Internal Program Review
Self-Study Report

Program Name
General Education

Credentials Offered
Associate of Arts Degree-General Transfer, A.A.—60 credits
Program of study options in General Studies and Social Work

Associate of Science Degree-General Transfer, A.S.—60 credits
Program of study options in General Studies, Accounting Technology, Business Technology, Computer Technology, Elementary Education, and Pre-Pharmacy

Self-Study Completed by
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Date Completed
Fall 2020

A. Introduction

Accreditation

Helena College is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and began the new seven-year accreditation cycle in 2017. A third-year mid-cycle review was completed in spring 2020.

Program 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.

Associate of Arts Degree (A.A).

From the 2020-2021 Academic Catalog:

The Associate of Arts (A.A.) degree is a general transfer degree. Completion of this program indicates the student has completed a course of study equivalent to the first two years of a baccalaureate degree. The Associate of Arts degree does not officially include a major or minor course of study.

With an Associate of Arts (A.A.) degree from Helena College, a student can transfer to any Montana University System school with junior class status.

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (30 credits) satisfies the general core requirements of the Montana University System. All Montana University System institutions will accept the Helena College general education core to satisfy their lower division general education requirements.

Associate of Science Degree (A.S.)

From the 2020-2021 Academic Catalog:

The Associate of Science (A.S.) degree is a general transfer degree. Completion of this program indicates the student has completed a course of study equivalent to the first two years of a baccalaureate degree. The Associate of Science degree does not officially include a major or minor course of study.

With an Associate of Science (A.S.) degree from Helena College, a student can transfer to any Montana University System school with junior class status.

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (30 credits) satisfies the general core requirements

of the Montana University System. All Montana University System institutions will accept the Helena College general education core to satisfy their lower division general education requirements.

Program Changes

The general education course offerings and the A.A. and the A.S. degrees have gone through various revision processes throughout the last five years. These revisions include:

- Revising course learning outcomes to better align with the four-year institutions and to improve alignment/measurement of assessments tied to those outcomes
- Addition of new courses in art (ARTZ), biology (BIOB), communications (COMX), math (M), and physics (PHSX)
- Requiring completion of a course designated as Cultural Heritage of American Indians (CHAI) for A.A. and A.S. degree completion. Courses include: Native American Studies (NASX 105), American History I (HSTA 101), American History II (HSTA 102), American Literature II (LIT 211), Montana Literature (LIT 213)
- Increasing course offerings with Honors designation
- Lowering the final cumulative GPA requirement to 2.0
- Requiring 1/3 of degree to be completed at Helena College

Curriculum Revisions

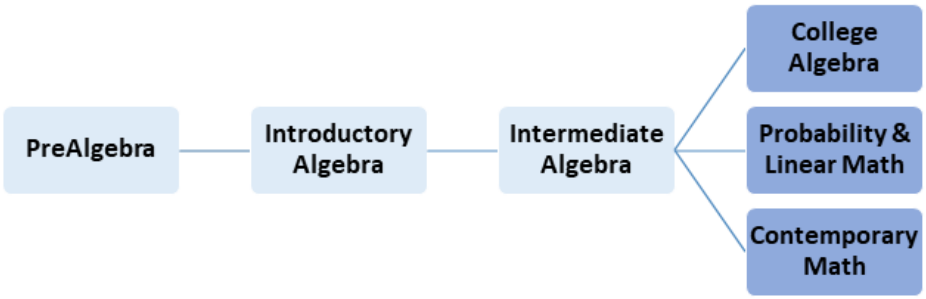
Developmental Mathematics Curriculum

Helena College made significant changes to developmental mathematics to increase student completion of a college-level mathematics course and reduce the completion time. No longer does the lowest placement score result in two years of math coursework. Students now complete necessary developmental and gateway courses based on degree pathway. Time to completion is one semester if on a pathway requiring Contemporary Math (M 105) or Probability & Linear Mathematics (M 115) or and one or two semesters if on a pathway requiring College Algebra (M 121).

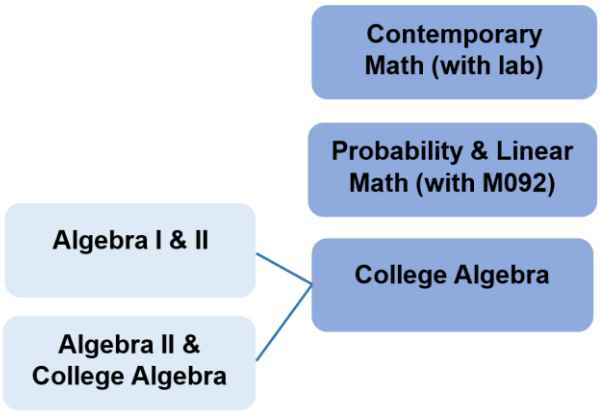
Changes were initiated prior to recommendations of Complete College America and in accordance with the initiatives. In fall 2014 faculty began their changes by removing Pre-Algebra (M 065) as a standalone course. M 065 was combined with Algebra I (M 090) to create a five-credit Pre-Algebra and Algebra I (M 080) course, thus removing one semester of one-credit of developmental coursework for the lowest-placing student. Additional efforts to decrease the number of semesters in developmental coursework occurred in 2014 with implementation in fall 2015.

Mathematics Course Sequencing Prior to Fall 2014

Light blue boxes are developmental courses. Dark blue are gateway college-level courses.



Mathematics Course Sequencing Effective Fall 2019



Prior to fall 2014 all students were required to complete Intermediate Algebra (M 095) or provide evidence of such skills prior to enrolling in a gateway college-transferrable mathematics course. The prerequisite skills necessary to be successful in M 105, M 115, and M 121 were identified. Faculty determined sequencing changes to the content of developmental algebra courses facilitated students entering M 105 or M 115 directly after completion of a two-credit Algebra I (M 092) course instead of both three-credit M 090 and M 095 courses. Hand-in-hand with these efforts, faculty developed a pathways approach to advising mathematics course enrollment. The default course for an undecided student had been M 121. Students in 2015 selected their mathematics course progression on their academic degree goals. The enrollment in M 121 in academic year (AY) 2014-15 was 119, or 76% of students enrolled in a gateway math course, and this reduced to 116, or 52%, by AY 2017-18 (Helena College Developmental Education Completion Report 062518 Worksheet Gateway Courses). Remedial success increased 13% from fall 2013 to fall 2015 due to the initial changes (Helena College Developmental Education Completion Report 062518 Worksheet metric 7 – Remedial Success).

Additional efforts to reduce the number of semesters students spent in developmental math coursework included accelerated or lab supportive courses. Students requiring both M 090 and M 095 completed both courses over one semester instead of two semesters, effective fall 2015. Similarly, students completed Algebra I and College Algebra (M 092/M 093) in the same semester, effective fall

2019 and M 092 and Probability & Linear Math effective spring 2018. In fall 2016, students in the M 105 pathway were permitted enrollment in M 105 regardless of skill level. Students with low skill levels enrolled in a co-requisite lab for just-in-time support. Students were able to complete M 105 and address their skill deficiencies in a lab setting with the same instructor and time of day without completion of M 092.

Developmental Writing Curriculum

Helena College developmental writing instruction has gone through several iterations since 2014 to improve students' success through their gateway courses, College Writing I (WRIT 101) and Introduction to Technical Writing (WRIT 121). Beginning in spring semester 2014, College Writing Lab (WRIT 096) was offered as a co-requisite (co-req) with WRIT 101 for students whose placement scores were just under the cut score. Offered as a pilot by one instructor for one section of WRIT 101, it was offered again during the fall of 2014. The course was discontinued during 2015 and changed to a stand-alone course offered only to TRIO participants through the TRIO program and was not attached to any specific gateway course. In fall semester 2016, WRIT 096 was returned as a co-req with one instructor and one section of WRIT 101 as part of a new pilot, Learning Excellence Through Academic Partnerships (LEAP). During that same semester, one section of Developmental Writing (WRIT 095) and WRIT 101 were combined into one semester, also as part of LEAP.

In spring 2017, WRIT 096 was continued as a co-req with two sections of WRIT 101 and all sections of WRIT 121, and in the fall was offered as a co-req with all sections of WRIT 101 and WRIT 121 for students whose scores were just below the cut. This continued until the fall of 2018, when all sections of WRIT 095 were discontinued, which meant all students with placement scores below the cut would automatically be enrolled in the co-req for all sections of WRIT 101 and WRIT 121.

Over the course of several semesters (2016-2018), completion in both WRIT 095 and co-req WRIT 096 continued to decline. In response to that decline and with consideration of a statewide move to eliminate developmental courses, in spring 2020 instructors and the General Education Division Chair, Robyn Kiesling, decided to discontinue WRIT 096 as a co-req and allow all students to enroll directly into the gateway course appropriate for their degree path. This decision was influenced partly by the increasing numbers of students taking writing instruction online and the difficulty of offering an effective lab in an online environment. Like remedial mathematics, the shortened sequence of writing courses is expected to improve completion and retention rates due to students moving more quickly into their degree coursework. For the immediate future, Helena College will not offer developmental writing courses.

One significant change was made for fall 2019: Karen Henderson, English Faculty member and developmental writing instructor, was assigned to the Library Learning Hub (LLH) to oversee tutoring in writing. Writing tutoring previously had been inconsistent with quality of tutors and services being offered; consequently, students rarely used the services and faculty confidence was nil. Henderson partnered with Academic Coach Kim Caldwell to hire and supervise the writing tutors in the newly formed Library Learning Hub and to act as liaison between the LLH and faculty. During that semester and spring 2020, the LLH offered three, highly qualified writing tutors, and Henderson promoted the services to writing-intensive courses.

