

**Internal Program Review
Self-Study Report**

Program Name

General Education

Credentials Offered

Associate of Arts Degree-General Transfer, AA—60 credits

Program of study option in Accounting Technology, Business Technology, Humanities and Fine Arts, Interior Space Planning and Design, Mathematics (may be declared as part of a program of study), Natural Science, Social and Psychological Sciences

Associate of Science Degree-General Transfer, AS—60 credits

Accounting Technology, Business Administration, Business Technology, Computer Technology, Environmental Science, General Science, Natural Science, Pre-Pharmacy, Social and Psychological Sciences

Self-Study Completed by:

Robyn Kiesling

Date Completed:

2015-2016

A. Introduction

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

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 bachelor's degree. The Associate of Arts degree does not officially include a major or minor course of study; nevertheless, students do complete a 22-credit program of study option for an A.A. degree.

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (31+ 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.

Length of Program: 4 Semesters

Type of Program: Associate of Arts

Semester of Entry: Fall, Spring, and Summer

Minimum Requirements for A.A. and A.S.

- Completion of 60 semester credit hours, 15 credits of which are at the 200 level.
- Completion of 31 Core Course Credits, 4 Degree Specific, 22 - 24 Program of Study, 2/3 credits in a Capstone Project where indicated and 1 – 3 credits of open electives.
- An overall GPA of 2.25 upon completion of the degree.
- A grade of "C-" or higher in each course in the program of study.

ASSOCIATE OF SCIENCE

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 bachelor's degree. The Associate of Science degree does not officially include a major or minor course of study; nevertheless, students do complete a 22-credit program of study option for an A.S. degree. For specific information on the Associate of Science degree in nursing, please see the Nursing program review.

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (31+ 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.

Length of Program: 4 Semesters

Type of Program: Associate of Science

Semester of Entry: Fall, Spring, and Summer

Minimum Requirements for A.A. and A.S.

- Completion of 60 semester credit hours, 15 credits of which are at the 200 level.
- Completion of 31 Core Course Credits, 4 Degree Specific, 22 Program of Study, 2/3 credits in a Capstone Project where indicated and 1 – 3 credits of open electives.
- An overall GPA of 2.25 upon completion of the degree.
- A grade of "C-" or higher in each course in the program of study.

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:

- Programs of study have been strengthened
- Programs of study no longer considered viable have been removed.
- Courses have been revised/added to reflect Common Course Numbering
- Math courses have been added to strengthen math pathways
- New articulation agreements with four-year universities
- Creation of an Honors Program for the A.A. and A.S. degrees with an articulation to the Davidson Honors College at the University of Montana
- Creation of the following articulation agreements:
 - A.S. to a B.S.W. in Social Work—University of Montana
 - A.S. to a B.S. in Criminal Justice—Montana State University Northern
 - A.S. to a B.S.H.A in Health Care Administration—Montana State University Billings
 - A.S. to a B.S. in Business Administration—Montana State University
 - B.S. School of Business Administration Transfer Initiative—University of Montana
 - A.S. to a B.S.B.A. in Business Administration—Montana State University
 - B.S.B.A. School of Business Administration Transfer Initiative—University of Montana
- Creation of new for credit options for the Study Abroad program, offering students the opportunity to earn college credit while studying abroad

Helena College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), and began the new seven-year accreditation cycle in the spring of 2011.

B. Alignment with Mission, Strategic Goals and Core Themes

Helena College Mission:

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

Core Themes:

1. Provide access to and support for high quality educational activities and programs important to a student achieving success.
 - Objective 1: To provide appropriate access to lifelong learning opportunities.
 - Achieved in part through Dual Enrollment opportunities offered to High School Students.
 - Objective 2: To provide high quality support through institutional processes, student services and academic experiences
 - Achieved in part through quality education designed to encourage student engagement in classroom
2. Demonstrate academic excellence by requiring a high degree of integrity, quality and reliability in all academic and non-academic programming.
 - Objective 1: To enhance learner's college level skill development.
 - Wide range of developmental courses offered to elevate students' skill levels.
 - Objective 2: To facilitate transfer.
 - A.A. and A.S. degrees designed to transfer to four-year university programs.

