, and a mid-cycle progress report. Through a recent strategic enrollment planning process, the College completed a situational analysis of the quality and effectiveness of its academic programs resulting in priorities for action and recommendations for improving program assessment. Finally, Helena College is in the process of implementing a powerful database tool to map and document the assessment of student learning outcomes at the course, credential/program and institutional level.

Helena College Institutional Assessment Plan (4.A.1)

In response to its seven-year evaluation in 2017, Helena College has collaboratively and thoughtfully refined its mission, consolidated and focused its strategic plan (Appendix A), and reframed its core themes to improve planning, decision-making, allocation of resources, and the evaluation of mission fulfillment. Better alignment between the core themes and strategic goals, fewer and more meaningful indicators of achievement, and a more holistic definition of mission fulfillment are providing the College with an efficient and effective framework to guide planning and assessment at the institutional and program level and to openly share the results with the campus community.

Three core themes individually and collectively represent the fundamental elements of Helena College's mission as a public two-year institution of higher education. Core theme objectives are stated as outcomes to provide clarity of purpose, meaningful assessment of their achievement, and alignment with the College's action-oriented strategic goals. Each core theme includes indicators of achievement that either directly, or through disaggregation in program reviews, provide assessment of program achievement and effectiveness. The following core theme indicators of achievement are related to program assessment:

Core Theme One- Student Access and Success:

- 1.1.1 - FTE Enrollment (annual average)
- 1.1.3 - Retention (full-time/part-time entering students returning the following fall)
- 1.2.1 - Completion of gateway math and writing courses (within 3 semesters of entry)
- 1.2.2 - Course success rate (students completing courses each semester with a C- or better)
- 1.2.3 - Completion of certificates and degrees (annual completions, 150% graduation rate)
- 1.2.4 - Transfer rate (general education students transferring within 3 years)
- 1.2.5 - Employment rate (CTE students employed within one year following graduation)

Core Theme Two-: High Quality Education:

- 2.1.1 - Institutional Competencies (achievement on information literacy, technology literacy, and diversity assessments which are mapped from course and program/credential outcomes)
- 2.1.2 - Program learning outcomes (% of outcomes successfully achieved by students/year)
- 2.1.3 - Transfer success (% students in good standing after 1<sup>st</sup> semester at 4-year MUS institutions; 1<sup>st</sup> semester GPA following transfer)
- 2.1.4 - Professional license and certification pass rates for CTE students

Core Theme Three- Community Enrichment:

3.1.1 - Assessment of workforce needs (% of CTE programs completing needs assessments)

3.1.2 - Responsiveness to workforce needs (projects, partnerships, curricular revisions and continuing education offerings developed in response to needs assessments; results of employer satisfaction surveys)

3.3.1 – Annual enrollment in non-credit/credit bearing continuing and community ed programs

3.3.2 - Completion of non-credit credentials (% of students earning credentials/year)

3.3.3 - Adult education conversion rates (% of students enrolling after completion of HiSET or high school diplomas through Helena School District programs housed on campus)

3.3.4 - Service to community by faculty, staff and students (service hours completed each semester through internships, clinicals, service-learning, faculty and staff involvement in community)

3.3.5 - Credit and non-credit programs supporting community needs (Continuing Education programs and services provided annually to community partners and members)

NWCCU's new accreditation standards that took effect in January 2020 no longer mandate the use of core themes as a framework for assessing mission fulfillment. Helena College will decide whether to continue with the revised core theme framework or adopt a new framework within the next two years accompanying the development of a new strategic plan in 2022. Either way, the College will likely continue to use most of the current indicators of achievement as they provide meaningful measures of student learning and achievement and institutional effectiveness at the institutional and program level as articulated in Standard One of the NWCCU 2020 Standards for Accreditation

The College's 2018-2022 Strategic Plan is comprised of five strategic goals each with three to four associated objectives intended to align the operations and activities of the College and its component programs and services towards mission fulfillment and achievement of the core theme objectives. (Appendix A).

Strategic Goal #1 - Promote student success and achievement

Strategic Goal #2 - Advance academic excellence and scholarship

Strategic Goal #3 - Build community engagement and partnerships

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

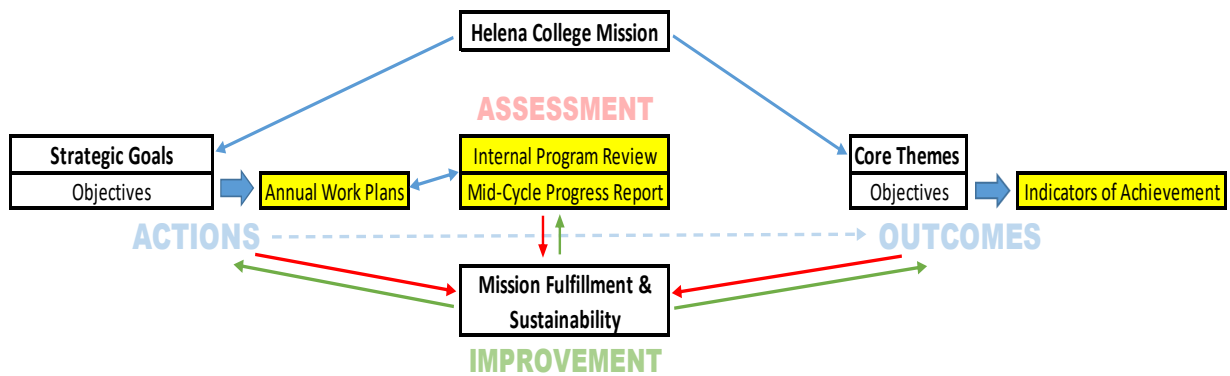
Strategic Goal #5 - Ensure Institutional Integrity

The seven core theme objectives and associated 22 indicators of achievement serve as key performance indicators for evaluating overall progress on the achievement of the strategic goals and their associated objectives. Annual work plans completed by all units on campus, including academic programs, support services, administrative areas, committees, and senates identify and assess specific actions aligned to one or more of the College's strategic goals. Program level assessment informs Helena College's determination of mission fulfillment through ongoing review of current performance for the core theme indicators of achievement, and through evaluation of the annual work plans.

The Institutional Development, Effectiveness and Accreditation (IDEA) Committee, comprised of administrative, faculty, staff, and student representatives, is responsible for determining the extent of mission fulfillment each year. In fall 2019, the committee completed a review of the inaugural 2018-19 annual work plans, evaluating each of the individual plans using a standard set of criteria. Following the annual work plan review, the committee rated the performance of the 22 core theme indicators using the most recent available data. In the spring semester of 2020, the first Helena College Mission

Fulfillment Progress Report summarizing the committee’s findings and recommendations for improvements and future actions was forwarded to the Dean’s Cabinet and shared with the campus community. Figure 1 illustrates the essential components of the College’s planning and assessment framework, the cycle for determining mission fulfillment and sustainability, and highlights where the results of program level assessment inform the process.

Figure 1: Helena College Planning & Assessment Framework



Program Assessment (4.A.2)

Systematic and ongoing assessment of all programs at Helena College is accomplished through annual work plans, internal program reviews, and mid-cycle progress reports. A description of each process follows and includes examples linked from the Helena College website or included in the appendices.

Helena College’s five strategic goals and their related objectives are operationalized through an annual work plan comprised of 48 individual unit plans representing all areas on campus, including administrative offices, academic programs, support services, institutional committees, and the faculty, staff, and student senates. The annual work plans document how actions at the unit level support and advance the College’s strategic goals (Appendix B). The plans are accessible through a secure login on the College’s website. Plan developers currently complete their prior year plans and submit new plans at the beginning of each academic year. Faculty members complete the annual work plans for their programs, and the appropriate division chair reviews the plans to provide feedback and coordination across their division. Plan developers for administrative offices, support services, and committees are encouraged to have their plans reviewed by their supervisor or an appropriate senior administrator.

Plan developers complete an initial plan at the beginning of each academic year. Program goals are aligned to specific strategic goal objectives and include timelines, responsible parties, and indicators for measuring achievement. At the end of the academic year, plan developers complete their work plans by entering the final status, results and planned future actions for each goal, as well as a fiscal year budget narrative if their program has an operational budget. As part of the process for determining institutional mission fulfillment, the IDEA Committee reviews annual work plans each year evaluating them for clarity, alignment, effectiveness and achievement. Plan developers, including the faculty responsible for academic programs, receive a copy of the review to provide guidance on how they can improve the quality and effectiveness of their plans (Appendix C).

Following the evaluation of the first set of annual work plans (2018-19), the IDEA Committee made the following recommendations in the [2020 Mission Fulfillment Progress Report](#) to improve the annual work plan process and the quality and effectiveness of the individual plans:

- The 2020-21 online work plan form will be updated to improve clarity, strategic goal alignment, and effectiveness. Suggested improvements include: providing prompts to guide the input of information in text fields, eliminating defaults in pull-down menus to encourage more intentional selection of strategic goals and objectives, allowing planned actions to support multiple related strategic goal objectives rather than just one, and changing how “deferred” and “ongoing” action statuses are defined and used to improve how plan achievement is measured and evaluated. A mid-year progress update will be added to encourage operationalization of the work plans, as opposed to “write and forget.”
- More substantive initial and ongoing training will be provided to plan developers emphasizing how to better align program actions with strategic goal objectives, how to write goals using S.M.A.R.T. criteria, and ensuring work plans are thorough and complete.
- The timeline for development and completion of annual work plans will be changed to more closely follow the academic/fiscal year. To provide more timely feedback, the annual plan review process has been divided into two phases: an initial review evaluating clarity, alignment and effectiveness, and a final review process evaluating plan achievement.
- College leadership will identify specific strategic goals and/or objectives as the institutional priorities for each year so that annual work plans do not continue to cluster around some strategic goal objectives, while other important institutional goals and objectives are neglected or underserved.
- Expectations surrounding program and student learning assessment should be communicated during the hiring process for all faculty and any staff that have assessment activities as part of their job responsibilities, and initial training on the institutional assessment process and tools should be provided during the onboarding process. Annual work plan goals and actions should also be incorporated into employee performance evaluations and development plans, thereby linking employee development to the College’s mission and strategic goal objectives.

In addition to annual work plans, faculty and staff from all academic programs and some support services complete a comprehensive internal program review every five years following a schedule published on the College [website](#). As required by [MUS BOR Policy 303.3](#), academic program reviews are submitted to the Montana University System Board of Regents (MUS BOR) each year following the campus schedule with a recommendation on continuation of the program. Completed internal program reviews are published on the College’s [website](#). The purpose of the review is to direct institutional decision-making on the continuing development, approval, allocation of resources, and management of programs and services in alignment with the College’s mission, core themes, and strategic goal objectives. The reviews summarize program development and outcomes during the prior five years and culminate in a plan to enhance student learning and improve program quality during the next review cycle. Reporting and analysis of student achievement and learning outcomes assessment data are required components of the reviews (Appendices D and E).