During the summer of 2020, the LLH experimented with a new pilot program; tutors were embedded directly into the online learning platform (Moodle) of select courses and acted as a resource for

students. An effort to encourage students to take advantage of services that previously have been offered but underutilized, this pilot showed promise for helping to improve completion rates in the gateway writing courses, especially for underprepared students. The pilot will continue with all WRIT 101 and WRIT 121 courses in the fall of 2020.

Progress toward Recommendations from 2015 Internal Program Review (2009-2014)

- Continue to develop and strengthen the General Education Core Assessment process.
    - In January 2019, the College contracted with Turnitin, an anti-plagiarism software that helps identify writing that is not original. Since then, 337 unique assignments have been created by faculty, using the software. Through using Turnitin, writing assessment at the course level is more accurate and should contribute to a more accurate overall assessment of learned outcomes.
    - In the fall of 2019, the program implemented an assessment database (discussed in detail below).
- Work to increase graduation rates for both full-time and part-time students graduating within 150% completion time.
    - There has not been a significant increase in graduate rates within 150% completion time over the past five years. This remains a goal moving forward.
- Work to increase the transfer rates.
    - There has been a slight increase in transfer rates over the past five years, though this remains a goal moving forward.
- Increase the number of cooperative learning and/or internship opportunities for students.
    - Significant progress has occurred in this area, including many of the partnerships listed in the “Community Needs” section.
    - Continued growth remains a goal moving forward.

B. Alignment with Mission, Strategic Goals and Core Themes

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 Plan

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.

This strategic goal has been addressed by the general education program through the following:

- Changes made to the developmental math and writing pathways (see section A, Curriculum Revisions)
- The ongoing development of guided pathways (see Appendix F)
- Articulations with various in-state higher education institutions (see section C, Articulations)
- Dual credit course options made available to many high school students across the state (see section F, Dual Credit)

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. Refer to section E on assessment.
3. Demonstrate that students have learned requisite knowledge and skills relevant to their educational goals.

This strategic goal has been addressed by the general education program through the following:

- The addition of advising options and their corresponding articulation agreements, for social work, elementary education, accounting and business technology, and pre-pharmacy (see section D, Enrollment, Completion, Graduation, and Transfer Rates of Specific Advising Options)
- The development of an assessment database to collect information on course level, program level, and institutional level outcomes (see section E, Assessment)

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.

This strategic goal has been addressed by the general education program through the following:

- Various partnerships and activities held within the community (see section C, Community Partnerships)
- Articulations with other higher-ed institutions previously mentioned (see section C, Articulations)

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.

This strategic goal has been addressed by the general education program through the following:

- The addition of courses designated as Cultural Heritage of American Indians (CHAI) and making that a requirement for graduation (see section A, Program Changes)

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.

This strategic goal has been addressed by the general education program through the following:

- The creation of a new budget index for the science department to better track spending within that department and provide information about changes to student fees (see section H)

C. Alignment with Community Needs

Articulations

Helena College recognizes the completion of an A.A. or A.S. degree is a tool to facilitate student preparation and transfer to four-year institutions where the student furthers their academic progress and career preparation. The College further assists with student transfer by creating and maintaining articulations with four-year institutions in the State of Montana. Both institutions review articulations annually. Current articulations between Helena College and other institutions are:

- UM—Davidson Honors College Pathway
- UM – Elementary Education, K-8
- UM – Pre-Pharmacy
- UM – Social Work
- UM – School of Business Administration
- Montana Tech – Accounting / Business Technology
- Montana Tech – Business & Information Technology
- MSU – Jake Jabs College of Business & Entrepreneurship
- MSU-Billings – Health Administration
- MSU-Northern – Criminal Justice

The College has degree planning sheets students and advisors utilize to facilitate student progression and degree completion. In correlation to the articulations, A.A. or A.S. degree planning sheets exist for accounting, business, elementary education, pre-pharmacy, and social work (see Appendix A-E). The articulations have facilitated a 100% acceptance rate for elementary education and pre-pharmacy students. The UM—Davidson Honors College Pathway has increased offerings from the initial Ways of Knowing (HONR 121) to an additional fourteen courses, across the general education curriculum.

Montana University System Faculty Learning Outcomes Councils

General education faculty of Helena College, during the 2018 and 2019 years, participated in statewide Faculty Learning Outcomes Councils (FLOCs). Upon completion of the FLOC efforts, Helena College faculty made changes to course offerings or degree requirements to facilitate transfer and career readiness.

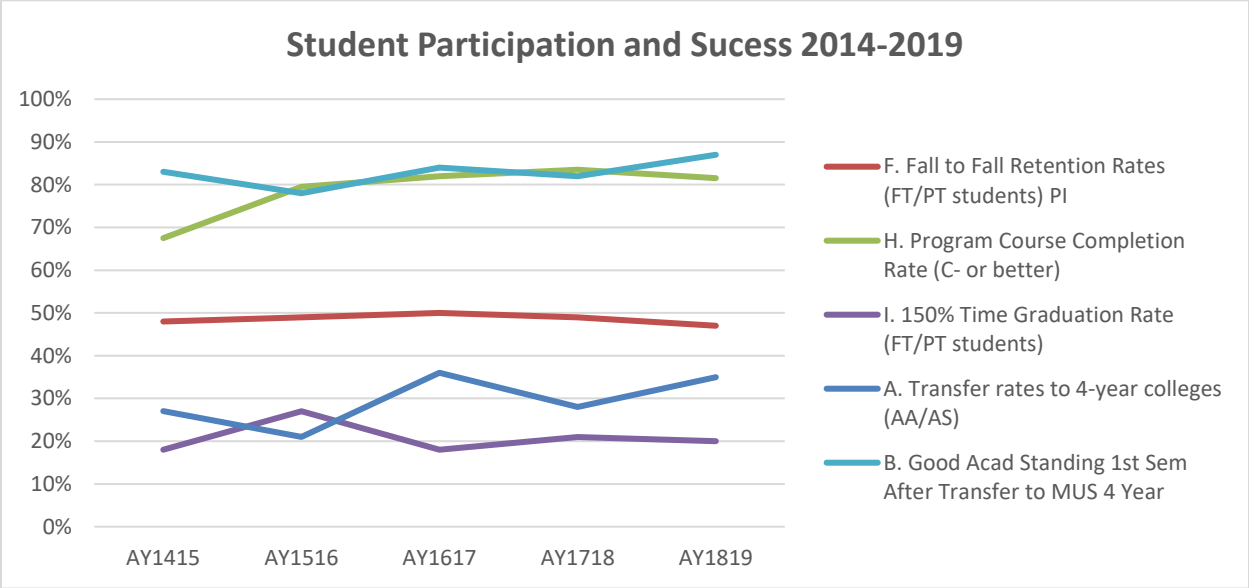
General education Faculty additionally dialogue with faculty and division chairs at Montana institutions to provide appropriate coursework selection and pacing for student transfer. As a result of these dialogues, additional informal degree plan transfer agreements exist (2019-2020 Elementary Ed HC + UM-Western 2+2 and Elementary Ed HC + CC).

Community Partnerships

General education faculty and students participate in community events by either providing opportunities on campus or assisting with existing community efforts. The engagement in these events is to broaden the professional experience and preparation of students.

- The Social and Psychological Sciences Club (SPSC) began in 2013 after a student proposal for NAMI's Montana Institute Reboot contest resulted in a $500 award to be used for the students. The SPSC hosts an annual community conference and encourages the entire Helena College community to participate in NAMIWalks fundraiser for the National Alliance on Mental Illness. SPSC helped with registration and seating at the Montana Conference on Suicide Prevention in 2017, 2018, and 2019. In the same years the club assisted with registration for Survivors Day. The club has hosted several guest speakers or conferences, examples are a speaker on domestic violence and Dr. Susan Blackmore a lecture on out of body experiences. A significant effort of the club since 2017 has been hosting an annual autism conference with guest speakers and panelists.
- In 2020, Helena College and Holter Museum of Art hosted the "SHIFT" display with theme of "to evoke ideas about movement, change, and temporality." There were thirty-six pieces of art showcasing the artwork of twenty-three students and faculty. The event will continue on an annual basis.
- Helena College students have participated in the Montana 2-Year College Research Day since 2014. The event provides students the opportunity to submit papers or poster displays of present research that is a creative or scholarly activity from any discipline, giving them professional experience and recognition beyond the classroom. Faculty encourage student participation. The number of students participating each year has increased from two to sixteen. In 2017, Helena College's Social and Psychological Science Club hosted the event with six of its student's presenting posters.
- A collaborative effort between general education, welding, machining, and aviation students and faculty improved a Helena cultural icon, the Helena Rocket Slide. In 2016, the Rocket Slide at the Lewis and Clark County Fairgrounds Playground was removed for safety reasons. Over the next year, Helena College students and faculty labored to refurbish the Rocket. Alongside physical replacement was revival of community memories. Students in two WRIT 101 courses interviewed Helena community members including Gov. Bullock and Sheriff Dutton. The Montana Historical Society assisted with digital recorders and information on oral history projects. The interviews were published in a book *Helena's Rocket Slide: The History of a Cultural Icon* and form a glimpse into the History of the United States and Helena 50 years ago during the time of the 'space race.' The book was sold to the community at the 2017 Lewis and Clark County Fair and is currently available to purchase.
- The Helena Math Teacher's Circle provides students and teachers of all levels the opportunity to meet and work on rich mathematics problems. A team of Helena College faculty, Beth Walsh an East Helena School District middle school teacher, and Jake Warner a Helena School District high school teacher lead the Helena Math Teacher's Circle. Helena College has hosted two math circle events each year since 2016 with a total of fifty-three attendees and an average of fifteen each session.