Helena College Strategic Plan:

Partner for student success

- Prepare students for success in the workplace and in further degree attainment
- Provide support services that engage students and enhance their academic and personal development
 - Developmental education

Attain excellence

- Provide high standards of quality in the delivery of instruction and support services
 - Alternative delivery of instruction, assessment of learning outcomes, innovation & excellence

Advance the institution

- Build and maintain positive external relationships
 - Articulation agreements with four-year universities
- Develop and enhance academic programs
 - Evening, weekend and online course offerings

The General Education program's mission, design, objectives, and outcomes are all informed by and support Helena College's overall mission, strategic goals and core themes in the following ways:

- *Develop and evaluate quality educational programs:* Faculty within the General Education program have continually evaluated and revised courses and degree offerings to strengthen the quality of its educational programs. Courses were revised or created to align with the Montana University System's common course numbering, thereby allowing for the transfer of coursework to other State Universities. Delivering a quality education is a priority of the faculty and staff within the General Education program at Helena College.
- *Fully develop internships and service learning opportunities for students:* Internships and cooperative learning opportunities have significantly increased over the last five years at Helena College. Faculty within the General Education program have worked closely with business and industry, as well as local and state governments, to provide students access to quality education that contains cooperative learning and/or internship opportunities.
- *Develop alternative delivery methods for courses and degree obtainment including distance learning, evening and weekend offerings, and collaboration with other educational institutions to enhance access to higher education:* Courses within the General Education program have been offered in multiple formats, allowing students greater access. There has been a significant increase in the number of online courses, as well as hybrid and evening courses. The articulation agreements that Helena College has in place with various four-year colleges in the state has allowed for further discussion in regards to new opportunities allowing students to complete Bachelor's Degrees while still in Helena.
- *Improve access and services to people with disabilities:* Several courses created and developed for online formats have been universally designed, allowing for greater access to students with disabilities. This practice will continue until all courses offered in the online format are universally designed.
- *Support the excellence and growth of college faculty and staff members through professional development programs:* Faculty within the General Education program are not only encouraged to seek professional development opportunities, they are often supported in doing so with paid travel and leave. The majority of General Education faculty seek some sort of professional development each year.
- *Provide access to and support for high quality educational activities and programs important to a student achieving success:* Students at Helena College have direct access to the high quality educational activities, courses, and programs that will help them to be successful in their transition to a four-year college.

- *Maintain academic excellence by requiring a high degree of integrity, quality and reliability in all academic and non-academic programming:* Academic excellence is obtained in the General Education program by requiring the high degree of integrity, quality, and reliability in all courses. All General Education courses that are revised or created go through an approval process in the Academic Standards and Curriculum Review Committee, which looks specifically at the quality, integrity and reliability of each course.
- *Strengthen the community by meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to advance degrees, and serving as a facilitator for cultural enrichment:* The AA and AS degree programs allow students to easily transfer to a four-year university and work towards attaining Bachelor’s Degrees. The various articulation agreements in place also allow students a strong bridge to advanced degrees at other State universities.

General Education AA & AS Program Mission/Outcome Statement:

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.

C. Student Participation and Success

The following data relevant to student success was gathered and analyzed by Helena College Institutional Research:

Student Success							
Data Definition	Year1 09/10	Year2 10/11	Year3 11/12	Year4 12/13	Year 5 13/14	Year 5 Average	Program Notes
A. Provide 5 years of transfer rates to 4-year colleges (AA/AS)	17% Fall07	13% Fall 08	18% Fall 09	12% Fall 10	24% Fall11	17%	
B. Provide 5 years of academic performance following transfer	--	75% (3.10)	84% (3.00)	78% (2.95)	74% (2.75)	78%	% with 2.0 or better GPA

Transfer rates have remained fairly consistent, with a slight increase in Year 5. There has been an increase in the number of articulation agreements with four-year colleges, making it easier for students to plan for an eventual transfer. Helena College is also working on articulation agreements that will allow students to remain in Helena and complete most of or all of the remaining two years of a Bachelor’s Degree online.

Helena College has worked in partnership with several Montana Universities to provide additional academic programs through articulation agreements:

Additional Academic Opportunities at Helena College

The following academic programs are offered through transfer articulation agreements with other institutions from across the state. Specific program information follows the listing of available options.