Over the 2018-19 academic year, Helena College engaged in a comprehensive strategic enrollment planning (SEP) process. As detailed in the next section, recommendations for improving the program review process emerged from the SEP process that were subsequently considered by the IDEA Committee and will be implemented in 2020. The planned improvements include:



- Incorporating an individual program data profile that visually summarizes enrollment, student achievement, and fiscal data in comparison to institutional benchmarks.
- Providing specific prompts to guide responses to the various sections of the report template to improve the consistency and quality of information reported.
- Connecting program reviews more explicitly to annual work plans (i.e. program review findings should inform annual planning for the subsequent review cycle) and budget planning.
- Incorporating a strengths, weaknesses, opportunities, threats (SWOT) analysis, and a peer review component.
- As the College moves forward with implementation of the Guided Pathways model, the review schedule will be organized so that academic programs grouped according to meta-majors or similar career pathways will complete their reviews individually and collaboratively.

Halfway through the five-year review cycle, program faculty and managers are required to complete a brief mid-cycle program progress report. The report summarizes progress on the recommendations and implementation plan emerging from the last program review, professional development activity, fiscal trends, an update on student learning outcomes and program goals, challenges and opportunities, and any best practices or research questions under consideration (Appendix F). Division chairs, supervisors, and the Director of Institutional Effectiveness and Research assist faculty and program managers with the development of their program reviews and progress reports. The appropriate senior administrator and the IDEA Committee evaluate the internal reviews and progress reports to provide feedback and inform strategic planning and resource allocation.

### Strategic Enrollment Planning

In 2018-19, Helena College engaged in a [comprehensive strategic enrollment planning process](#) to address a continuous decline in degree-seeking students since the end of the recession (-29% as of fall 2019). As part of that process, a Programs and Services Excellence and Innovation Working Group was assigned to conduct a situational analysis on the quality and effectiveness of the College's academic programs. The analysis included identifying a set of key performance indicators (KPIs), and a strengths, weaknesses, opportunities and threats (SWOT) assessment of the College's instructional offerings, delivery modalities, and the external market. The working group also reviewed the program assessment process and provided a set of recommendations for improvement to the IDEA Committee as outlined in the previous section. The KPIs, taken primarily from the core theme indicators, include the following measures of program quality, effectiveness and fiscal sustainability:

#### Program Quality

- Achievement rates on institutional competencies (Core Theme Indicator 2.1.1)
- Achievement rates on program learning outcomes (Core Theme Indicator 2.1.2)
- Transfer success (Core Theme Indicator 2.1.3)
- Professional license and certification pass rates (Core Theme Indicator 2.1.4)

#### Program Effectiveness

- Annual headcount enrollment
- Annual FTE enrollment (Core Theme Indicator 1.1.1)
- Annual program completions/annual FTE (Core Theme Indicator 2.2.3)
- Fall-to-fall retention of entering full-time and part-time students (Core Theme Indicator 1.1.3)
- Graduates entering the state workforce within 1 year (Core Theme Indicator 2.2.5)

### Fiscal Sustainability

- Annual expenditure/FTE and annual expenditure/completion
- Comparison of total revenue (state base funding + tuition) and expenditure

Based on data from an institutional program prioritization completed for the MUS BOR in 2016, comparative profiles were created to visualize the effectiveness and fiscal sustainability of the College's academic programs (Appendix G). Additionally, the three-year average enrollment for each program was mapped against annual statewide employment opportunities for related occupations based on Montana Department of Labor and Industry projections for 2018-2028 (Appendix H). In the past, much of this information has been provided to faculty in the program review process in a program data sheet (Appendix E). Going forward, individual program profiles visualizing performance on the KPIs over the past five years will be provided to faculty for analysis in their program reviews.

The Programs and Services working group's situational analysis of the College's academic programs was framed in several [SWOT assessments](#) related to program effectiveness, instructional delivery, and an external market review, and culminated in the following five priorities for action:

1. Develop online education (quality of instruction, student support, and fully online programs). *In AY 2020-21, Helena College's accounting and business technology degree and certificate programs will be offered as fully online programs.*
2. Focus institutional resources on academic programs with opportunities for growth (i.e. low or declining enrollments, high workforce demand, and/or low fiscal investment). Specifically these programs include Accounting & Business Technology and Computer Technology. *Resources have been dedicated to implement and support moving Accounting and Business Technology degrees and certificates fully online.*
3. Incentivize completion of AAS degrees in programs where completion rates are average or below average: Automotive Technology, Aviation Maintenance Technology, Computer Technology, Diesel Technology, Metals Technology, and Industrial Welding & Metals Fabrication. *In 2018-19, several incentives were initiated to increase completion of AAS degrees, including covering the cost of the graduation application fee (\$30) through financial aid. The number of degrees and certificates awarded in career and technical education (CTE) programs increased 18% rebounding from an equivalent decline in the prior year. In 2018-19 CTE degree production achieved its highest rate in the past 8 years with 54 degrees and certificates awarded per 100 FTE.*
4. Explore new programs and partnerships that fit institutional mission and external market considerations. For example, pre-engineering program with a potential MUS or Carroll College articulation. *Helena College is currently exploring new programs and partnership opportunities with other two and four-year colleges and universities.*
5. Diversify scheduling and delivery of instruction and support services to attract working adults (structured & block scheduling, online programs, non-credit skills development courses & certifications, summer session offerings). *Several programs including Accounting & Business Technology, Computer Technology, and General Education/Transfer have or are in the process of implementing structured scheduling to allow students to predictably plan their work schedules around ongoing enrollment in these programs.*

### Helena College Assessment Database (4.A.3)

An ongoing challenge for Helena College has been implementing a systematic and sustainable process for documenting how, when, and where assessment of student learning occurs, and how the data is used to improve teaching and learning and inform institutional planning.

In fall 2017, the Associate Dean of Academic and Student Affairs, the Director of Institutional Research and a faculty member from the Computer Technology program convened to design a new framework for systematically documenting institutional assessment of student learning at the course, program/credential, and institutional level. The centerpiece of the framework is the development and implementation of a secure web accessible database to document student learning outcomes, how and when they are assessed, and how the results are used to improve teaching and learning and inform program planning. The new framework has the following objectives:

- Allow faculty to map or associate course student learning outcomes to program/credential student learning outcomes.
- Allow faculty to map or associate course or credential student learning outcomes to institutional competencies.
- Allow faculty to document the primary assessment tool used for each course learning outcome.
- Allow for the creation of a target percentage of student achievement for each assessment.
- Allow for the collection of data for each course section to include the number of students assessed, number of students that passed the assessment, target attainment, faculty analysis and planned changes related to the assessment result.
- Allow for the association of the assessment of a course level student learning outcome with the appropriate institutional competency describing how the assessment relates to the competency.
- Allow for the reporting of student learning outcome assessment at the course, credential, program, division, and institutional levels.

Development of the new system and database is ongoing and was piloted with a small sample of Helena College faculty in the spring semester of 2018. Training and implementation began in the 2019-20 academic year with the General Education/Transfer and Nursing programs in the fall 2019 semester, and the remaining Career-Technical Education programs planned for the spring 2020 semester.

The new assessment system requires faculty to specify how course learning outcomes will be assessed and allows the collected data and results to inform changes in future instruction and assessment. While attention to course learning outcomes has always been emphasized, Helena College has not had a systematic process for documenting and evaluating the assessment of outcomes, particularly at the program level. A number of faculty who used the new system have expressed dissatisfaction with the quality and relevance of some course outcomes. Those faculty members have been encouraged to initiate curriculum changes through the established procedures of the Academic Standards and Curriculum Review Committee (ASCR). As another example, a Computer Technology faculty member participating in the initial rollout of the assessment database indicated that that they had modified existing assessments and created several new assessments based on the information gathered with this new tool. They attributed this to the focus that the system puts on course outcomes and the required details for related assessment instruments. Already in its earliest stage, the new system is bringing much needed attention to the improvement of teaching and learning.

Training and implementation of the online assessment database is being phased in over the 2019-20 academic year, with program faculty scheduled for the fall and spring semester. The following objectives were provided to faculty in a pre-assessment checklist (Appendix I):

1. Review of all course outcomes to ensure they are current, accurate and complete.
2. Review of all credential outcomes to ensure they are current, accurate, and complete, and that they offer, “appropriate breadth, depth, sequencing, and synthesis of learning” per NWCCU standards, and are informed and regularly reviewed by advisory councils for Career Technical Education programs.
3. Mapping of credential outcomes to specific course outcome assessments where students demonstrate mastery of knowledge or skills necessary to support the credential-level outcome.
4. Selection of the appropriate level for all course outcome assessments in relationship to the subject knowledge or skill being assessed (introduced, reinforced, or mastered).

As of the end of the fall 2019 semester, faculty usage of the new system has not been as high as anticipated. More faculty have been involved with outcome mapping than entering assessment data. All totaled, 144 outcome assessments were entered for 21 courses in communication, computer science, literature, math, nursing and statistics. Draft course outcome assessment reports have been generated, and will be provided to faculty for review and feedback (Appendix J).

Going forward, academic leadership will work with faculty leaders to set and communicate clear expectations around use of the new system, while providing sufficient time and resources for assessment activities. In spring 2020, the Helena College Faculty Senate will be consulted on the formation of a Learning Outcomes Assessment Technical Advisory Group to provide full faculty ownership and oversight of student learning assessment. The group may be attached to the Academic Standards and Curriculum Review Committee (ASCR). Responsibilities will include assisting with ongoing development of and training on the use of the assessment database, planning for full faculty participation extending to adjuncts and high school dual-credit instructors, and hosting professional development opportunities on outcome creation and assessment.

**CONCLUSION**

As fully detailed in this report, Helena College has made significant progress in responding to Recommendation 4 from the year seven evaluation in 2017. Through a number of ongoing actions and improvements involving institutional planning and assessment, the program evaluation process, strategic enrollment planning, and the implementation of a database to document assessment of student learning outcomes, the College is implementing a comprehensive system of program assessment to improve teaching and learning, and inform decision making at all levels.

## Appendices

### Appendix A: Helena College 2018-22 Strategic Plan



#### Mission

Helena College, a comprehensive two-year college, provides access to and support of high quality lifelong educational opportunities for our diverse community.

#### Vision

Helena College will be recognized as a responsive regional provider of comprehensive educational opportunities, as a partner in economic and community development, and as a diverse and accessible community of learners.