D. Student Participation and Success



Enrollment

Data Definition:	AY1415	AY1516	AY1617	AY1718	AY1819	5 Year Ave
C. Annual Headcount Enrollment (Unduplicated)	668	647	643	623	563	**629**
D. Annual FTE Enrollment **PI**	352	321	329	331	299	**326**

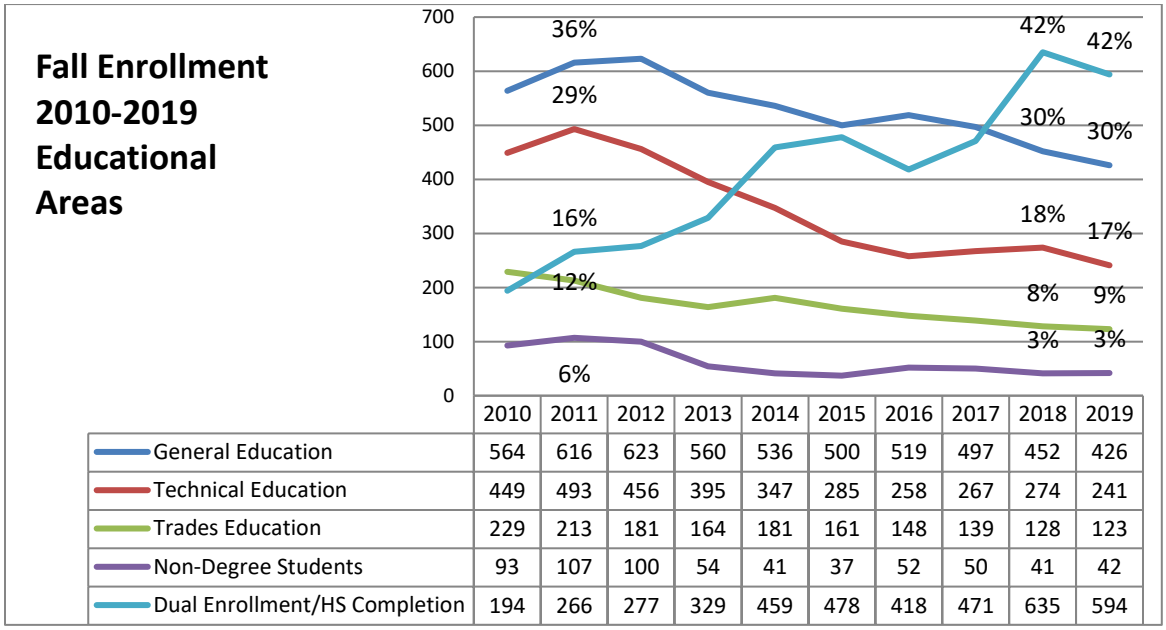
PI: Performance **I**ndicator for Strategic Enrollment Planning (SEP)
Helena College Core Theme Indicators
Source: Institutional Research

General education enrollment has declined from 2009 to 2018, from 540 students to 452. Dual enrollment has increased significantly, from 160 in 2009 to 635 in 2018. The dual enrollment increase follows national trends, and in AY 2019-20, the institution added a new Director of K-12 Partnerships position to help meet dual enrollment needs.

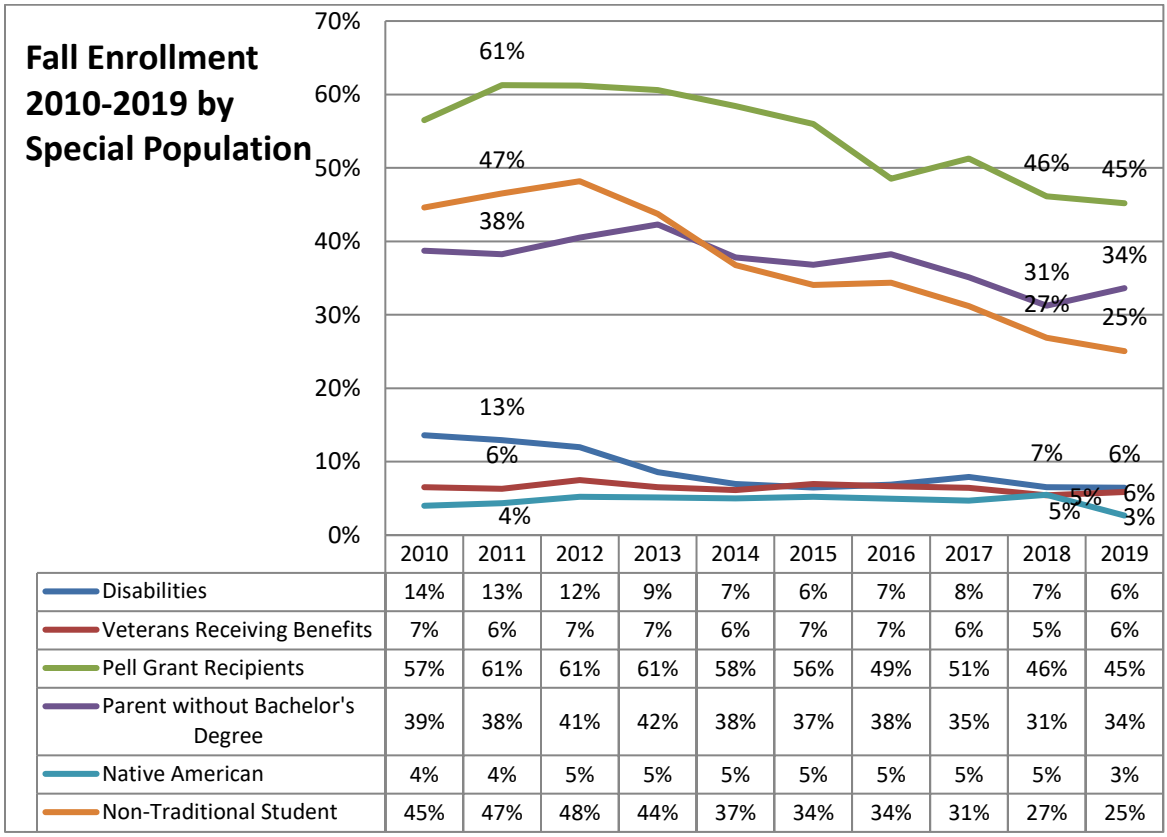
The majority of dual-credit courses offered are in the general education program. This significantly impacts the program. Students are mostly taking those courses at their high schools, rather than taking them at HC. We want to continue to align with high school faculty to ensure quality and consistency of instruction. Beginning in AY 2021-22 adjunct faculty and dual-credit high school faculty will begin utilizing the same database to align assessments.

Enrollment numbers by special population are provided for the college as a whole, but they are representative of the general education population. We are seeing decreasing trends in Pell Grant eligible (low-income) students, non-traditional students, and students with disabilities. Working with partners within the institution (TRIO and institutional research), the department is committed to exploring the cause of these decreases. Additionally, the department is committed to developing the

best support systems possible for our student populations. Again, the implementation of Guided Pathways will hopefully be a vehicle for equity and provide additional support for our special populations.



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
General Education	564	616	623	560	536	500	519	497	452	426
Technical Education	449	493	456	395	347	285	258	267	274	241
Trades Education	229	213	181	164	181	161	148	139	128	123
Non-Degree Students	93	107	100	54	41	37	52	50	41	42
Dual Enrollment/HS Completion	194	266	277	329	459	478	418	471	635	594



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Disabilities	14%	13%	12%	9%	7%	6%	7%	8%	7%	6%
Veterans Receiving Benefits	7%	6%	7%	7%	6%	7%	7%	6%	5%	6%
Pell Grant Recipients	57%	61%	61%	61%	58%	56%	49%	51%	46%	45%
Parent without Bachelor's Degree	39%	38%	41%	42%	38%	37%	38%	35%	31%	34%
Native American	4%	4%	5%	5%	5%	5%	5%	5%	5%	3%
Non-Traditional Student	45%	47%	48%	44%	37%	34%	34%	31%	27%	25%

Retention

Data Definition:	AY1415	AY1516	AY1617	AY1718	AY1819	5 Year Ave
F. Fall to Fall Retention Rates (FT/PT students) **PI**	48%	49%	50%	49%	47%	**49%**

PI: Performance **I**ndicator
Helena College Core Theme Indicators
Source: Institutional Research

Fall-to-fall retention averages just below 50%, which is an area of improvement for the program. Though comparable with the state average (51% FT and 39% PT, extrapolated from MUS data), HC's fall-to-fall retention rate is significantly lower than the national average (62%, according to the Department of Education). For the next five years, the program would like to see this number go up 1-2%. This desired increase may be achieved by solidifying Guided Pathways, incorporating embedded tutoring within courses, expanding summer offerings, and creating a First Year Experience for students.

Completion, Graduation, and Transfer

	AY1415	AY1516	AY1617	AY1718	AY1819	5 Year Ave
A. Transfer rates to 4-year colleges (AA/AS)	27%	21%	36%	28%	35%	**29%**
B. Good Acad Standing 1st Sem After Transfer to MUS 4 Year	83%	78%	84%	82%	87%	**83%**
H. Program Course Completion Rate (C- or better)	68%	80%	82%	84%	82%	
I. 150% Time Graduation Rate (FT/PT students)	18%	27%	18%	21%	20%	**21%**
K. Annual Degree & Certificate Completions	32	48	56	74	77	**57**
L. Degree Production Rates – *proportion of degrees/certificates granted per 100 FTE* **PI**	9	15	17	22	26	**18**

PI: Performance **I**ndicator
Helena College Core Theme Indicators
Source: Institutional Research

Transfer rates to 4-year colleges continue to rise (from 27% in 2014-2015 to 35% in 2018-2019), but there is still work to do in this area. General A.A. and A.S. degrees *are* transfer degrees, and the program should work to ensure more of its graduates continue onto 4-year colleges to complete their education. Over the next five years, with the implementation of Guided Pathways (see Appendix F), the program would like to see transfer rates increase to 40% (or a five-year average of 35% or 40%).

Students who transfer to a 4-year institution within the MUS consistently show good academic standing after their first-semester transfer, with an average of 83%.