Honor's Program:

Degree Program Partnering Institution

A.A. / A.S. All options – with Honors UM-Missoula Davidson Honor's College

Offered on Helena College's campus:

B.A.S. / B.I.T. Accounting/Business Technology Montana Tech

A.A.S. Early Childhood Education UM-Western

Offered fully online:

B.S.W. Social Work UM – Missoula

B.S. Criminal Justice MSU-Northern

B.S.H.A. Health Care Administration MSU-Billings

B.S. Nursing Western Governors University

Offered at:

B.S. Business Administration MSU – Bozeman

School of Business Administration Transfer Initiative UM – Missoula

Offered at:

B.S.B.A. Business Administration MSU – Bozeman

School of Business Administration Transfer Initiative UM - Missoula

The following data relevant to student participation was gathered and analyzed by Helena College Institutional Research:

Student Participation							
Data Definition	Year1 09/10	Year2 10/11	Year3 11/12	Year4 12/13	Year 5 13/14	Year 5 Average	Program Notes
C. Provide 5 years of enrollment (annual unduplicated headcount)	621	702	748	761	728	712	(excluding ASRN)
D. Provide 5 years of enrollment (annual FTE)	--	--	846	669	790	1,034	Total Gen Ed course credits (fall+spring) /15
F. Provide 5 years of retention rates for full-time students	50%	52%	50%	46%	62%	52%	Entering students returning
G. Provide 5 years of retention rates	37%	46%	46%	45%	40%	43%	The following fall semester

for part-time students							
H. Provide 5 years of successful program course completion rates.	71%/72%	72%/68%	71%/68%	69%/75%	66%/69%	70%/70%	Pass or C- or better each term
I. Provide 5 years of graduation rates for full-time students rate of students graduating within 150% of completion time	29% Fall 07	16% Fall 08	24% Fall 09	16% Fall 10	15% Fall 11	20%	% entering students graduating within three years
J. Provide 5 years of graduation rates for part-time students rate of students graduating within 150% of completion time	14% Fall 07	29% Fall 08	24% Fall 09	12% Fall 10	12% Fall 11	18%	No part-time students entering Fall 10 graduated
K. Provide 5 years of annual degree & certificate completions	40	36	52	48	50	45	AS & AS (excluding Nursing)
L. Provide 5 years of degree production rates – proportion of degrees/certificates granted per 100 FTE enrollment	--	--	6	4	5	5	# of completers per 100 FTE enrollment
M. Provide 5 years of pass rates on occupation/industry specific licensing or certification exams (as applicable)	--	--	--	--	--	--	

Enrollment in the General Education program has generally increased over the last five years. Retention rates for full-time students has generally increased over the last five years, and retention rates for part-time students has remained fairly consistent. Completion rates have remained consistent each year, with about 70% of students seeking an AA or an AS completing each term with a C- or higher. Graduation rates (students graduating within 150% of completion time) for both full-time and part-time students is at about 20% for the five-year average, indicating that students seeking an AA or AS degree take more time to complete and graduate. Graduation rates have increased within the last five years.

D. Student Learning Outcomes

The General Education Core of the Helena College University of Montana 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.

Student Learning Outcomes for General Education Core Areas:

General Education is divided into five core areas: Natural Sciences and Math; Written and Oral Communication; Social and Psychological Sciences; Humanities and Fine Arts; and Diversity.

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.

Written and 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.

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.

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 thinking strategies.
- Engage in imaginative expression.
- Appreciate a diversity of world-views or perspectives.

Diversity 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 their own culture.

A biennial assessment of the General Education Core was started in 2014-2015. Written and Oral Communication and Diversity were assessed through the use of a writing prompt and a grading rubric. Math and Natural Sciences are being assessed in 2015-2016, and Humanities and Fine Arts and Social and Psychological Sciences will be assessed in 2016-2017. The General Education Core will be assessed on a regular biennial schedule, allowing for each core area to be assessed every two years.

The data gathered from the Written and Oral Communication assessment has been analyzed. Using the data gathered, the Written and Oral Communication Department will review the assessment used, as well as the evaluation tool, and revise as necessary. The new assessment will be implemented in Spring 2016, Fall 2016, and Spring 2017, and evaluated throughout. The new data gathered will help to assess the effectiveness of the Written and Oral Communication Core.