Helena College will promote excellence in education, maintain fiscal and operational integrity; and cultivate an environment of fellowship, inclusiveness, and respect.

#### Core Themes

Through an inclusive campus and community-wide discussion of Helena College's purpose and goals, three core themes have been identified individually and collectively to define the College's mission.

- Student Access and Success
- High Quality Education
- Community Enrichment

### 2018-2022 Strategic Goals

#### STRATEGIC GOAL #1 – PROMOTE STUDENT SUCCESS AND ACHIEVEMENT

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

#### STRATEGIC GOAL #2 – ADVANCE ACADEMIC EXCELLENCE AND SCHOLARSHIP

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

#### STRATEGIC GOAL #3 – BUILD COMMUNITY ENGAGEMENT AND PARTNERSHIPS

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

#### STRATEGIC GOAL #4 – MODEL AND FOSTER EQUITY, INCLUSION, AND CULTURAL COMPETENCY

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

#### STRATEGIC GOAL #5 – ENSURE INSTITUTIONAL INTEGRITY

1. Maintain and enhance a transparent process for resource prioritization and allocation that fosters efficient, effective and equitable use of fiscal resources.
2. Procure and allocate resources to support the mission of Helena College.
3. Devise and implement performance metrics for assessing institutional progress towards identified goals.
4. Maintain and systematically assess a strategic enrollment plan that supports the mission of Helena College.



**Appendix B: Sample Annual Work Plans (General Education, Accounting & Business Technology)**

Report/AnnualPlan

## Helena College Annual Area Work Plan

Year Code: 2018-19      Area: General Education      Plan Status: Final Submitted      Plan Developer: Kiesling, Robyn

**Mission:**

The mission of the Helena College A.A. and A.S. programs is to provide students a quality educational experience. The primary goals and objectives of the programs are to deliver a comprehensive two-year curriculum that will:

- 1) Provide students with a broad background in general studies and exposure to various disciplines.
- 2) Provide students the necessary knowledge and skills to be successful at the four-year college level, and
- 3) Provide career education for life-long learners.

**Narrative:**

OCHS, the CCN liaisons, and the General Education Council are discussing multiple items that impact General Education at Helena College. There is a CCN faculty pilot in process now that has tasked faculty in the review of learning outcomes for the most common courses in CHMY, PSYX, EDU, CSCI, and EGEN. The decisions made by faculty involved in the pilot will likely prompt learning outcome review and revision at Helena College. The General Education Council is currently revising the MUS general education core outcomes. The revised outcomes will prompt review and revision of the Helena College general education core outcomes. While these are both necessary and important projects, the timeline for completion is set by the CCN faculty pilot and the Gen Ed Council. Hopefully, we'll see some course and gen ed core outcomes revision this academic year so that the revision process can begin at Helena College.

**Final Budget Narrative:**

The budget was influenced negatively by employees in incorrect indexes for payroll. Good news is that this issue was identified in BMT and has now been corrected for the entire division.

The budget for this division has always been small and tight. I usually have to ask for the Academic index (Sandy B) to cover costs that come up for faculty and programs throughout the year. The planned items are fine—those items are in the budget and are never an issue. It's the unplanned items, like books, conferences/meetings, faculty needs, etc. that are hard to cover with the limited budget. I've requested more money for unplanned expenses in FY 20, which will hopefully help me support my division.

**Final Narrative:**

AY 18-19 was a busy year for the General Education Division and much was accomplished. The work with the Cultural Heritage of American Indians designation and degree requirement was a team effort and now Helena College transfer degrees align with MUS/BOR requirements. The discussions about MUS transfer pathways, Gen Ed outcomes, and academic pathways have been great and all will be ongoing in the next academic year. AY 18-19 was largely guided by SEP, which is amazing, and AY 19-20 will be the same.

Report Annual Plan

Goal #	Goal	Goal Obj.	Goal Status	Action Item	Exp. Term	Indicator	Resp. Party	Results	Future Action
1	SG2	SG2.1	Ongoing	Evaluate and/or revise HC General Education Core outcomes to match revised MUS General Education Core outcomes. Evaluation will occur in all 7 General Education Core areas: natural science; mathematics; written communication; oral communication; social & psychological sciences & history; humanities & fine arts; and diversity.	2019-20	All 7 Gen Ed Core areas will be evaluated and revised through ASCRC.	Robyn Kiesling, Gen Ed Division	This was postponed due to two items out of OCHE: 1. The General Education Council was discussing the Gen Ed outcomes as part of the MUS core, however, the discussion was delayed and is just now beginning again on 9.19.19, and 2. OCHE began work on the MUS transfer pathways in AY 18-19 which consumed the time of numerous faculty in the division over the course of the year.	This goal is being discussed by the Gen Ed departments this year as part of the course assessment and database discussion and will be an ongoing goal for AY 19-20.
2	SG2	SG2.1	Completed Spring	Add AA and AS degree requirement and catalog language in regards to the Cultural Heritage of American Indians, per Operational Rule 1 for the MUS Core.	2019-20	AA and AS degrees will have a Cultural Heritage of American Indians requirement starting in AY 19-20.	Robyn Kiesling, Gen Ed Division	This was completed through ASCRC in spring 2020. The new Cultural Heritage of American Indian course designation criteria were created by faculty and approved by ASCRC. Three Gen Ed courses (HSTA 101, HSTA 102 and NASX 105) were approved and now have the CHAI designation beginning fall 2019, and AA and AS degrees (with the exception of ASRM) now have the requirement that one completed course must have the CHAI designation.	Faculty will continue to add courses with the CHAI designation to the course bank. Hopefully, we'll get at least another 3 courses with the CHAI designation in AY 19-20.



ReportAnnualPlan

## Helena College Annual Area Work Plan

Year Code: 2018-19      Area: Accounting and Business Technology      Plan Status: Final Accepted      Plan Developer: Yahvah, Barbara

**Mission:**

The Accounting and Business Technology program area prepares students to enter the business world -- as bookkeepers, as accountants, or as entrepreneurs. Graduates of the Accounting certificate and degree learn skills readying them to be accounting technicians with private, government, or not for profit agencies. Graduates of the Business certificate and degree gain knowledge as associates in business or entrepreneurs of their own ventures. Students choosing either Accounting or Business may transfer their A.A.S. degree toward earning a Bachelor of Applied Science in Business through other Montana higher education institutions.

**Narrative:**

**Program Outcomes**

The successful graduate of the Accounting and Business Technology program should be expected to:

- Demonstrate knowledge of accounting procedures (accounting);
- Identify the fundamentals of launching and maintaining a small business (business);
- Demonstrate a broad understanding of the business environment as it relates to legal, ethical, and economic issues (accounting and business);
- Demonstrate competency in computer applications maintaining accounting records and business documents (accounting and business);
- Apply communication skills toward enhancing interpersonal relationships (accounting and business);
- Demonstrate critical thinking and problem-solving abilities (accounting and business).

**Final Budget**

**Narrative:**

Fall 2018: \$205 spent for dues (AAA, 62801) and \$25 for prof development (Mt Economic Outlook conference, 62809)

Spring 2019: no additional funds spent; \$400 earmarked for education training costs; however, \$220 of education training costs z91905 to be 62809) and \$150 of education training costs (62809) were authorized to be spent from online learning budget (62801)

**Final Narrative:**

Report/Annual Plan

Goal #	Goal Obj.	Goal Status	Action Item	Exp. Term	Indicator	Resp. Party	Results	Future Action
1	SG1	SG1.1	Complete d Spring	2018/70	<ul style="list-style-type: none"> <li>•curriculum mach forms;</li> <li>•schedule review;</li> <li>•email/notes from meeting with higher education institutions.</li> </ul>	Barbara Yalvah, Robyn Kiesling	<p>Fall 2018: ACTG 205 was redesigned to include Sage 50, QuickBooks desktop, and QuickBooks online. ECNS 201, ECNS 202, and CSCI 172 were returned to their respective program areas for better management. UJM signed their articulation for business with Helena College.</p> <p>Spring 2019: Completed paperwork to discontinue P.C.s and A.A./Actg &amp; Bus (to simplify program advising and align with transfer degrees for business); completed paperwork to develop online program delivery for C.A.S. Entrepreneurship and A.A.S. Business Technology. MSU signing their articulation for A.S./business with Helena College; participated in C.C.N. for business program; met with Mt Tech to revise B.A.S./B.I.T. degree articulations; due to unanticipated software compatibility issues with the desktop versions of accounting software, ACTG 205 will move forward beginning Spring 2020 using QuickBooks online only.</p>	Continue conversations with Mt Tech and Carroll College for business articulations; continue work for C.C.N.; continue development of online delivery for C.A.S. Entrepreneurship and A.A.S. Business Technology degree programs.

Report/Annual Plan

2	562	562.1	Completed Spring	<ul style="list-style-type: none"> <li>•Administer 1 C.A.T. in 2 courses;</li> <li>•Apply 1 effective teaching tool in 2 classrooms based on research;</li> <li>•Participate in 2 professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Completed CAT instruments;</li> <li>•Notes or activity demonstrating the use of effective teaching tools;</li> <li>•Purchase order and documentation from attendance.</li> </ul>	Barbara Yahvah, Robyn Kiesling	<p>Fall 2018: Administered 1 CAT in ACTG 201 about the use of publisher software; no change in curriculum as students are more familiar with its use, since they have used it for at least two semesters. Facilitated small group activities in BGEN 105 HO; asked follow-up questions on exams about their group experiences, which they answered well. The group activity was also related to their business projects-- there were fewer questions by students as a result. Faculty participated in one professional development activity (American Accounting Association)</p> <p>Spring 2019: Faculty administered one C.A.T. in ACTG 101 on which of the accounting topics was most surprising for them; many students indicated debits/credits, so more practice on using this principle will be emphasized throughout the semester (with research through American Accounting Association). Faculty participated in one professional development activity (Montana Economic Outlook Conference)</p>	Faculty will be attending MoodleMoot and one Quality Matters course summer 2019.
---	-----	-------	------------------	---	--	--------------------------------	--	--

Report/Annual Plan

3	SG3	SG3.1	Ongoing	<ul style="list-style-type: none"> <li>• Invite 1 guest speaker to a class;</li> <li>• Survey A&amp;BT Advisory Council regarding curriculum needs;</li> <li>• Secure 2 student internships.</li> </ul>	201930	<ul style="list-style-type: none"> <li>• Email correspondence with acceptance from guest speaker or completed activity documentation;</li> <li>• A&amp;BT meeting notes and/or email correspondence;</li> <li>• Approved internship proposals.</li> </ul>	Barbara Yahvah, Robyn Kiesling	<p>Fall 2018: Invited VITA guest speaker to income tax; as a result 3 internships will occur spring semester.</p> <p>Spring 2019: Invited 4 guest speakers to ACTG 299; as a result, 4 students confirmed/validated their paths for their careers/educational goals (1 CPA, 1 will not do taxes; 2 transferring); 4 internships (3 VITA, 1 accounting firm) were successfully completed for spring 2019.</p>	Meet with A&BT Advisory Council.
---	-----	-------	---------	---	--------	---	--------------------------------	--	----------------------------------