These initiatives will hopefully help more students complete within 150% time (three years). Currently, only 21% of graduates are completing within 150% time, which leaves 79% taking longer than that to earn certificates and degrees. We would like to see this percentage rise 1-2% in the next five years to get closer to the national average of 27%.

The higher completion rate at 150% time in AY 2015-16 (27%) is due largely to the program opening electives for general studies degrees that year.

Average HC Graduate Credits 2016-2019

Degree	Average # of Grads	Average # of Credits	Required Credits	% of Req Credits
Associate of Arts	35	69	60	**115%**
Associate of Science	33	66	60	**110%**
Pre Pharmacy	3	75	60-69	**109%**

Source: Institutional Research

Compared to other programs at the college, general education graduates are taking fewer excess credits to obtain their degrees, which is a positive indicator for student success. This gets students to completion faster and saves them money. Associate of Arts graduates are taking an average of 69 credits, and Associate of Science graduates are taking an average of 66. Even though these numbers are lower than many other programs, the program should work to get those numbers down to 60.

Enrollment, Completion, Graduation, and Transfer Rates of Specific Advising Options:

Tracking student completion and transfer rate for A.A. and A.S. degree is difficult as students intending to transfer or meet prerequisites for programs such as ASRN claim the A.A. and A.S. degrees as their initial degree being sought due to financial aid requirements. The College is making efforts to increase the accuracy of initially marking students for degree pathways by improving the application and initial advising process. As a result, the social work, accounting and business technology, elementary education, and pre-pharmacy advising options provide insight on completion and transfer rates.

Helena College's A.A. degree option of social work with articulation agreement with the University of Montana's School of Social Work is fulfilling a community need of bachelor-prepared social workers. Enrollment in the social work advising option was determined by enrollment in Fundamentals of Biological Psychology (PSYX 240) course. From 2014 to 2019, enrollment totaled 44 students and 80% completed an associate degree. Students apply to the School of Social Work to begin their course of study at UM. The articulation between Helena College and UM has facilitated a 100% acceptance rate with all 23 applicants accepted to the program and to-date 13 with a completed bachelor degree.

Per the Internal Program Review for accounting and business technology (AY 2016-17) the average headcount in accounting and business technology was 157 with an average FTE of 82 students over the self-study period. The retention rates for accounting and business technology students averaged 50% and 52% for full-time and part-time students, respectively.

The advising option of elementary education began in fall 2015 with an articulation between UM's College of Education and Helena College. Enrollment in the advising option determined by the number of students who enrolled in Numbers and Operation for K-8 Teachers (M 132). Enrollment in the elementary education advising option was 49, with a 63% associate degree completion rate. Upon completion or near completion of the degree, 24 students applied to UM's Teacher Education Program with 100% accepted. Three additional students applied and were accepted to UM-Western and Carroll College's Teacher Education Programs.

The advising option of pre-pharmacy began in fall 2013 with an articulation between UM's Skaggs School of Pharmacy and Helena College. Fulfillment of the required course offerings was completed in the spring of 2014 by adding Molecular and Cellular Biology (BIOB 260) to the Helena College curriculum. Since its inception, 10 students have declared as pre-pharmacy and all 10 received an associate's degree. Of the ten pre-pharmacy graduates, 8 applied to UM's Pharmacy School with 100% acceptance into the program.

E. Student Learning Outcomes

Program Outcomes

The general education program outcomes have not been revised since AY 2008-09. In AY 2017-18, Math and Natural Science objectives were separated from each other, as were Oral and Written Communication, but the objectives remained the same.

Mapping through the database has made it apparent that many of the general education outcomes need to be revised. Specific plans include:

- Developing original/separate outcomes for Math and Natural Science.
- Developing original/separate outcomes for Written Communication and Oral Communication.
- Developing outcomes for History.
- Assessing and revising outcomes for Social & Psychological Sciences and Humanities & Fine Arts, as needed.

Faculty members within each content area will work to assess and revise outcomes over the course of AY 2020-21 and AY 2021-22.

General Education Core

The General Education Core of the Helena College provides students with the broad foundation of knowledge essential for success at the associate and baccalaureate levels. All students are prepared for independent, abstract, and critical thinking; responding creatively to problems; applying quantitative and mathematical knowledge; finding information; and communicating both orally and in written forms. This is done to engender life-long learning skills, a foundation of knowledge in a variety of disciplines, and a broadened perspective on our interdependent, changing global community.

The following 8 areas are included in the Helena College General Education Core:

A. Natural Science (formerly Math and Natural Science Outcomes)
- Understand and demonstrate methods used to gather, test, and interpret scientific data.
- Understand basic principles that explain the natural world.
- Solve quantitative problems and interpret solutions.
- Use inductive and deductive scientific reasoning to solve novel problems.

B. Mathematics (formerly Math and Natural Science Outcomes)
- Understand and demonstrate methods used to gather, test, and interpret scientific data.
- Understand basic principles that explain the natural world.
- Solve quantitative problems and interpret solutions.
- Use inductive and deductive scientific reasoning to solve novel problems.

C. Written Communication (Written/Oral Communications Outcomes)

- Demonstrate mastery of engaging, clear, and coherent structures for presenting ideas in a variety of expository and argumentative models.
- Develop ideas logically, clearly, convincingly, and ethically.
- Control the effect of voice in achieving specific communication purposes with specific audiences.
- Control the conventions of language.
- Understand and apply research skills necessary for academic study.
- Employ analysis, synthesis, and evaluation in both writing and reading.
- Exercise proficiency, confidence, and self-reliance in the application of academic activities.

D. Oral Communication (Written/Oral Communications Outcomes)

- Demonstrate mastery of engaging, clear, and coherent structures for presenting ideas in a variety of expository and argumentative models.
- Develop ideas logically, clearly, convincingly, and ethically.
- Control the effect of voice in achieving specific communication purposes with specific audiences.
- Control the conventions of language.
- Understand and apply research skills necessary for academic study.
- Employ analysis, synthesis, and evaluation in both writing and reading.
- Exercise proficiency, confidence, and self-reliance in the application of academic activities.

E. Social & Psychological Sciences, History

- Have an awareness of major perspectives in social and individual behavior.
- Be able to apply social science theories to multicultural perspectives.
- Understand how historical experiences influence current theories.
- Be able to apply critical thinking skills.
- Be able to recognize and practice ethical research techniques.

F. Humanities & Fine Arts

- Identify a variety of artistic styles, movements, schools of thought/expression, and cultures.
- Analyze, interpret, and evaluate a range of human expressions and values using critical strategies.
- Engage in imaginative expression.
- Appreciate a diversity of world-views or perspectives.

G. Diversity

- Students will appreciate diversity across cultures and be able to reflect upon their own cultural values and systems.
- Students will understand and be able to analyze the complex political, social, and economic relationships within and among cultures.
- Students will appreciate the creative works, values, and ways of life and/or history of a cultural group outside of their own culture.

H. Cultural Heritage of American Indians (CHAI)

- Analyze and/or apply the contributions of American Indian scholarship.

- Compare and contrast the unique characteristics of North American Indian tribes, bands, Pueblos, groups, and language families.
- Demonstrate an understanding of the historical, current, and/or continuing evolution of Native American cultures, histories, and sovereignty.
- Analyze the events, issues, and consequences of the American Indian genocide.
- Apply comprehensive and practical understanding of U.S. Indian law and policy, colonization/decolonization, and nation building.
- Examine North American Indian mythology, spiritual beliefs, and/or aesthetic traditions.

Assessment

In alignment with the Guided Pathways model (specifically area #4: Ensuring students are learning) and recommendations from the NWCCU's accrediting body, the institution implemented an assessment database in AY 2019-20. The database specifically addresses the following NWCCU guidelines:

> **1.C.5** The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.
>
> **1.C.6** Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.
>
> **1.C.7** The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes. (NWCCU, 2020)

Built for Helena College by general education faculty member Bryon Steinwand, the database maps institutional objectives to individual course objectives. From there, individual faculty members map each individual course objective to a specific assignment and then input passing rates once assignments are completed. Additionally, faculty members provide an analysis of the results and any plans they have to change future assessments.

The database was first used in the spring of 2020, and many faculty members found some elements laborious and difficult to use. Leadership sent out a survey to faculty to capture those difficulties, and revisions will be made going forward.

The executive committee of the faculty senate is working with institutional leadership to develop procedures and timelines for the database, including clear guidance for faculty involvement and a calendar for entering assessments.

F. Curriculum and Instruction

- Current curriculum for the A.S. degree shown in Appendix G.
- Current curriculum for the A.A. degree shown in Appendix H.
- Current curriculum for the General Education Core shown in Appendix I.

Courses in the A.A. and A.S. programs are delivered in a face-to-face, hybrid, or fully online format. The delivery format depends on the course content and how faculty feel it can best be delivered to students. The faculty also try to meet the changing needs of students by providing more course offerings in hybrid or online formats, as well as in the evening hours. Helena College does not currently offer a fully online A.A. or A.S. degree, though work is being done to do so in the near future.

Several courses utilize publisher-created online resources that enhance the delivery of course content and allow greater student learning opportunities.

Dual Credit

Helena College offers dual credit opportunities at 10 partner high schools, offering 32 different courses. Of those, 27 are general education courses. From AY 2014-15 to AY 2018-19, enrollments increased from 588 to 901 students.