A summary of the results for the Written Communication Assessment is included in Appendix G.

Math and Natural Sciences will both use a pre-test/post-test option for assessment. The Math department will gather placement data and compare it to data gathered from an assessment in student's terminal math courses here at Helena College. The Science department will create a science pre-test that will be used early in students' education, and then compare that to a post-test that will be given in students' terminal science courses. Both the assessments and the evaluation tools, as well as the data gathered, will be analyzed in Spring/Summer 2016.

E. Curriculum and Instruction

Current curriculum for the A.S. degree shown in Appendix A.

Current curriculum for the A.A. degree shown in Appendix B.

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.

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

Helena College works offers Dual Credit opportunities at the following high schools:

- Helena High School
- Capital High School
- Jefferson High School
- Drummond High School
- Manhattan High School
- Philipsburg/Granite High School
- Seeley Swan High School
- Broadwater High School

Several General Education courses are offered as Dual Credit opportunities:

- WRIT 101
- M 121
- M 151
- M 171
- COMX 111

- LIT 110
- ACTG 101
- STAT 216
- PSYX 100
- CSCI 100
- CSCI 111
- DFT 150
- THTR 101
- THTR 120
- BIOB 160
- LIT 212

Future curricular plans included the addition of an Elementary Education advising option that will lead to an articulation agreement with a four-year university. Helena College is close to an articulation agreement with several universities, and there is one option that would allow students to remain in Helena while completing their junior and senior year.

Helena College will also be looking at the creation of additional articulation agreements that will aid in student transfer to a four-year university.

Helena College is working on the creation of a new CAS in Human Services that will stack into an A.A. or an A.S. degree. This CAS is designed to give specialized training for students to become paraprofessional mental health care providers.

F. Faculty/Staff Profile

Full-Time Faculty:

Tammy Burke:

Credential: University of Wyoming

- 1996: Master of Science: Kinesiology
- 1992: Bachelor of Science: Home Economics – Dietetics Option

Department: Science

Emmett Coon:

Credential: Northern Montana College

- 1984: Associates of Science: Electronics Technology

Department: Computer Technology

John Hartman:

Credential: Montana State University

- 1996: Ph.D.: Chemistry

St. John's University

- 1991: B. S.: Chemistry

Department: Science

Kim Haughee:

Credential: Portland State University

- 2001: MST: Mathematics

Central Washington University

- 1996: B. A.: Major – Secondary Math Education (4-12), Minor – School Health Education (4-12)

Department: Mathematics

Nina Heinzinger:

Credential: University of California, Davis

- 1989: M. S.: Food Science – Microbiology
- 1993: Ph.D.: Microbiology

University of California, Berkeley

- 1985: B. S.: Nutrition and Food Science

Department: Science

Karen Henderson:

Credential: Montana State University

- 2009: M. A.: English – Emphasis Nonfiction Literature and Pedagogy
- 2007: B.A.: English – Teaching Option, Minor – K-12 School Library Media

Department: Written and Oral Communication

Rick Henry:

Credential: University of Nebraska at Kearney

- 2005: Master of Science: Degree –Biology

Simpson College

- 1994: Bachelor of Arts: Major – Environmental Studies, Minor – Biology

Nebraska Educator’s Certificate

- Biology 7-12: # 2011003182

Department: Science

Amy Kong:

Credential: University of Hong Kong

- 2008: Bachelor of Education: First Class Honors

Department: Mathematics

Steve Lewis:

Credential: Florida Atlantic University

- 1995: Master of Arts: English

Bates College

- 1988: Bachelor of Arts: English

Department: Written and Oral Communication

Jim More:

Credential: Northern Montana College

- 1985: Masters of Science: Career Guidance and Counseling

Montana State University

- 1974: Bachelor of Arts: English, Minor - -Psychology

Department: Written and Oral Communication

Nathan Munn:

Credential:

University of Washington

- 1988: M. D.: Psychology

Seattle Pacific University

- 1983: B. A.: Psychology

Department: Social and Psychological Sciences

Ben Nickol:

Credential: University of Arkansas

- 2014: Masters of Fine Arts: Creative Writing

Department: Written and Oral Communication

Curtis Peterson:

Credential: Walden University – Doctoral Student, Ph.D. in Psychology

- 2015: Estimated completion date course work
- 2016: Dissertation

Walden University

- 2005: Master of Science: Psychology

Idaho State University

- 2002: Bachelors of Science: Psychology

Department: Social and Psychological Sciences

Karen Raphael-Conley:

Credential: California State University, Long Beach

- 1994: Master of Arts: Major – Home Economics
- 1983: Bachelor of Arts: Home Economics

Department: Interior Space Planning and Design

Shaun Scott:

Credential: University of Montana: Missoula

- 2004: M.Ed.: Curriculum and Instruction
- 2008: ABD: Curriculum and Instruction – Instructional Technology

University of Montana: Western

- 1988: A.S.: Information Processing
- 1990: A.S.: Human Resource Management
- 1990: B.S.: Business

Missoula Vocational Technical Center

- 1985: C.A.: Electronics

Department: Computer Technology

Viktor Shchuchinov:

Credential: Central Research Institution of Machine-Building
(Russian equivalent to primary company of NASA)

- 1985: Dr. of Philosophy: Technical Sciences – Kaliningrad, Moscow Region, Russia

Moscow Institute of Physics and Technology

(Russian equivalent of Harvard University in Physics)

- 1975: Master of Science: Major – physics and mathematics – Moscow, Russia

Department: Mathematics

Bryon Steinwand:

Credential: Montana State University

- 1995: B.S.: Computer Sciences – Department of Engineering-Computer Science

University of Maryland

- 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

CompTIA

- 2003: Prometric: A+ Certification

Cisco Systems

- 2003: Cisco Network Academy: Cisco Certified Instructor – IT Essentials 1

Department: Computer Technology

Joyce Walborn:

Credential: University of Montana

- Masters of Education—Specialization in Mathematics

University of Washington

- 1986: Bachelor of Science: Mathematical Science – concentration in Computer Science

Seattle Pacific University

- 1989: Initial Teaching Certificate: Mathematics and Choral Music

Department: Mathematics

Barbara Yahvah:

Credential: University of Montana: Missoula

- 1992: Beta Gamma Sigma
- 1993: Masters of Business Administration: Accounting and Marketing

Carroll College

- 1981: Bachelor of Arts: Accounting

Department: Accounting and Business

General Education utilizes anywhere from 40-50 adjunct faculty during a semester, in addition to the 19 full-time faculty. There are 13 full-time faculty in the General Education Core areas. All of the General Education Core areas have full-time faculty, with the exception of Humanities and Fine Arts and Diversity. The remaining core areas, Math and Natural Sciences, Social and Psychological Sciences, and Written and Oral Communication, contain enough full-time faculty to cover many, if not all, of the courses offered each semester. The full-time faculty in each core area uphold the academic excellence and integrity of each course within that area. Full-time faculty oversee all curriculum revision and new course creation.

The core area that is taught entirely by adjunct faculty is Humanities and Fine Arts.

All full-time and adjunct faculty at Helena College are encouraged to continue their education and they can apply for professional development funds to help in covering the costs of continued professional development. Additional opportunities for professional development are also offered to all faculty through various lectures and seminars held at Helena College. In addition to professional development, all faculty are encouraged to participate in various institutional committees, as well as any community events and activities. New faculty are assigned a faculty mentor and are invited to join various committees.

G. Fiscal and Physical Resources

Fiscal and Physical Resources								
Data Definition:	Year 1 09/10	Year 2 10/11	Year 3 11/12	Year 4 12/13	Year 5 13/14	5 Year Ave	Program Notes	Source
Instructional costs include salaries, operations, less grant funding, gifts/donations from partners								
Provide 5 years of instructional cost/student (FTE)	--	--	\$882	\$1,320	\$1,174	\$1,125		Instructional Research/Finance
Provide 5 years of institutional expenditure/student (FTE)	\$6,872	\$6,024	\$6,328	\$7,473	\$7,639	\$6,867	Total Budget/FTE	MUS-OCHE