### Appendix C: Sample Annual Plan Reviews (General Education, Accounting & Business Technology)

Q1. Please select a 2018-2019 Annual Work Plan to review:

General Education ▼

Q3. Please rate the completeness of the plan based on the following criteria:

- Plan is complete- all plan details and goal fields have been entered or selected (note: the additional Narrative field following the Mission field is optional)
- Plan is mostly complete- some fields are partially completed or have not been entered or selected
- Plan is mostly incomplete- most fields are partially completed or have not been entered or selected

Q9. Comments on the completeness of the plan:

This plan is very thorough and could be used as an example

Q4. Please rate the clarity of the plan based on the following criteria:

- All information entered is concise and clearly understood
- Most information entered is concise and clearly understood
- A significant amount of information entered is not concise and clearly understood

Q10. Comments on the clarity of the plan:

Q5. Please rate the alignment of the plan based on the following criteria:

- All selected strategic objectives are relevant to the area, and have appropriate action items
- Most selected strategic objectives are relevant to the area, and have appropriate action items
- A significant number of selected strategic objectives are not relevant to the area and/or lack appropriate action items

Q11. Comments on the alignment of the plan:

Q7. Please rate the effectiveness of the plan based on the following criteria:

Indicators are appropriate to measure the success of related action items

Timelines for actions are realistic

Results and future actions demonstrate sound analysis and commitment to continuous improvement

Q12. Comments on the effectiveness of the plan:

Q6. Please rate the extent to which the plan goals were achieved:

- All or most action items supporting plan goals were successfully completed
- Some action items supporting plan goals were successfully completed
- Most action items supporting plan goals were not completed or were deferred

Q13. Comments on the extent of the plan's goal achievement:

Q1. Please select a 2018-2019 Annual Work Plan to review:

Accounting and Business ▼

Q3. Please rate the completeness of the plan based on the following criteria:

- Plan is complete- all plan details and goal fields have been entered or selected (note: the additional Narrative field following the Mission field is optional)
- Plan is mostly complete- some fields are partially completed or have not been entered or selected
- Plan is mostly incomplete- most fields are partially completed or have not been entered or selected

Q9. Comments on the completeness of the plan:

No final narrative included.

Q4. Please rate the clarity of the plan based on the following criteria:

- All information entered is concise and clearly understood
- Most information entered is concise and clearly understood
- A significant amount of information entered is not concise and clearly understood

Q10. Comments on the clarity of the plan:

Q5. Please rate the alignment of the plan based on the following criteria:

- All selected strategic objectives are relevant to the area, and have appropriate action items
- Most selected strategic objectives are relevant to the area, and have appropriate action items
- A significant number of selected strategic objectives are not relevant to the area and/or lack appropriate action items

Q11. Comments on the alignment of the plan:

Q7. Please rate the effectiveness of the plan based on the following criteria:

Indicators are appropriate to measure the success of related action items

All ▼

Timelines for actions are realistic

All ▼

Results and future actions demonstrate sound analysis and commitment to continuous improvement

All ▼

Q12. Comments on the effectiveness of the plan:

Q6. Please rate the extent to which the plan goals were achieved:

- All or most action items supporting plan goals were successfully completed
- Some action items supporting plan goals were successfully completed
- Most action items supporting plan goals were not completed or were deferred

Q13. Comments on the extent of the plan's goal achievement:



**Appendix D: Internal Program Review Criteria (from the [Helena College Program Review Guide](#))****Internal Program Review Self-Study Criteria****A. Introduction**

Provide an overall description of the program. For academic programs, this can be a copy of the appropriate Helena College Catalog page with comments as appropriate. Where suitable, include program mission statements, application/admission processes and criteria, design of program, accreditation oversight, and other pertinent information. In addition, describe actions taken in response to the recommendations made in the previous internal program review. Briefly describe program and field changes over the past five years and how the curriculum was revised to address these changes. Accredited programs should list their professional accreditation agency and current accreditation status.

**B. Alignment with Mission, Strategic Goals and Core Themes**

Demonstrate how the program's mission, design, objectives and outcomes are informed by and support the College's overall mission, strategic goals and core themes

**C. Alignment with Community Needs (Academic Programs Only)***Applied Academic Programs (AAS/CAS):*

Using the program data summary, provide the job placement statistics for all graduates. In addition, provide labor market statistics showing a need for workers in occupations related to this program. Also provide average wages of those occupations for either the community or state. Within the self-study narrative, describe the types and number of partnerships or affiliations the program has with business and industry. Finally, provide a listing of the program's advisory board members and the minutes from advisory board meetings occurring since the last program review where the curriculum was discussed.

*General Education/Transfer Programs (AA/AS):*

Using the program data summary, provide the transfer rates for students. Within the self-study narrative, describe the types and number of formal or informal articulations, partnerships or affiliations the program has with other colleges and universities.

**D. Student Participation and Success**

From the program data summary provide the program's enrollment trends, demographic data, retention and graduation rates, degree production rate, and if applicable, pass rates on licensure and certification exams. For non-academic programs/services provide comparable data that demonstrates service levels and impact on student engagement and success.

**E. Student Learning Outcomes**

List the student learning outcomes and goals for the program. Describe how achievement of each of these learning outcomes at the program and college level (*Institutional Competencies*) is assessed and documented through both indirect and direct methods. Summarize, with adequate evidence, the program's effectiveness with achievement of learning outcomes for students over the past five years. Non-academic programs should provide evidence of the evaluation and effectiveness of program goals/objectives over the past five years.

**F. Curriculum and Instruction (Academic Programs Only)**

Provide the current curriculum for the program, including suggested program sequence, course numbers, titles, credits and descriptions. Describe the program's primary modes of instructional delivery

(e.g., face-to-face, cohort, etc.) and why that mode is the proper fit to facilitate student learning outcomes. Describe innovations in program delivery, such as; if the program is offered online or in mixed-mode format, has evening, weekend or compressed courses/schedules to accommodate student needs, uses web supported tools as resources, etc. Describe the number of dual credit, tech prep, or other early college opportunities exist in the program for high school students. Provide a sampling of course evaluations for each instructor teaching in the program as well as the results of course level assessments. Include samples of student work such as assignments, projects, and internships or service learning that demonstrate achievement of program learning outcomes. List required courses taken outside of the program. Describe future curricular plans and their alignment with the College's mission, core themes and strategic plan.

### **G. Faculty or Staff Profile**

Provide a list of all faculty teaching or staff employed in the program. Include title, credentials, certifications, and status. Describe and evaluate faculty/staff expertise for covering the breadth of the program's curriculum or services. Summarize and evaluate data regarding faculty/staff and their professional development -- sufficiency of full and part-time faculty/staff, release time, anticipated retirements, and other human resource issues important to the program. Describe how faculty/staff members are engaged in college and community/civic activities. Describe program support for and involvement in faculty/staff development, especially new and non-tenured faculty or new staff members.

### **H. Fiscal and Physical Resources**

In the narrative portion of the self-study, describe the adequacy of both fiscal and physical resources, highlighting those areas of the program well supported and explain any areas of resource needs. Using the program data summary, provide the program's five-year average annual cost per student FTE, calculated from dividing the program's total annual budget by the average annual student FTE enrolled in or served by program. Academic programs should also calculate the program's five-year average annual cost per graduate using the same calculation approach as cost per FTE.

### **I. Recommendations and Preliminary Implementation Plan**

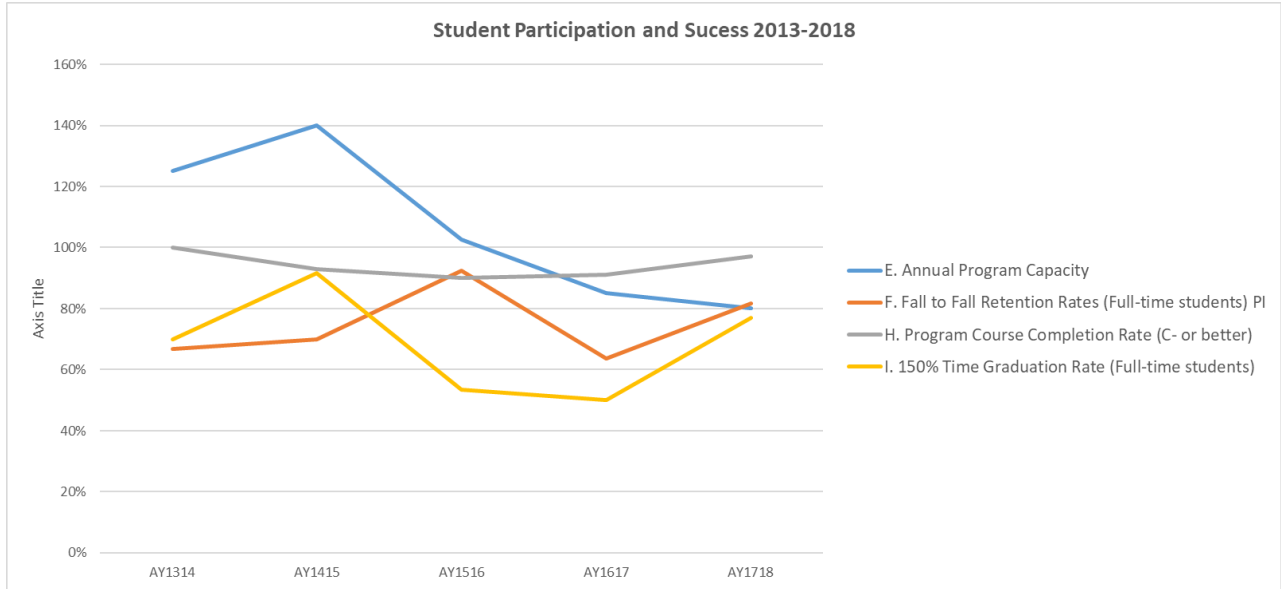
As a result of the self-study, the program faculty or director develops a preliminary implementation plan that reflects the view of the program faculty or staff and addresses areas identified for quality improvement or innovation. The recommendations and preliminary implementation plan includes the following elements:

1. Key recommendations resulting from the self-study
2. Anticipated student participation and success targets over the next five-year period
3. Strategies to be employed to achieve recommendations and targets.
4. Human, fiscal and physical resources needed to implement recommendations