The following are partner high schools:

- Broadwater High School
- Helena High School
- Capital High School
- Granite High School
- Jefferson High School
- Seeley Swan High School
- Sentinel High School
- Drummond High School
- Montana Digital Academy
- Manhattan High School

Several general education courses are offered as Dual Credit in these schools:

- ACTG 101
- BIOB 160
- CAPP 154
- CAPP 156
- COMX 106
- COMX 111
- CSCI 100
- CSCI 107
- CSCI 111
- HSTA 101
- HSTA 102
- LIT 110
- M 105
- M 111
- M 115
- M 151
- M 171
- M 172
- M 121
- PSCI 210
- PSYX 100
- SPNS 101
- STAT 216
- THTR 101
- THTR 120
- WRIT 101
- WRIT 121

G. Faculty/Staff Profiles

* denotes current full-time faculty or program administrator

Jenn Bergner, Science

- 2013: M.S.: Conservation Biology, Central Michigan University
- 2008: B.S.: Biology, Minor Sciences, Bowling Green State University
- Montana Educator's License #134440 Class 8
    - Science 5-12
    - Biology 5-12
    - Physical Science 5-12

Tammy Burke, Science

- 1996: M.S.: Kinesiology, University of Wyoming
- 1992: B.S.: Home Economics—Dietetics Option, University of Wyoming

***Emmett Coon, Computer Technology**

- 1984: Associate of Science: Electronics Technology, Northern Montana College

Gary Mike Cronin, Written and Oral Communication

- 1994: M.A.: English, University of Montana
- 1978: B.A.: English, Carroll College

***Kim Feig, Social and Psychological Sciences**

- 2010: M.A.: Culture and Theory, University of California, Irvine
- 2005: M.A.: Women's Studies, San Francisco State University
- 2002: B.A.: Women's Studies & Global Studies, University of California Santa Barbara

***John Hartman, Science**

- 1996: Ph.D.: Chemistry, Montana State University
- 1991: B.S. Chemistry, St. John's University

Kim Haughee, Mathematics

- 2001: M.S.T.: Mathematics, Portland State University
- 1996: B.A.: Major—Secondary Math Education (4-12), Minor—School Health Education (4-12), Central Washington University
- Montana Educator's License #764416 Class 1
    - Mathematics 5-12
    - Health Education 5-12

Nina Heinzinger, Science

- 1993: Ph.D.: Microbiology, University of California, Davis
- 1989: M.S. Food Science—Microbiology, University of California, Davis
- 1985: B.S.: Nutrition and Food Science, University of California, Berkeley

***Karen Henderson, Written and Oral Communication**

- 2009: M.A.: English—Emphasis Nonfiction Literature & Pedagogy, Montana State University
- 2007: B.A.: English—Teaching Option, Minor—K-12 School Library Media, Montana State University
- Montana Educator's License # 81054 Class 2
    - English, Language and Literature 5-12
    - School Library Media K-12

***Rick Henry, Science**

- 2005: M.S.: Biology, University of Nebraska at Kearney
- 1994: B.A.: Environmental Studies, Minor—Biology, Simpson College
- Montana Educator's License #112794 Class 8
    - Biology 5-12

Betsy Hussey, Accounting & Business

- 2017: M.S.: Taxation, Nova Southeastern University
- 2007: B.A.: Business Administration, Carroll College

***Robyn Kiesling, Executive Director of General Education & Transfer**

- 2001: B.S. Elementary Education and Special Education, Montana State University

Amy Kong, Mathematics

- 2015: M.S. Mathematics and Mathematics Education, Montana State University
- 2008: B.Ed.: First-class honors, University of Hong Kong
- Montana Educator's License #84702 Class 2
    - Mathematics 7-12

***Steve Lewis, Written and Oral Communication**

- 1995: M.A.: English, Florida Atlantic University
- 1988 B.A.: English, Bates College

Jim More, Written and Oral Communication

- 1985: M.S.: Career Guidance and Counseling, Northern Montana College
- 1974: B.A. English, Minor—Psychology, Montana State University

***Nathan Munn, Social and Psychological Sciences**

- 1988: M.D.: Psychology, University of Washington
- 1983: B.A.: Psychology, Seattle Pacific University

Ben Nickol, Written and Oral Communications

- 2014: M.F.A.: Creative Writing, University of Arkansas
- 2006: B.A. English, University of Notre Dame

Curtis Peterson, Social and Psychological Sciences

- 2005: M.S.: Psychology, Walden University
- 2002: B.S.: Psychology, Idaho State University

Mounika Pokuri, Computer Technology

- 2015: M.S.: Computer Science, : University of Central Missouri

***Virginia Reeves, Written and Oral Communication**

- 2012: M.F.A.: Creative Writing, Fiction, University of Texas—Austin
- 2001: M.A.T: Secondary Education, Willamette University
- 2000: B.A.: English Writing, Carroll College
- Montana Educator's License #70926 Class 2
    - English, Language and Literature 5-12

Brooks Robertson, Accounting and Business

- 2019: D.B.A.: Business Administration, University of Liverpool
- 2007: M.I.B.: Master of International Business, Macquarie University
- 2005: B.S.: Business Administration, University of Montana

***Seth Roby, Humanities and Fine Art**

- 2010: M.F.A.: Printmaking, New Mexico State University
- 2006: B.F.A.: Printmaking, Western Colorado University
- 2006: K-12 Art Education Certification, Western Colorado University

***Phillip Sawatzki, Science**

- 2012: M.S.: Biology, Western Michigan University
- 2007: B.S.: Biomedical Sciences, Minor – Chemistry, Western Michigan University

Shaun Scott, Computer Technology

- 2008: Ed.D.: Curriculum and Instruction—Instructional Technology, University of Montana
- 2004: M.Ed.: Curriculum and Instruction, University of Montana
- 1990: B.S: Business, University of Montana: Western
- 1990: A.A.: Human Resource Management, University of Montana: Western
- 1988: A.S.: Information Processing, University of Montana: Western
- 1985: C.A.: Electronics, Missoula Vocational Technical Center
- Montana State Educator's License #112801 Class 4B
    - Computer Information Systems 5-12

Victor Shchuchinov, Mathematics

- 1985: Ph.D.: Technical Sciences, Central Research Institution of Machine-Building
- 1975: M.S.: Physics and Mathematics, Moscow Institute of Physics and Technology

***Lisa Simpson, Science**

- 2016: M.S.: Physics—Astrophysics, University of Oklahoma
- 2014: B.S.: Physics and Mathematics, Minor—Computational Science, Wittenberg University

***Bryon Steinwand, Computer Technology**

- 1995: B.S.: Computer Sciences—Department of Engineering—Computer Science, Montana State University
- 1992: A.A.: General Studies—Royal Air Force Base, Upper Heyford, England
- University of Montana—Helena College of Technology
- 2002: Computer Technology: Oracle Designer—SQL-PL/SQL
- 2003: Prometric: A+ Certification, CompTIA
- 2003: Cisco Network Academy: Cisco Certified Instructor—IT Essentials 1, Cisco Systems

***Joyce Walborn, Mathematics**

- 2010: M.E.: Specialization in Mathematics, University of Montana
- 1986: B.S.: Mathematical Science—concentration in Computer Science, University of Washington
- 1989: Initial Teaching Certificate: Mathematics and Choral Music, Seattle Pacific University
- Montana Educator's License #113278 Class 2
    - Mathematics 5-12

***Barbara Yahvah, Accounting and Business**

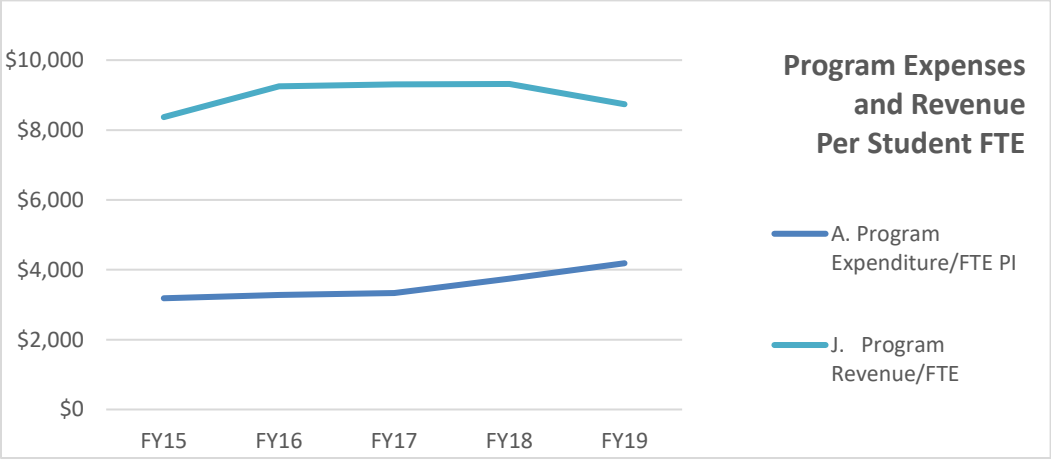
- 1993: M.B.A.: Accounting and Marketing, University of Montana
    - Beta Gamma Sigma
- 1981: B.A.: Accounting, Carroll College
- Montana Educator's License #88142 Class 8
    - Marketing 5-12
    - Accounting 5-12

H. Fiscal and Physical Resources

	FY15	FY16	FY17	FY18	FY19	**5 Year Ave**	Program Notes	Source
A. Program Expenditure/FTE **PI**	$3,184	$3,280	$3,330	$3,745	$4,186	**$3,545**		Institutional Research/ Finance
B. Average HC Program Expenditure/FTE	$4,919	$5,146	$6,827	$6,284	$8,252	**$6,286**		Institutional Research/ Finance
C. Program Expenditure/ Completion	$35,616	$22,549	$20,158	$16,724	$14,597	**$21,929**		Institutional Research/ Finance
D. Average HC Program Expenditure/ Completion	$17,959	$13,493	$16,601	$17,005	$13,598	**$15,731**		Institutional Research/ Finance
E. Program Expenditure/ Transfer	$25,877	$18,859	$43,033	$28,324	$26,903	**$28,599**		
F. Student Program Fees-Fund Balance	$14,976	$14,898	$11,851	$19,767	$20,149	**$16,328**	H60250, H60240, H60400	Institutional Research/ Finance
G. Student Program Fees-Fund Expenditures	$21,584	$14,226	$17,724	$18,810	$19,541	**$18,377**	H60250, H60240, H60400	Institutional Research/ Finance
H. Total Program Expense	$1,350,391	$1,247,973	$1,302,922	$1,237,578	$1,123,965	**$1,252,566**	Personnel + Operating	Institutional Research/ Finance
I. Total Program Revenue	$2,945,922	$2,970,394	$3,061,345	$3,084,046	$2,613,579	**$2,935,057**	State Approp + Tuition	Institutional Research/ Finance
J. Program Revenue/FTE	$8,369.10	$9,253.56	$9,305.00	$9,317.36	$8,741.07	**$8,997**	Total Revenue/ FTE	Institutional Research/ Finance

PI = Performance **I**ndicator

Instructional costs include program personnel and operating expenses



While the general education program is generally well-funded, there has been a trend starting in fiscal year (FY) 2016 where program revenue per FTE is declining while program expenditure per FTE is increasing. This trend is currently being addressed within the strategic enrollment plan.