Provide 5 years of instructional cost/student completion	\$13,284	\$17,686	\$14,349	\$18,395	\$18,555	\$16,454	H06020/Completions	Instructional Research
Provide 5 years of institutional expenditure/completion	\$34,209	\$33,220	\$29,193	\$34,780	\$34,148	\$33,110	Total Budget/Completion	MUS-OCHE
Provide 5 years of student program fees-fund balance(s)	\$16,219	\$14,296	\$21,085	\$20,345	\$16,808	\$17,751	Fees	Finance/Program Records
Provide 5 years of student program fees-student costs	\$13,117	\$11,442	\$7,995	\$18,882	\$6,499	\$11,587	Fees	Finance/Program Records
Provide 5 years of tuition revenue (annual FTE x Res tuition)	N/A	N/A	\$2,211,444	\$1,810,983	N/A	\$2,011,214	Resident tuition revenue x annual FTE	MUS-OCHE

The General Education program has generally been well funded. There is adequate funding for adjunct faculty, as well as educational materials and supplies.

If additional funds were available for the creation of a new faculty line in the General Education program, it would be beneficial to have a full-time faculty member in the Humanities and Fine Arts core. It would also be beneficial to have funding for additional science labs so that the science course offerings could increase.

H. Recommendations and Preliminary Implementation Plan

Key Recommendations Resulting from the Self-Study:

- Continue to develop and strengthen the General Education Core Assessment process.
 - Review data from Gen Ed Writing Assessment given in spring 2015. Revise assessment and evaluation tool as necessary. Implement assessment in courses as discussed by writing assessment committee. Faculty participation will be necessary for both the assessment and the evaluation.
 - Create assessments and evaluation tool(s) for Gen Ed Math and Natural Sciences Assessments. Implement assessments starting spring 2016, with data to be collected and evaluated spring 2017.
 - Create assessments and evaluation tool(s) for Social and Psychological Sciences and Humanities and Fine Arts. Start discussions for assessments Spring 2016 for implementation Fall 2016, with data to be collected and evaluated Spring 2017
- Work to increase graduation rates for both full-time and part-time students graduating within 150% completion time.
 - Continue faculty support on the Completion Committee.
 - Focus on faculty advising to strengthen student support system at Helena College.
 - Continue faculty involvement in Student Affairs student support services, such as the academic recovery program.
 - Provide a clear path to graduation, including possible graduation from a four-year degree program.
- Work to increase the transfer rates.
 - Promote articulation agreements that are already created that give students a clear path to a four-year degree.
 - Create new articulation agreements that allow students to complete their junior and senior years in Helena, without having to relocate.
 - Provide strong faculty advising to students interested in earning a four-year degree
- Increase the number of cooperative learning and/or internship opportunities for students.
 - Continue work with business and industry partners to provide quality cooperative educational and internship opportunities for students.
 - Think “outside the box” when it comes to cooperative educational opportunities for students in the A.A. and A.S. programs. The traditional internship model may not

apply, but students can be given opportunities to see various career options to help them when deciding on a focus of study.

- Continue conversations with faculty and business and industry partners to see how the cooperative education model will fit into the General Education program.

I. Program Review Data Summary

Helena College –General Education 4/15/2015

Program Review Data Summary								
Alignment with Community Needs (AAS/CAS 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.	N/A	N/A	N/A	N/A				CareerOneStop/US Dept of Labor
B. Provide percent change in job openings for related occupations for Montana and the U.S.		N/A		N/A				CareerOneStop/US Dept of Labor
C. Provide the median hourly wage or annual salary for related occupations	N/A		N/A					CareerOneStop/US Dept of Labor
Data Definition:	Year 1 2009	Year 2 2010	Year 3 2011	Year 4 2012	Year 5 2013	5 Year Ave	Program Notes	Source
D. Provide 5 years of in-field job placement rates for all program graduates	N/A	N/A	N/A	N/A	N/A	N/A		Helena College Graduate Survey and/or OCHE Perkins Data
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		Program Records
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		Program Records
Student Participation and Success								
Data Definition:	Year 1 09/10	Year 2 10/11	Year 3 11/12	Year 4 12/13	Year 5 13/14	5 Year Ave	Program Notes	Source
A. Provide 5 years of transfer rates to 4-year colleges (AA/AS)	17% Fall 07	13% Fall 08	18% Fall 09	12% Fall 10	24% Fall 11	17%		Institutional Research
B. Provide 5 years of academic performance following transfer	--	75% (3.10)	84% (3.00)	78% (2.95)	74% (2.75)	78%	% with 2.0 or better GPA	Institutional Research
C. Provide 5 years of enrollment (annual unduplicated headcount)	621	702	748	761	728	712	(excluding ASRN)	Institutional Research
D. Provide 5 years of enrollment (annual FTE)	--	--	846	669	790	1,034	Total Gen Ed course credits (fall+spring)/15	Institutional Research
F. Provide 5 years of retention rates for full-time students	50%	52%	50%	46%	62%	52%	Entering students returning	Institutional Research
G. Provide 5 years of retention rates for part-time students	37%	46%	46%	45%	40%	43%	the following fall semester	Institutional Research
H. Provide 5 years of successful program course completion rates.	71%/72%	72%/68%	71%/68%	69%/75%	66%/69%	70%/70%	Pass or C- or better each term	Institutional Research
I. Provide 5 years of graduation rates for full-time students <i>rate of students graduating within 150% of completion time</i>	29% Fall 07	16% Fall 08	24% Fall 09	16% Fall 10	15% Fall 11	20%	% entering students graduating with 3 years	Institutional Research