**Appendix E: Sample Program Data Sheet (Diesel Technology)**

Diesel Technology 2013-2018									
Program Review Data Summary									
Alignment with Community Needs (CTE Only)									
Data Definition:	Current MT	Projected MT	Current U.S.	Projected U.S.			Program Notes	Source	
A. Provide the total number of projected job openings from related occupations for Montana and the U.S.	1,265	1,367	278,800	304,600			Projected annual openings MT: 126 Projected annual openings US: 28,200	Montana Research & Analysis Bureau/Bureau of Labor Statistics (2017-2027 Projections). US DOL (2016-2016 Projections) <a href="http://lmi.mt.gov/Projections">http://lmi.mt.gov/Projections</a>	
B. Provide percent change in job openings for related occupations for Montana and the U.S.		+8%		9%				Montana Research & Analysis Bureau/Bureau of Labor Statistics (2017-2027 Projections). US DOL (2016-2026 Projections)	
C. Provide the median hourly wage or annual salary for related occupations	\$48,490		\$46,360				Starting Salary Range (2013-2017): \$27,047 - \$38,592	Montana Research & Analysis Bureau/Bureau of Labor Statistics (2017-2027 Projections). US DOL (2016-2026 Projections)	
Data Definition:	AY1213	AY1314	AY1415	AY1516	AY1617	5 Year Ave	Program Notes	Source	
D. Provide 5 years of job placement rates for all program graduates PI	73%	93%	100%	77%	93%	87%	% of graduates employed for at least 1 quarter following graduation	OCHE & Bureau of Labor Statistics <a href="https://www.mus.edu/data/WorkforceTool/default.asp">https://www.mus.edu/data/WorkforceTool/default.asp</a>	
E. For applied programs with program admission provide five years of student application totals	N/A	N/A	N/A	N/A	N/A	N/A		<a href="https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Automotive+Master+Mechanics&amp;onetcode=49302301&amp;location=UNITED+STATES">https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Automotive Master Mechanics&amp;onetcode=49302301&amp;location=UNITED STATES</a>	
F. For applied programs with program admission provide five years of students accepted totals	N/A	N/A	N/A	N/A	N/A	N/A			
Denotes Items that are Core Theme Indicators for Helena College									
KPI or PI	Key Performance Indicator or Performance Indicator for Program Effectiveness under Strategic Enrollment Planning/Management								

Diesel Technology 2013-2018									
Program Review Data Summary									
Student Participation and Success									
Data Definition:	AY1314	AY1415	AY1516	AY1617	AY1718	5 Year Ave	Program Notes	Source	
A. Transfer rates to 4-year colleges (AA/AS)	N/A	N/A	N/A	N/A	N/A	N/A		Institutional Research	
B. Program Capacity (Headcount)	40	40	40	40	40	40		Institutional Research	
C. Annual Headcount Enrollment (Unduplicated)	50	56	41	34	32	43		Institutional Research	
D. Annual FTE Enrollment PI	50	53	39	33	30	41		Institutional Research	
E. Annual Program Capacity	125%	140%	103%	85%	80%	107%		Institutional Research	
F. Fall to Fall Retention Rates (Full-time students) PI	67%	70%	92%	64%	82%	75%	Fall 2013-2017 Cohorts	Institutional Research	
G. Fall to Fall Retention Rates (Part-time students) PI	N/A	N/A	0%	N/A	0%	0%	Fall 2013-2017 Cohorts	Institutional Research	
H. Program Course Completion Rate (C- or better)	100%	93%	90%	91%	97%	94%	Fall+Spring Semester/2	Institutional Research	
I. 150% Time Graduation Rate (Full-time students)	70%	92%	53%	50%	77%	68%	Fall 2011-2015 Cohorts	Institutional Research	
J. 150% Time Graduation Rate (Part-time students)	0	67%	N/A	N/A	0	22%	Fall 2011-2015 Cohorts	Institutional Research	
K. Annual Degree & Certificate Completions	15	15	13	15	9	13		Institutional Research	
L. Degree Production Rates – proportion of degrees/certificates granted per 100 FTE PI	30	28	33	46	31	34		Institutional Research	
M. Pass Rates on Occupation/Industry Specific Licensing or Certification Exams (as applicable) PI									
Denotes Items that are Core Theme Indicators for Helena College									
KPI or PI	Key Performance Indicator or Performance Indicator for Program Quality and/or Effectiveness under Strategic Enrollment Planning/Management								



**Diesel Technology 2013-2018**

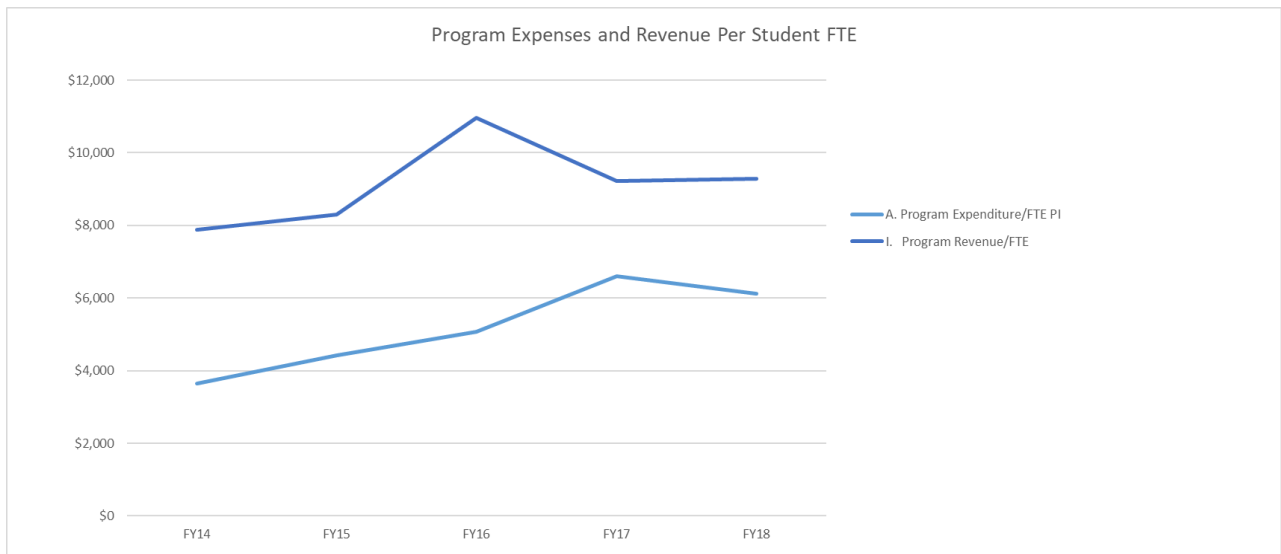
**Program Review Data Summary**

**Fiscal and Physical Resources**

Data Definition: Instructional costs include program personnel and operating expenses									
	FY14	FY15	FY16	FY17	FY18	5 Year Ave	Program Notes	Source	
A. Program Expenditure/FTE PI	\$3,657	\$4,419	\$5,067	\$6,598	\$6,123	\$5,173		Institutional Research/Finance	
B. Average HC Program Expenditure/FTE	\$5,032	\$4,881	\$5,354	\$6,512	\$8,252	\$6,006		Institutional Research/Finance	
C. Program Expenditure/Completion	\$12,189	\$15,614	\$15,202	\$14,516	\$20,070	\$15,518		Institutional Research/Finance	
D. Average HC Program Expenditure/Completion	\$13,353	\$18,071	\$12,712	\$16,356	\$15,599	\$14,101		Institutional Research/Finance	
E. Student Program Fees-Fund Balance	\$3,041	\$3,215	\$3,048	\$2,501	\$3,206	\$3,002	H60280	Institutional Research/Finance	
F. Student Program Fees-Fund Expenditures	\$7,910	\$0	\$183	\$0	\$7,176	\$3,054	H60280	Institutional Research/Finance	
G. Total Program Expense	\$182,841	\$234,208	\$197,630	\$217,733	\$180,634	\$202,609	Personnel+Operating	Institutional Research/Finance	
H. Total Program Revenue	\$394,110	\$440,324	\$544,025	\$299,943	\$301,600	\$396,000	State Approp+Tuition	Institutional Research/Finance	
I. Program Revenue/FTE	\$7,882	\$8,308	\$10,967	\$9,229	\$9,280	\$8,798	Total Revenue/FTE	Institutional Research/Finance	

**KPI or PI**

Key Performance Indicator or Performance Indicator for Program Effectiveness under Strategic Enrollment Planning/Management

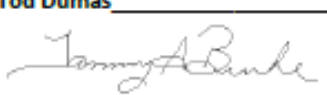


**Appendix F: Sample Mid-Cycle Progress Report (Aviation Maintenance Technology)**

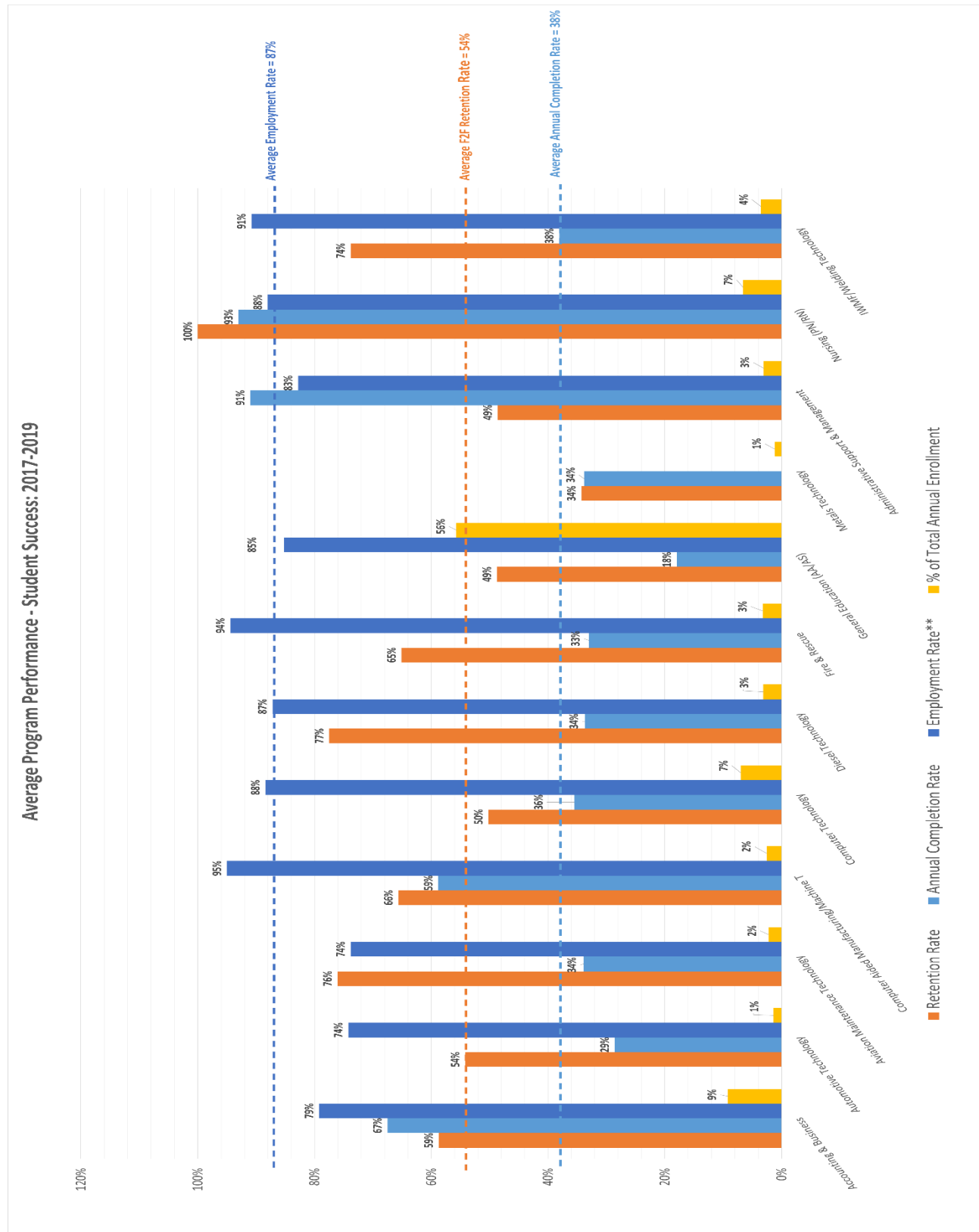
**Helena College Mid-cycle Program Progress Report**