Gen Ed H08010				
	2016	**2017**	**2018**	**2019**
Budget	14,900	24,700	18,300	7,250
Spent	12,012.87	19,670.80	13,547.40	4,387.23
Gen Ed Sciences H08011				
	2016	**2017**	**2018**	**2019**
Budget	NA	NA	3,500	7,500
Spent	NA	NA	0	139

Spending within the general education division has fluctuated over the last five years evolving with the changing needs within the program. There was an increase in budget request from FY16 to FY17 due to a one time purchase of an autoclave for the biology lab as well as an increase in biological waste removal.

In FY18, a new budget index was created for the science department (designated as H08011) as that department generally spends a lot of money within the division. This new index was created to better track the spending within the science department and how much is being spent for each individual course.

The amount spent for any of the years FY16 – FY19 never surpassed the amount that was initially budgeted and approved for.

Science Lab Fee H60400					
	2015	**2016**	**2017**	**2018**	**2019**
Budget	29,000	25,000	32,000	19,788	22,500
Spent	21,583.62	14,348.34	17,729.98	18,810.10	19,541.21

The majority of spending within the science department comes from the student fee index (H60400). This fee pot is dependent on enrollment and the amount of each fee designated for each course. Fees have changed over the years depending on the amount of spending that is done for a particular course, so the numbers have fluctuated over the last five years. The amount spent during the last five years has not exceeded the amount that was available for any given year.

Adjunct Faculty - Gen Ed H09213					
	2015	**2016**	**2017**	**2018**	**2019**
Salaries and Wages	192,048	161,271	156,208	139,994	213,068

A large portion of courses taught within the general education program rely on adjunct faculty members. As course offerings expand, the need for adjunct faculty increases accounting for the increase in expenses from FY18 to FY19.

I. Recommendations and Preliminary Implementation Plan

1. **Student retention & completion —** Work to increase graduation rates for both full-time and part-time students, graduating within 150% completion time; increase transfer rates; and increase fall-to-fall retention.
    - Build and implement Guided Pathways.
    - Continue to build and improve student support services through a collaborative effort with the Library Learning Hub, including tutoring services and embedding tutors into specific courses.
    - Continue to increase the number of cooperative learning and/or internship opportunities for students.
2. **Objective & assessment alignment —** Work to align assessments and objectives across courses (full-time, adjunct, and dual-credit instruction); track progress within individual courses and alignment with general education program objectives; revise general education program objectives to better reflect current learning goals.
    - Continue to refine the assessment database and develop clear procedures and timelines for faculty involvement.
    - Assess and evaluate general education outcomes and revise as needed.

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Appendix A: A.S. Degree Planning Sheet for Accounting Technology Advising Option

Associate of Science – 60 Credits Elective Credits: Accounting Technology Advising Option		
Name:	**Date of Entry:**	**Advisor:**
Dual Major With:	**Academic Plan Advisor:**	
Transferred From:		
Credit Hours Transferred In:	Must complete 1/3 of degree through Helena College	

Course #	Course Title	CR	Pre - Requisites	SEM	Grade	Comments
First Semester (16 credits)						
Core						
Math (transferable) – refer to the bachelor degree institution		3				
WRIT 101	College Writing	3	WRIT 096, if score indicates			
Natural Science w/Lab		4				
Accounting Technology Advising Option Elective Credits						
ACTG 101	Accounting Procedures I	3				
BGEN 105	Intro to Bus	3	Recommended WRIT 101 or WRIT 101 taken concurrently			
Second Semester (15/16 credits)						
Core						
Natural Science		3/4				
Social/Psychological Science/History		3				
Humanities/Fine Arts		3				
Accounting Technology Advising Option Elective Credits						
ACTG 102	Accounting Procedures II	3	ACTG 101			
ACTG 205	Computerized Accounting	3	ACTG 101; off-campus pc (no mac)			
Third Semester (15/16 credits)						
Core						
COMX 111 or COMX 115	Intro to Public Speak or Interp Comm	3				
Natural Science		3/4				
Diversity course		3	Designated with a "D"			
Accounting Technology Advising Option Elective Credits						
ACTG 201	Principles of Financial Accounting	3	ACTG 101 and transfer math required or consent of instructor; ACTG 102 recommended as a prerequisite for accounting students; (ACTG 102 waived for business students only)			
Choose one of the following accounting electives:	ACTG 180, ACTG 211, ACTG 215, ACTG 298, BFIN 265	3	See catalog			
Fourth Semester (15/16 credits)						
Core						
Social/Psychological Science/History		3				
Math or Natural Science	If all prior natural sciences were 4 credits, then this has already been fulfilled.	3				
Humanities/Fine Arts		3				
Accounting Technology Advising Option Elective Credits						
ACTG 202	Prin of Managerial Accounting	3	ACTG 201			
Choose one of the following accounting electives:	ACTG 180, ACTG 211, ACTG 215, ACTG 298, BFIN 265	3	See catalog			
One course meets Cultural Heritage of American Indians (CHAI) designation						
			A separate course is not necessary.			
Other Courses						

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Appendix B: A.S. Degree Planning Sheet for Business Technology Advising Option

Associate of Science – 60 Credits Elective Credits: Business Technology Advising Option		
Name:	**Date of Entry:**	**Advisor:**
Dual Major With:	**Academic Plan Advisor:**	
Transferred From:		
Credit Hours Transferred In:	Must complete 1/3 of degree through Helena College	

Course #	Course Title	CR	Pre - Requisites	SEM	Grade	Comments
First Semester (16 credits)						
Core						
Math (transferable) – refer to the bachelor degree institution		3				
WRIT 101	College Writing	3	WRIT 096, if score indicates			
Natural Science w/Lab		4				
Business Technology Advising Option Elective Credits						
ACTG 101	Accounting Procedures I	3				
BGEN 105	Intro to Bus	3	Recommended WRIT 101 or WRIT 101 taken concurrently			
Second Semester (15/16 credits)						
Core						
Natural Science		3/4				
Social/Psychological Science/History		3				
Humanities/Fine Arts		3				
Business Technology Advising Option Elective Credits						
ACTG 201	Principles of Financial Accounting	3	ACTG 101 and transfer math required or consent of instructor; ACTG 102 recommended as a prerequisite for accounting students; (ACTG 102 waived for business students only)			
BMGT 235	Management	3	BGEN 105 and WRIT 101			
Third Semester (15/16 credits)						
Core						
COMX 111 or COMX 115	Intro to Public Speak or Interp Comm	3				
Natural Science		3/4				
Diversity course		3	Designated with a "D"			
Business Technology Advising Option Elective Credits						
ACTG 202	Principles of Managerial Accounting	3	ACTG 201			
BMKT 225	Marketing	3	BGEN 105 and WRIT 101			
Fourth Semester (15 credits)						
Core						
Social/Psychological Science/History		3				
Math or Natural Science	If all prior natural sciences were 4 credits, then this has already been fulfilled.	3				
Humanities/Fine Arts		3				
Business Technology Advising Option Elective Credits						
Business elective:	BFIN 265, BGEN 235, BMGT 210, BMGT 215, BMGT 263, BMIS 270, BGEN 298	3	See catalog			
Business elective:	BFIN 265, BGEN 235, BMGT 210, BMGT 215, BMGT 263, BMIS 270, BGEN 298	3	See catalog			
One course meets Cultural Heritage of American Indians (CHAI) designation						
			A separate course is not necessary			
Other Courses						

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Appendix C: A.S. Degree Planning Sheet for Elementary Education Advising Option

Associate of Science - Advising Option: Elementary Education **(61 Credits)**		
Name:	Term of Entry:	Advisor:
Transferred From:	1/3 of the courses must be completed at Helena College	
Transferring To: UM Phyllis J Washington College of Education and Human Services for B.A. in K-8 Elementary Education		

Course #	Course Title	Sem Offered	Cr	Pre - Requisites	Sem	Grade	Comments
1st Semester – 15/16 credits (Fall)							
BIOB 101 *H,S	Discover Biology w/lab		4				
M 132 *S	Numbers and Operations for K-8 Teachers		3	Placement or M092			
WRIT 101 *S,H	College Writing I		3	Placement or WRIT 096			
Select two of the fall courses below:							
2nd Semester – 15/16 credits (Spring)							
COMX 111 or 115 *H	Intro. Pub. Speaking or Interperson. Comm.	F,S	3				
LIT 110 *H	Introduction to Literature	F,S	3				
M 133 *H,S	Geometry & Geom. Meas. for K-8 Teach.	S	3	M132			
Select two of the spring courses below:							
3rd Semester – 14/15 Credits (Fall)							
HSTA 101 or 102 *H	American History I or II	every	3				
M 234 *S	Higher Mathematics for K-8 Teachers	F	3	M132 & (Placement or M093)			
PSCI 210 *S	Introduction to American Government	F,Su	3				
Select two of the fall courses below:							
4th Semester – 15/16 credits (Spring)							
Fine arts course *H	ARTZ, MUSI, or THTR course	every	3				
HSTA 255 *S	Montana History	S	3				
NASX 105 *H,S	Introduction to Native American Studies	every	3				
Select two of the spring courses below:							
Possible Developmental Coursework:							
M 092	Algebra I	every	2	Placement			
M 093	Algebra II	every	3	Placement or M092			
WRIT 096	College Writing Lab		1	Placement			

*H = Helena College Core
*S = State Licensure Core Classes require 2.75 minimum GPA
UM's Teacher Education Program requires a minimum overall GPA of 2.75

Elementary Educatoin Course Rotation							
Fall courses		Sem Offered	Cr	Pre - Requisites	Sem	Grade	
EDU 297	Methods: K-8 Music	F 21,23	2				
GPHY 121 *H,S	Introduction to Human Geography	F 20,22	3				
HEE 202	Instr. Strat. for Elem. Physical Education	F 21,23	3				
HTH 201 *S	Health Issues for Educators	F22	3				
Spring courses							
ARTZ 102	Fundamentals of Art for Elementary Teachers	S 21,23	2				
EDU 231 *S	Literature and Literacy for Children	S 22,24	3	WRIT 101			
GEO 101 *H,S	Introduction Physical Geology w/lab	every	4				
PHSX 226 *S	General Science: Integrated Science I w/lab	S 21,23	4	Placement or M093			

Upon acceptance to the University of Montana's College of Education and Human Sciences' Teacher Education Program students will complete two additional years of educational training.