J. Provide 5 years of graduation rates for part-time students <i>rate of students graduating within 150% of completion time</i>	14% Fall 07	29% Fall 08	24% Fall 09	12% Fall 10	12% Fall 11	18%	No part-time students entering Fall 10 graduated	Institutional Research
K. Provide 5 years of annual degree & certificate completions	40	36	52	48	50	45	AA + AS (excluding Nursing)	Institutional Research
L. Provide 5 years of degree production rates – <i>proportion of degrees/certificates granted per 100 FTE enrollment</i>	--	--	6	4	5	5	# of completers per 100 FTE enrollment	Institutional Research
M. Provide 5 years of pass rates on occupation/industry specific licensing or certification exams (as applicable)	--	--	--	--	--	--		Program Records
Fiscal and Physical Resources								
Data Definition: Instructional costs include salaries, operations, less grant funding, gifts/donations from partners	Year 1 09/10	Year 2 10/11	Year 3 11/12	Year 4 12/13	Year 5 13/14	5 Year Ave	Program Notes	Source
A. Provide 5 years of instructional cost/student (FTE)	--	--	\$882	\$1,320	\$1,174	\$1,125	H08010/FTE	Institutional Research/Finance
B. Provide 5 years institutional expenditure/student (FTE)	\$6,872	\$6,024	\$6,328	\$7,473	\$7,639	\$6,867	Total Budget/FTE	MUS-OCHE
C. Provide 5 years of instructional cost/student completion	\$13,284	\$17,686	\$14,349	\$18,395	\$18,555	\$16,454	H06020/Completions	Institutional Research
D. Provide 5 years institutional expenditure/completion	\$34,209	\$33,220	\$29,193	\$34,780	\$34,148	\$33,110	Total Budget/Compl	MUS-OCHE
E. Provide 5 years of student program fees-fund balance(s)	\$16,219	\$14,296	\$21,085	\$20,345	\$16,808	\$17,751	Fees (H60250, H60400)	Finance/Program Records
F. Provide 5 years of student program fees-student costs	\$13,117	\$11,442	\$7,995	\$18,882	\$6,499	\$11,587	Fees (H60250, H60400)	Finance/Program Records
G. Provide five years of tuition revenue (Annual FTE x Res Tuition)	N/A	N/A	\$2,211,444	\$1,810,983	N/A	\$2,011,214	Resident tuition revenue x Annual FTE	MUS-OCHE

J. Appendix (Additional data or exhibits)

Appendix A: A.S. Degree Sheet

Associate of Science – 60 Credits Advising Option: Natural Science		
Name:	Date of Entry:	Advisor:
Dual Major With:	Academic Plan Advisor:	
Transferred From:		
Credit Hours Transferred In:	Must complete 50% of degree through Helena College	

Course #	Course Title	CR	Pre - Requisites	SEM	Grade	Comments
1st Semester -15-16 credits						
Core						
M 121	College Algebra	3	Placement			
WRIT 101	College Writing	3	Placement			
	Social/Psychological Science	3				
	1 st Half of Natural Science w/Lab	4				
Program of Study 3-4 credits						
2nd Semester – 16-18 credits						
Core						
	2 nd Half of Natural Science w/Lab	4				