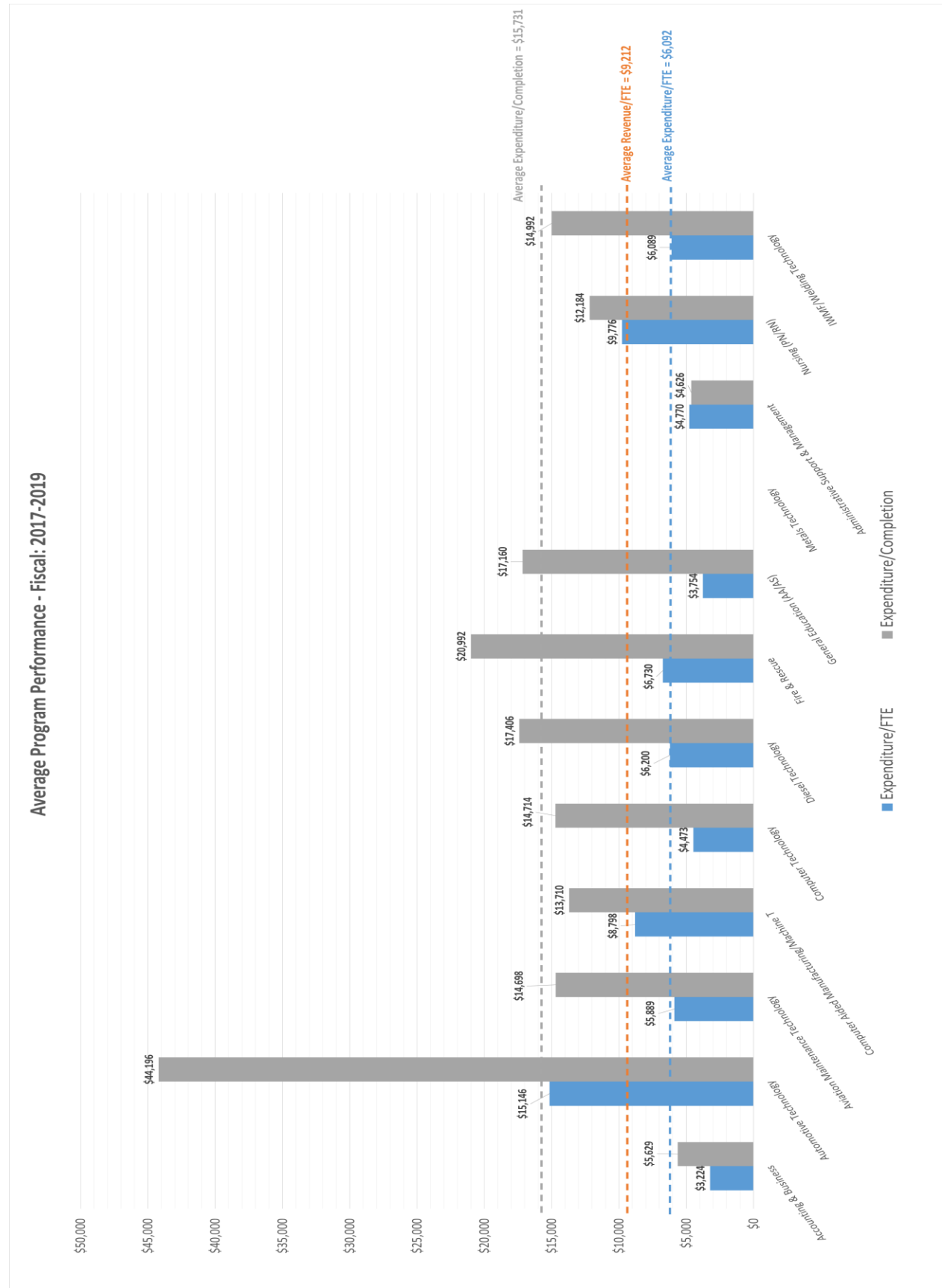
<p><b>Purpose and Timeline:</b>                  All Helena College programs (academic and support services) are required to complete the following:</p> <ul style="list-style-type: none"> <li>• An <b>assessment plan</b> each year which documents achievement of program/student learning outcomes and utilization of fiscal resources.</li> <li>• An <b>internal program review</b> every 5 years subject to the institutional schedule which provides a comprehensive self-study of a program culminating in recommendations and an implementation plan for program improvements in the next 5 year cycle.</li> <li>• A <b>mid-cycle program progress report</b> every 2.5 years to evaluate progress on recommendations and implementation plans arising from program reviews, achievement of student/program outcomes, fiscal trends, emerging challenges and opportunities, and other information relevant to program improvement.</li> </ul>
<p><b>Instructions:</b>                  Please answer the following questions in a complete and concise manner. Your responsibility is to analyze your experience with your program of responsibility, highlight trends that you identify, explain circumstances that might need to be addressed, anticipate potential problems and opportunities, and to provide a brief high-level operational view of your program/area.</p> <p>This completed report will be forwarded to the Associate Dean of Academics and the Strategic Planning and Assessment (SPA) committee. The committee will review this report to identify and respond to institutional trends which may lead to recommendations relevant to strategic planning, assessment and resource allocation.</p>
<p><b>Progress on Recommendations and Implementation Plan:</b> (Please list the recommendations and summarize the implementation plan. Provide an update on your progress to date)</p> <p>Addition of 150,000 sq ft of instructional and laboratory space to store required instructional equipment.</p> <ul style="list-style-type: none"> <li>• Administration is currently working on acquiring property on the Airport to build and expand our Aviation program. Several options are being pursued.</li> </ul> <p>Light sport maintenance training program</p> <ul style="list-style-type: none"> <li>• Have done some research on requirements for starting a light sport maintenance program and the feasibility.</li> </ul> <p>Unmanned aerial vehicles (UAV) Maintenance program</p> <ul style="list-style-type: none"> <li>• Have waited for new rules for UAV operations in the USA to be issued by the FAA. The new operational rules were just released this last summer. We will review this and the changes and impact these new rules are having on the UAV industry at a later date. It is still early to fully get information and feedback on the impact of these new rules. This could have a profound impact on the type of maintenance and the maintenance needs for the UAV industry.</li> </ul> <p>Two additional twin engine and three single engine aircraft</p> <ul style="list-style-type: none"> <li>• We have acquired one twin engine aircraft through GSA and two single engine aircraft through budgeting and donations.</li> </ul> <p>Additional helicopters</p> <ul style="list-style-type: none"> <li>• Working toward finding a light helicopter through GSA</li> </ul> <p>Three light sport aircraft for light sport maintenance</p> <ul style="list-style-type: none"> <li>• Holding off based on more research regarding the need in our area for light sport maintenance.</li> </ul> <p>Unmanned aerial vehicles for UAV maintenance program</p> <ul style="list-style-type: none"> <li>• Waiting on stabilization in the industry to make a determination of equipment needs.</li> </ul>
<p><b>Professional Development Activity:</b> (Please list any formal or informal professional development activities pursued or needed by program faculty or staff since your last internal program review)</p> <p>The local testing center our students use to test for their Airframe and Powerplant licenses has closed the electronic portion of their testing center. The designated maintenance examiner (DME) for the same testing center is getting ready to retire. We are working on establishing an electronic testing center at our school. Training needs to be done for personnel managing and administering the electronic tests for the testing center. The two full time instructors need to get approved and go through training to become DME's. This will allow our school to establish the only full testing</p>