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Appendix D: A.S. Degree Planning Sheet for Pre-Pharmacy

Associate of Science Pre-Pharmacy Articulation with the University of Montana		
Name:	**Date of Entry:**	**Advisor:**
	Academic Plan Advisor:	

This degree program is specifically designed for students seeking admissions in to the Skaggs School of Pharmacy at the University of Montana. Upon completion of this degree, students desiring a professional (Pharm.D.) degree in Pharmacy Practice or Biomedical and Pharmaceutical Sciences are eligible to apply for admissions into U.M.'s Skaggs School of Pharmacy.

Please contact Dr. John Hartman for more information at john.hartman@helenacollege.edu or (406) 447-6977.

Students in this program must also complete the Pharmacy College Admissions Test (PCAT) and complete 20 hours of volunteer or paid service in a pharmacy, or other health care, or social field. This program satisfies the two-year pre-professional requirement and offers eligibility for application to the Skaggs School of Pharmacy at U.M. and does not guarantee admission. Students must earn a grade of "C-" or better in all courses.

Note: Due to the competitive nature of the Pre-Pharmacy program, it is recommended that students earn a B or higher in all courses.

	Course Title	Credits
First Semester (15 credits)		
BIOH 201 and 202	Human Anatomy & Physiology with Lab	4
CHMY 141 and 142	College Chemistry I with Lab	4
M 171	Calculus I	4
WRIT 101	College Writing	3
Second Semester (14 credits)		
BIOH 211 and 212	Human Anatomy and Physiology II with Lab	4
CHMY 143 and 144	College Chemistry II with Lab	4
PSYX 100 or SOCI 101		3
STAT 216	Introduction to Statistics	3
Third Semester (18 credits)		
COMX 111	Introduction to Public Speaking	3
CHMY 221 and 222	Organic Chemistry I with Lab	5
ECNS 201	Principles of Microeconomics	3
*Humanities/Fine Arts course		3
PHSX 205 and 206	College Physics I with Lab	4
Fourth Semester (15 credits)		
BIOB 260	Cellular and Molecular Biology with Lab	4
CHMY 223 and 224	Organic Chemistry II with Lab	5
*Diversity course		3
*Humanities/Fine Arts		3

**Selection of Humanities/Fine Arts and Diversity elective courses made with consultation of the Helena College Pre-Pharmacy advisor.*
**One course must meet the Cultural Heritage of American Indian (CHAI) requirements.*

Appendix E: A.A. Degree Planning Sheet for Social Work Advising Option

Associate of Arts Social Work BSW Articulation with the University of Montana		
Name:	**Date of Entry:**	**Advisor:**
	Academic Plan Advisor:	

**Students must earn a 3.00 G.P.A. between SW 100 and SW 200*

**This degree offers eligibility for application to the School of Social Work at the University of Montana and does not guarantee admission.*

Course Number	Sem	Credit
General Education Core (30+ credits)		
Natural Sciences (6+ credits) One science with lab		
BIOH 104 (with lab)		4
Mathematics (3+ credits)		
M 105 or M 121		3
Written Communication (3 credits)		
WRIT 101		3
Oral Communication (3 credits)		
COMX 111 or 115		3
Social & Psychological Sciences/History (6 credits)		
PSYX 100		3
SOCI 101		3
Humanities/Fine Arts (6+ credits)		
Cultural Diversity (3+ credits)		
PSYX 240		3

Total General Education Core Credits: _____

Course Number	Sem	Credit
A.A. Requirements (6+ credits)		
One foreign language course, and any Social & Psychological Science, History, Humanities, or Fine Arts course		
SPNS 101 or FRCH 101		4
Advising Option (24+ credits)		
At least 12 credits of Gen Ed core Up to 12 credits of college level non-Gen Ed		
ECNS 201 or 202		3
PSCI 210		3
PSYX 230		3
PSYX 250		3
SW 100		3
SW 200		3
Elective		3
Elective		3

Total Credits (minimum of 60) _____

Degree Requirements:

☐ 200-level credits (minimum of 15)

☐ One course meets Cultural Heritage of American Indians (CHAI) designation

☐ Cumulative G.P.A.

☐ At least 1/3 of degree completed at HC

Appendix F: Guided Pathways

The institution has been taking steps toward Guided Pathways for several years, beginning with the leadership team reading AACU's *Redesigning America's Community Colleges*: *A Clearer Path to Student Success* (2015) in 2017-2018. From there, the general education division faculty participated in a shared read of the same text, with discussions throughout AY 2019-20.

In October 2019, the general education division director, Robyn Kiesling, and faculty member Virginia Reeves joined other members of the institution for a Guided Pathways workshop in Denver.

Participants shared the information with the institution's Strategic Enrollment Plan (SEP) committee and delivered a presentation on equity, the driving force behind implementing Guided Pathways at Helena College.

The Guided Pathways model is built around four main areas, as detailed in Thomas R. Bailey's article "Guided Pathways at Community Colleges: From Theory to Practice":

1. **Mapping pathways to student end goals.** In the guided pathways model, colleges create clear maps for every program they offer. They make these maps easily accessible on their websites so students will understand what courses are necessary to complete a program or qualify for transfer, how long completion will take, and what opportunities for employment or further education they will have at the end of the program.
2. **Helping students choose and enter a program pathway.** Currently, many students choose programs and courses largely on their own. In the guided pathways model, colleges help new students explore programs, consider possible careers, and develop complete academic plans. Undecided students narrow their options by choosing from clusters of majors—such as business, social sciences, or health—that align with their interests. Developmental education reforms enable students to enroll more quickly in college-level courses, including courses in their field that will keep them engaged in college.
3. **Keeping students on a path.** Both students and advisors can see students' plans mapped out through graduation and keep track of students' progress. If students get off track or have trouble in a course, alert systems bring these issues to advisors' attention so they can steer students toward academic or other supports. Colleges also try to remove institutional barriers such as inconvenient schedules or cancelled classes.
4. **Ensuring that students are learning.** Programs are designed around a coherent set of learning outcomes, rather than as a collection of courses. Program learning outcomes align with requirements for success in further education and employment in a related field. Colleges track student learning outcomes and work to improve teaching. (Bailey, 2017)

Each of these areas is represented by a faculty member and a staff member in the institution's Strategic Enrollment Plan (SEP) committee.

With this foundation, plans include:

- Continued workshops for all faculty and staff.
- Developing workgroups around each of the four main areas to build and implement institutional practices.
- Mapping specific pathways in the general education program area for A.A. and A.S. degrees.

Appendix G: A.S. Degree Curriculum

From the 2020-2021 Academic Catalog:

The following requirements must be met for completion of an A.S. degree:

1. Completion of 60 semester credits in courses numbered 100 level and above. A course cannot satisfy more than one general education core or graduation requirement.
2. Completion of the General Education Core Curriculum (30 credits).
3. Completion of the A.S. Requirements: 6 credits: one Natural Science course with lab, and an additional Natural Science or Mathematics course.
4. Final cumulative grade point average of 2.0 or above. A grade of "C-" or better is required for all courses.
5. At least 15 credits must be at the 200 level.
6. At least 1/3 of the degree must be completed at Helena College.
7. Completion of one course designated as Cultural Heritage of American Indian (CHAI).

Associates of Science (A.S.) Degree Graduation Requirements:

General Education Core (30 Credits)

Natural Sciences (6 credits)
Mathematics (3 credits)
Written Communication (3 credits)
Oral Communication (3 credits)
Social & Psychological Sciences/History (6 credits)
Humanities and Fine Arts (6 credits)
Cultural Diversity (3 credits)

A.S. Requirements (6 Credits)

One Natural Science course and an additional Natural Science or Mathematics course.

Advising Option (24 Credits)

Advising Options for A.S. degree: General Studies, Accounting Technology, Business Technology, Computer Technology, Elementary Education, and Pre-Pharmacy.

Appendix H: A.A. Degree Curriculum

From the 2020-2021 Academic Catalog:

The following requirements must be met for completion of an A.A. degree:

1. Completion of 60 semester credits in courses numbered 100 level and above. A course cannot satisfy more than one general education core or graduation requirement.
2. Completion of the General Education Core Curriculum (30 credits).
3. Completion of the A.A. Requirements: 6 credits: one Foreign Language course, and any Social & Psychological Science, History, Humanities, or Fine Arts.
4. Final cumulative grade point average of 2.0 or above. A grade of "C-" or better is required for all courses.
5. At least 15 credits must be at the 200 level.
6. At least 1/3 of the degree must be completed at Helena College.
7. Completion of one course designated as Cultural Heritage of American Indian (CHAI).