<p>center in the state of Montana for Administering Airmen maintenance testing, allowing our students to get their Airframe and Powerplant licenses.</p>
<p><b>Fiscal Trends:</b> (Please list the amount of your approved budget and the actual amount expended for each of the past 3 fiscal years. Contact Institutional Research if you need assistance with this data)                  FY14 approved: \$5,500, FY14 expended: \$10,550 *                  FY15 approved: \$21,380, FY15 expended: \$25,390*                  FY16 approved: \$23,260, FY16 expended: \$25,929*                  Note these figures include current unrestricted (CUR) funds allocated to program for operations. No fees are included</p>
<p><b>Student Learning/Program Outcomes:</b> (Please describe progress on achievement of your student learning outcomes or program goals during the past 3 years)                  Because the FAA establishes our outcomes they do not change. But we strive to do better than meet the minimum outcomes that are established by the FAA. Helena College has the following program outcomes:                  1) Students will complete the General curriculum which includes 400 hours of required instruction and will pass all curriculum assessments with an 80% or higher.                  2) Students will complete the Airframe curriculum which includes 750 hours of required instruction and will pass all curriculum assessments with an 80% or higher.                  3) Students will complete the Powerplant curriculum which includes 750 hours of required instruction and will pass all curriculum assessments with an 80% or higher.                   (Note the FAA exam requires only a 70% or higher on the required curriculum and Federal exam, but as Helena College students who are receiving an Associate's Degree the students are held to a higher standard of 80%).</p>
<p><b>Challenges and Opportunities:</b> (Please describe any emerging challenges or opportunities since your last program review)                  The implementation of a full Airmen maintenance testing center to test our students allowing them to graduate with their FAA issued Airmen certificates. The loss of the local testing center and looming retirement of the only DME in the state has prompted us to start the process of establishing a full testing center at our school.                  The need has arisen for new reciprocating engines. The parts for the old engines being used for training in our Reciprocating engines classes are becoming very expensive and hard to find. We have been slowly replacing these engines with newer models more commonly used in the industry for the last 2 years. Making training materials (engine parts) a little cheaper and more in line with what is being used in the Aviation industry.                  We are also seeing a need for more turbine engine trainers. With instructing classes that are larger in numbers we are finding that we are not able to spend as much time or give the quality of instruction we desire to deliver with the number of turbine training engines we currently have. We are researching options for incorporating more engines into our program. The high costs of these engines make the task of adding additional engines difficult. But we are looking at some options and what opportunities we may be able to find that will allow us to enhance those training aids.</p>
<p><b>Best Practices or Research Questions:</b> (Where applicable please comment on best practices you may be implementing or concepts you are investigating related to your program curriculum or delivery)                  We are changing our program to deliver part of the curriculum during the summer semester. This will help reduce the instructional load on current instructors. This will also help increase the quality of instruction, giving instructors more time for prep and set up of training tasks. This will also allow time for testing students during the school year to receive their Federal Airmen certificates once we have established a full testing center. Having summer classes fall in line with how a lot of other Aviation Maintenance schools deliver their curriculum. This will help us continue to meet the total hour requirements of the FAA for a Maintenance program.</p>
<p><b>Have you shared this progress report with other program faculty or staff?</b></p>
<p>Program Faculty/Manager Signature: <u>Tod Dumas</u> Date: <u>11/22/16</u></p>
<p>Associate/Assistant Dean Signature:  Date: <u>11/27/16</u></p>
<p>Strategic Planning and Assessment Review Date: <u>11/28/16</u></p>

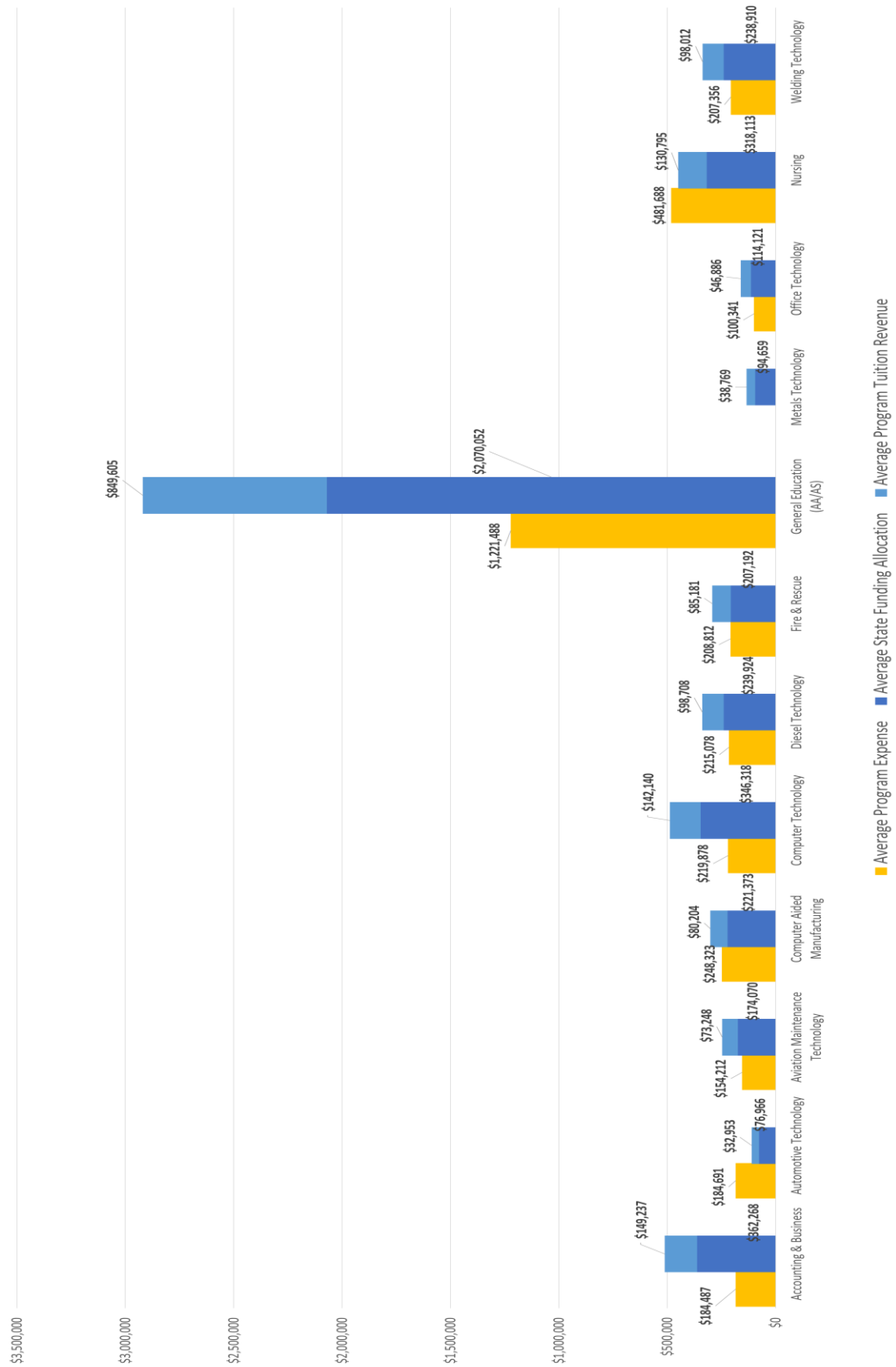
**Appendix G: Academic Program Profiles (Student Success, Fiscal Performance, Expenses ad Revenue)**



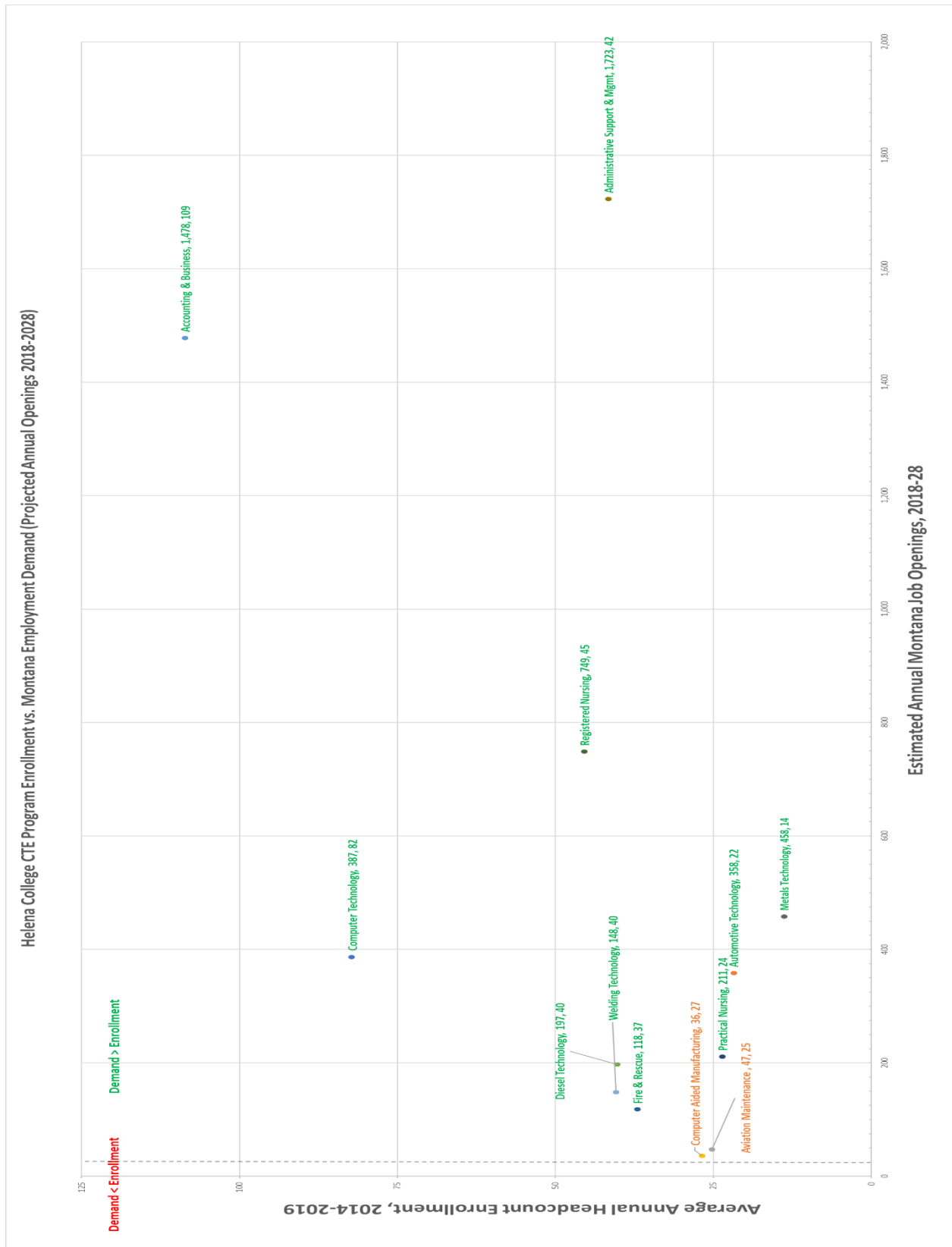




Total Program Expenses and Revenues FY17-19



**Appendix H: Helena College CTE Enrollment vs. Montana Employment Demand**



## Appendix I: Student Learning Outcomes Assessment Plan for 2019-20



### Student Learning Outcomes Assessment

The Helena College Assessment Database provides faculty and staff a tool to plan, evaluate and report assessment at the course, credential and institutional level. Each semester the database will be refreshed providing current information all at levels, and it will replace the existing course bank for documenting curricular changes as approved through the Academic Standards and Review Committee (ASCR) or other administrative processes. Implementation of the assessment database across all credit-bearing academic programs will proceed in AY1920 as follows:

Fall 2019	Spring 2020
General Education-Transfer	Automotive Technology
Nursing (RN, PN)	Aviation Maintenance Technology
Accounting & Business	Computer-Aided Manufacturing
Computer Technology	Diesel Technology
Administrative Support & Management	Fire & Rescue
	Industrial Welding & Metal Fabrication

### Pre-Assessment Checklist

Before entering course level assessment data into the database, the following items must be completed to ensure accurate data collection and reporting. The largest part of this work will occur at implementation; however, periodic reviews of these items will be necessary to ensure the ongoing integrity of the database.

- ✓ Review all course-level learning outcomes to ensure they are current, accurate and complete. Those with common course numbering (CCN) should reflect the most recent outcomes designated/approved by the appropriate MUS Faculty Learning Outcomes Council (FLOC).
- ✓ Review all credential level outcomes to ensure they are current, accurate and complete. Per our regional accreditor, student learning outcomes at the course and degree/certificate level should offer "appropriate breadth, depth, sequencing, and synthesis of learning." For career and technical education (CTE) programs, course and credential level outcomes should also be informed and regularly reviewed by program advisory councils, and where applicable, by external agencies that provide program-level approval or accreditation.
- ✓ Assessment of credential level outcomes, or the demonstration that students have mastered skills and/or knowledge necessary to earn a credential, occurs cumulatively at the course level. For this reason, specific course outcome assessments where a student demonstrates mastery of knowledge or skills *must be mapped to the appropriate credential level outcomes*. The database has been designed so that you do not need to re-enter this information at the credential level, *if you have linked or mapped the appropriate outcome and assessment at the course level*.
- ✓ All course outcome assessments have an assignable "level" that signifies the purpose of the assessment with relationship to the subject knowledge and/or skill. The assessment levels



include introduce, reinforced, and mastered. Be sure to choose the appropriate level for each course outcome assessment. You may have multiple assessments of a particular course outcome at different levels; however, only outcome assessments at the mastered level should be mapped to the relevant credential outcome.

### **Other Considerations Related to Assessment Planning**

- In planning your course, you may have multiple assessments of a single course outcome or an assessment that covers multiple outcomes. For the sake of time and efficiency, you need only enter what you consider the primary or key assessment (and its corresponding level) for each course outcome. So for example, you might have multiple assessments of a course outcome that represent different levels, but you do not need to enter multiple assessments of a course outcome at the same level, only the single assessment you consider the most important. For an assessment that covers multiple course outcomes, you would simply enter the relevant result for each outcome and the appropriate level.
- For courses that have multiple sections each semester, assessment of course outcomes at the mastered level, which will be mapped up to credential level outcomes, must be coordinated between instructors for the sake of consistency and validity. This could mean using the same assessment tool or assignment, or it may necessitate the use of a rubric or standardized set of criteria, tested or normed to yield consistent results among the raters, applied across various assessments in different sections for the same outcome. We will not be including dual-credit courses in the initial implementation, but this issue will have to be resolved for those courses as well. Our faculty will determine the appropriate assessment tool for dual-credit instructors to utilize for assessing course outcomes.
- For the purpose of training and familiarization with the database, all programs will enter information for the courses in their assigned semester over the course of the 2019-20 academic year. Going forward a decision will be made as to the frequency at which course level assessment data will be entered. Our accreditor does not mandate a particular frequency, only that a systematic process exists for the assessment and improvement of student learning via identified outcomes and assessment tools that yield valid results. The database has the capacity for all course data to be entered every semester, but this could become overwhelming for effective evaluation and improvement of instruction and learning. Most institutions engage in course and credential level outcomes assessment on a rotating schedule or cycle. Once all programs have engaged with the database, the Institutional Development, Effectiveness and Accreditation (IDEA) Committee will consult with faculty, division chairs and administrators to determine the schedule for entering assessment data into the database. With all of the aforementioned considerations in mind, each program can then develop a specific Assessment Plan for their area.

**Appendix J: Sample Course Assessment Reports (NRSG 235, CSCI 100)**



**Course Full Details  
with Assessments**

Course Number: NRSG235

Title: ADULT NURSING I CLINICAL

Description: This clinical introduces the student to nursing practice in care of the stable adult patient. This includes care of the adult in a variety of health care settings. Students utilize the nursing process to develop individualized plans of care to prevent illness, promote wellness and maintain or restore health based on patient needs and evidence based practice.

Credits: 2

Prerequisite:

Corequisite:

Total Hours: 90

Lecture Hours: 0

Lab Hours: 0

Shop Hours: 0

Clinical Hours: 90

When Offered:

Couse Fee:

- General Ed. Core
- Natural Sciences
- Mathematics
- Written Communication
- Oral Communication
- Social & Psychological Sciences/History
- Humanities and Fine Arts
- Cultural Diversity
- Honors
- Cultural Heritage of American Indian

**Course Learning Outcomes**

Number	Outcome
1	Demonstrate safe, effective and culturally competent nursing care for patients with stable and chronic conditions in a variety of health care settings.
2	Demonstrate collaborative interprofessional patient care planning and implementation for patients with stable and chronic conditions in a variety of health care settings.
3	Demonstrate the concepts learned in NRSG 234 in a variety of clinical settings.

Program Degree Outcomes mapped to this course

Assessment

Caring Interventions

Clinical Decision Making

Collaboration

Managing Care

Professional Behaviors

Assessment Details

Outcome #	Term Code	Assessment	Target %
1	201970	Instructor or preceptor led clinicals/activities at SNF and Medical group home	80
2	201970	Clinical Care Plan assignment of LTC resident	80
3	201970	Instructor led activities at Assisted living, Dementia Care Unit, Indian Health Alliance Health Fair	80

Assessment Results

Term Asses #	# Assessed	# Passed	Assessment Result Text
1360	8	8	100 Percent Combined results: All 1 Section Assessment(s) are complete. Target 80% achieved with 100.00 % Reached target of 80% with 100.00 % passing assessment.
1361	8	8	100 Combined results: All 1 Section Assessment(s) are complete. Target 80% achieved with 100.00 % Reached target of 80% with 100.00 % passing assessment.
1362	8	8	100 Combined results: All 1 Section Assessment(s) are complete. Target 80% achieved with 100.00 % Reached target of 80% with 100.00 % passing assessment.

Term Assess #	Outcome #	Analysis	Planned Changes
1	1	Met benchmark: All 8 students successfully passed the clinical demonstration of daily cares of residents of the skilled nursing home and medical group home under the supervision of the instructor or facility preceptor.	Continue to use this assessment
2	2	Met benchmark: All 8 students received a grade of 100% on their resident care plan--graded by clinical instructor	continue to use clinical care plan assessment
3	3	Benchmark met: all 8 students attended and actively participated in instructor led activities	Continue with this instructor led off campus activities: Storytelling at Assisted Living; Timeslips at Dementia Care, and Health fairs (available fall semester only)





## Course Full Details

### with Assessments

Course Number: CSC1100

Title: INTRODUCTION TO PROGRAMMING

Description: This course is an introduction to elementary programming techniques using modern programming languages. A wide range of programs will be written by the student and run on a computer. Students learn the techniques of looping, functions and sub/routines, arrays, variables and data types, user input/output, file input/ output and appropriate programming practices.

Credits: 3

Prerequisite:

Corequisite:

Total Hours: 60

Lecture Hours: 30

Lab Hours: 30

Shop Hours: 0

Clinical Hours: 0

When Offered:

Course Fee:

- General Ed. Core
  Natural Sciences
  Mathematics
  Written Communication
  Oral Communication
- Social & Psychological Sciences/History
  Humanities and Fine Arts
  Cultural Diversity
  Honors
  Cultural Heritage of American Indian

## Course Learning Outcomes

- | Number | Outcome  |
|--------|--|
| 1      | Identify the programming concepts and methods common to all computer languages;  |
| 2      | Implement fundamental programming skills in two or more programming languages;   |
| 3      | Design simple applications;  |
| 4      | Employ control structures, functions/procedures, arrays, classes and objects to solve problems of moderate complexity; |
| 5      | Create a program to solve a given problem of moderate complexity;  |

### Program Degree Outcomes mapped to this course

Develop, deploy and test desktop, distributed, and web applications.

Students will demonstrate knowledge of programming concepts, logic, design and problem solving techniques.

Write computer programs using fundamental software development skills.

Write computer programs using Object ?oriented programming features

Assessment Details			
Outcome #	Term	Assessment	Target %
1	201970	Terms Quiz. Students will identify computer programming terminology.	80
2	201970	In Task 1 students solve a problem of moderate complexity using the Python programming language. In Task 2 students solve a problem of moderate complexity using the C# programming language.	80
3	201970	In Task 1 students design an application to solve a problem of moderate complexity using the Python programming language.	80
4	201970	In Task 2 students utilize control structures, methods (functions), arrays or lists and classes to solve a problem of moderate complexity using the C# programming language.	80
5	201970	Task 1, students write a program to calculate the sales commission and hourly wages for several employees.	80



Assessment Results				
Term Asses #	# Assessed	# Passed	Assessment Result Text Percent	
1405	27	13	48.15	<p>Combined results: All 2 Section Assessment(s) are complete. Target 80% not achieved with 48.15 %</p> <p>Failed to reach target of 80% with 45.45 % passing assessment.</p> <p>Failed to reach target of 80% with 50.00 % passing assessment.</p>
1406	27	23	85.19	<p>Combined results: All 2 Section Assessment(s) are complete. Target 80% achieved with 85.19 %</p> <p>Reached target of 80% with 87.50 % passing assessment.</p> <p>Reached target of 80% with 81.82 % passing assessment.</p>
1429	26	25	96.15	<p>Combined results: All 2 Section Assessment(s) are complete. Target 80% achieved with 96.15 %</p> <p>Reached target of 80% with 100.00 % passing assessment.</p> <p>Reached target of 80% with 90.91 % passing assessment.</p>
1430	27	22	81.48	<p>Combined results: All 2 Section Assessment(s) are complete. Target 80% achieved with 81.48 %</p> <p>Reached target of 80% with 81.25 % passing assessment.</p> <p>Reached target of 80% with 81.82 % passing assessment.</p>
124	26	25	96.15	<p>Combined results: All 2 Section Assessment(s) are complete. Target 80% achieved with 96.15 %</p> <p>Reached target of 80% with 100.00 % passing assessment.</p> <p>Reached target of 80% with 90.91 % passing assessment.</p>

Assessment Analysis

Term Assess #	Outcome #	Analysis	Planned Changes
1	1	<p>This was a matching type question. Many students selected the same match for multiple questions. Changing the mechanics of the question to stop selecting the same match would likely help. The assessment was done at the end of the semester and contained 26 items. Splitting up the assessment into two may also help.</p>	<p>I will recreate the question to use a matching technique that does not allow matching to same item multiple times. Split the assessment up in to two smaller assessments.</p>
2	2	target reached	none
3	3	target reached	none
4	4	target reached	none
5	5	target reached	none