Associate of Arts (A.A.) Degree Graduation Requirements:

General Education Core (30 Credits)
Natural Sciences (6 credits)
Mathematics (3 credit)
Written Communication (3 credits)
Oral Communication (3 credits)
Social & Psychological Sciences/History (6 credits)
Humanities and Fine Arts (6 credits)
Cultural Diversity (3 credits)

A.A. Requirements (6 credits)

One Foreign Language course, and any Social & Psychological Science, History, Humanities, or Fine Arts course.

Advising Option (24 Credits)

*Advising Options for A.A. degree: General Studies, and Social Work

Appendix I: General Education Core Curriculum

General Education Core Curriculum

The General Education Core of the Helena College provides students with the broad foundation of knowledge essential for success at the associate and baccalaureate levels. All students are prepared for independent, abstract, and critical thinking; responding creatively to problems; applying quantitative and mathematical knowledge; finding information; and communicating both orally and in written forms. This is done to engender life-long learning skills, a foundation of knowledge in a variety of disciplines, and a broadened perspective on our interdependent, changing global community.

The following 7 areas are included in the Helena College General Education Core:

A. Natural Science

Math and Natural Science Outcomes

- Understand and demonstrate methods used to gather, test, and interpret scientific data.
- Understand basic principles that explain the natural world.
- Solve quantitative problems and interpret solutions.
- Use inductive and deductive scientific reasoning to solve novel problems.

B. Mathematics

Math and Natural Science Outcomes

- Understand and demonstrate methods used to gather, test, and interpret scientific data.
- Understand basic principles that explain the natural world.
- Solve quantitative problems and interpret solutions.
- Use inductive and deductive scientific reasoning to solve novel problems.

C. Written Communication

Written/Oral Communications Outcomes

- Demonstrate mastery of engaging, clear, and coherent structures for presenting ideas in a variety of expository and argumentative models.
- Develop ideas logically, clearly, convincingly, and ethically.
- Control the effect of voice in achieving specific communication purposes with specific audiences.
- Control the conventions of language.
- Understand and apply research skills necessary for academic study.
- Employ analysis, synthesis, and evaluation in both writing and reading.
- Exercise proficiency, confidence, and self-reliance in the application of academic activities.

D. Oral Communication

Written/Oral Communications Outcomes

- Demonstrate mastery of engaging, clear, and coherent structures for presenting ideas in a variety of expository and argumentative models.
- Develop ideas logically, clearly, convincingly, and ethically.
- Control the effect of voice in achieving specific communication purposes with specific audiences.
- Control the conventions of language.
- Understand and apply research skills necessary for academic study.
- Employ analysis, synthesis, and evaluation in both writing and reading.
- Exercise proficiency, confidence, and self-reliance in the application of academic activities.

E. Social & Psychological Sciences, History

Social and Psychological Science Outcomes

- Have an awareness of major perspectives in social and individual behavior.
- Be able to apply social science theories to multicultural perspectives.
- Understand how historical experiences influence current theories.
- Be able to apply critical thinking skills.
- Be able to recognize and practice ethical research techniques.

F. Humanities & Fine Arts

Humanities and Fine Arts Outcomes

- Identify a variety of artistic styles, movements, schools of thought/expression, and cultures.
- Analyze, interpret, and evaluate a range of human expressions and values using critical strategies.
- Engage in imaginative expression.
- Appreciate a diversity of world-views or perspectives.

G. Diversity

Diversity Component Outcomes

- Students will appreciate diversity across cultures and be able to reflect upon their own cultural values and systems.
- Students will understand and be able to analyze the complex political, social, and economic relationships within and among cultures.
- Students will appreciate the creative works, values, and ways of life and/or history of a cultural group outside of their own culture.

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A: Natural Science

ASTR110	Introduction to Astronomy	4
BIOB101	Discover Biology	4
BIOB160	Principles of Living Systems w/Lab	4(H)
BIOB170	Principles of Biological Diversity w/Lab	4
BIOB260	Cellular and Molecular Biology w/Lab	4(H)
BIOB272	Genetics & Evolution	4
BIOH104	Basic Human Biology	4
BIOH201	Human Anatomy & Physiology I w/Lab	4
BIOH211	Human Anatomy &Physiology II w/Lab	4
BIOM250	Microbiology for Health Sciences	4(H)
CHMY121	Introduction to General Chemistry	4
CHMY123	Intro to Organic & Biochemistry	4
CHMY141	College Chemistry I	4
CHMY143	College Chemistry II	4(H)
CHMY221	Organic Chemistry I	5
CHMY223	Organic Chemistry II	5(H)
ENSC105	Environmental Science	3
ENST230	Nature and Society	3
GEO101	Introduction to Physical Geology	4
GPHY111	Physical Geography with Lab	4
PHSX205	College Physics I	4
PHSX207	College Physics II	4
PHSX220	Physics I (with Calculus)	4
PHSX222	Physics II (with Calculus)	4
PHSX226	General Science: Integrated Physical Science I	4

B: Mathematics

M105	Contemporary Mathematics	3
M115	Probability and Linear Mathematics	3
M121	College Algebra	3
M132	Numbers & Operations for K-8 Teachers	3
M133	Geometry and Geometric Measurement for K-8 Teachers	3
M140	College Math for Healthcare	3
M151	Pre-Calculus	4
M171	Calculus I	4
M172	Calculus II	4
M273	Multivariable Calculus	4
M274	Introduction to Differential Equations	4
STAT216	Introduction to Statistics	3

C: Written Communication

WRIT101	College Writing I	3
WRIT201	College Writing II	3

D: Oral Communication

COMX111	Introduction to Public Speaking	3
COMX115	Interpersonal Communications	3

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E: Social & Psychological Sciences, History

ANTY101	Anthropology & the Human Experience	3(D)
BGEN105	Introduction to Business	3
CJUS121	Introduction to Criminal Justice	3
ECNS201	Principles of Microeconomics	3
ECNS202	Principles of Macroeconomics	3
GPHY121	Human Geography	3
HSTA101	American History I	3(C)
HSTA102	American History II	3(C)
HSTA160	Introduction to the American West	3
HSTA215	Post-WW II America	3
HSTA255	Montana History	3
NASX105	Introduction to Native American Studies	3(C,D)
PHL223	Introduction to Deductive Logic	3
PSCI210	Introduction to American Government	3
PSCI240	Introduction to Public Administration	3
PSCI260	State and Local Government	3
PSYX100	Introduction to Psychology	3
PSYX120	Research Methods I	3
PSYX230	Developmental Psychology	3
PSYX233	Fundamentals of Psychology of Aging	3
PSYX240	Fundamentals of Abnormal Psychology	3(D,H)
PSYX250	Fundamentals of Biological Psychology	3(H)
PSYX260	Fundamentals of Social Psychology	3
PSYX270	Fundamentals of Learning	3
PSYX280	Fundamentals of Cognition and Memory	3(H)
SOCI101	Introduction to Sociology	3
SOCI160	Sociology of Media and Popular Culture	3 (D, H)
SOCI201	Social Problems	3
SOCI211	Introduction to Criminology	3
SOCI220	Race, Gender, and Class	3(D)
SOCI234	Sex and Sexualities	3(D, H)
SOCI235	Aging and Society	3

(C)- Course may be taken for CHAI credit
(D)- Course can be taken for Diversity credit
(H)- Course can be taken for Honors credit

F: Humanities & Fine Arts

ARTH200	Art of World Civilization	3(H)
ARTH 201	Art of World Civilization II	3
ARTZ101	Art Fundamentals	3
ARTZ105	Visual Language – Drawing	3
ARTZ106	Visual Language – 2-D Foundations	3
ARTZ108	Visual Language 3-D Foundations	3
ARTZ211	Drawing I	3 (H)
ARTZ221	Painting I	3
BGEN220	Business Ethics and Social Responsibility	
CRWR240	Introduction to Creative Writing Workshop	3
EDU297	Methods: K-8 Music	3
FRCH101	Elementary French I	4(D)
FRCH102	Elementary French II	4(D)
HONR121	Ways of Knowing	3(D, H)
LIT110	Introduction to Literature	3
LIT211	American Literature II	3(D)
LIT213	Montana Literature	3
LIT224	British Literature II	3
LIT227	Introduction to Shakespeare	3
LIT230	World Literature Survey	3(D)
LIT234	Intro to Existential Lit	3
LIT250	The Novel	3
MART145	Web Design	3
MUSI101	Enjoyment of Music	3
MUSI203	American Popular Music	3
PHL110	Problems of Good & Evil	3
PHL215	Introduction to Consciousness Studies	3
SPNS101	Elementary Spanish I	4(D)
SPNS102	Elementary Spanish II	4(D)
THTR101	Introduction to Theater	4
THTR120	Introduction to Acting I	3

G: Diversity

ANTY101	Anthropology & the Human Experience	3(D)
ARTH293	Study Abroad	3(D)
LIT211	American Literature II	3(D)
LIT230	World Literature Survey	3(D)
FRCH101	Elementary French I	4(D)
FRCH102	Elementary French II	4(D)
HONR121	Ways of Knowing	3(D)
MUSI203	American Popular Music	3(D)
NASX105	Introduction to Native American Studies	3(D)
PSYX240	Fundamentals of Abnormal Psychology	3(D)
SPNS101	Elementary Spanish I	4(D)
SPNS102	Elementary Spanish II	4(D)
SOCI160	Sociology of Media and Popular Culture	3(D)
SOCI220	Race, Gender, and Class	3(D)
SOCI234	Sex and Sexualities	3(D, H)

H: Cultural Heritage of American Indians

NASX105	Native American Studies	3(C, D)
HSTA101	American History I	3(C)
HSTA102	American History II	3(C)
LIT211	American Literature II	3(C)