WRIT 201	College Writing II	3	WRIT 101			
Humanities/Fine Arts		3				
Program of Study 6-8 Credits						
3rd Semester – 16 - 18 Credits						
Core						
Natural Science or Math		3-4				
COMX 111	Intro to Pub Speak	3				
Program of Study 6-8 Credits						
4th Semester – 11 -12 credits						
Core						
Social/Psychological Science		3				
Humanities/Fine Arts		3				
Program of Study 6-8 Credits						
Open Elective (100 Level or above)						
Developmental Coursework:						

- Students must complete a minimum 15 credits at the 200 level
- Students must complete a course indicated with a “D” to fulfill diversity requirement
- Students must have minimum of 22 credits in Program of Study

Approved May 19, 2015, 2014-2015 Catalog

Appendix B: A.A. Degree Sheet

Associate of Arts – 60 Credits		
Name:	Date of Entry:	Advisor:
Dual Major With:	Academic Plan Advisor:	
Transferred From:		
Credit Hours Transferred In:	Must complete 50% of degree through Helena College	

Course #	Course Title	CR	Pre - Requisites	SEM	Grade	Comments
1st Semester -15-16 credits						
Core						
WRIT 101	College Writing	3	Place or 095			
Social/Psych Science		3				
Natural Science W/Lab		4				
Choose one math: (3 credits)						
M 145 or M 115	Lib Art or Prob	3	Place or 088			
M 121	College Algebra	3	Place or 098			
STAT 216	Intro to Stat	3	See catalog			
M 151 or M 171 or 172	Pre Calc or High	3	See catalog			
Program of Study 3-4 credits						
2nd Semester – 16-18 credits						
Core						
Foreign Language		4				
WRIT 201	College Writing II	3	WRIT 101			

Humanities/Fine Arts		3			
Program of Study 6- 8 Credits					
3rd Semester – 13 - 18 Credits					
Core					
Natural Science or Math		3-4			
COMX 111	Intro to Pub Speak	3			
Humanities/Fine Arts		1-4			
Program of Study 6-8 Credits					
4th Semester –12 credits					
Core					
Social/Psych Science		3			
Humanities/Fine Arts		3			
Program of Study 6-8 Credits					
Open Elective (100 level and above)					
Developmental Coursework:					

- Students must complete a minimum 15 credits at the 200 level
- Students must complete a course indicated with a “D” to fulfill diversity requirement
- Students must have minimum of 22 credits in an advising option (Humanities/Fine Arts, Natural Science, Social/Psychological Science, or Math) with a total of 60 credits for the degree

Approved July 17, 2015, 2015-2016 Catalog

Appendix C: A.S. General Education Core and Advising Options

Associate of Science - General Transfer

ASSOCIATE OF SCIENCE

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 bachelor’s degree. The Associate of Science degree does not officially include a major or minor course of study; nevertheless, students do complete a 22-credit program of study option for an A.S. degree. (For specific information on the Associate of Science degree in nursing, please see the Nursing Programs pages.)

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (31+ 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.

Length of Program: 4 Semesters

Type of Program: Associate of Science

Semester of Entry: Fall, Spring, and Summer
Minimum Requirements for A.A. and A.S.

- Completion of 60 semester credit hours, 15 credits of which are at the 200 level.
- Completion of 31 Core Course Credits, 4 Degree Specific, 22 Program of Study, 2/3 credits in a Capstone Project where indicated and 1 – 3 credits of open electives.
- An overall GPA of 2.25 upon completion of the degree.
- A grade of “C-” or higher in each course in the program of study.

NOTES:

* Indicates second half of science sequence required for A.S. degree (see below under “Additional General Education Requirements for Degree-Seeking Students”). “D” indicates the course meets the core diversity requirement (see requirement “F” below).

I. GENERAL EDUCATION CORE (31+ CREDITS)

The General Education Core of the Helena College University of Montana 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.

A: Natural Science/Mathematics (10+ credits)

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.

To complete the science/math requirement, students must include one natural science with lab and one of these math courses: M115, M121, M133, M151, M171, M172, or STAT216.

Course

Number

Course Title Credits

ASTR110	Introduction to Astronomy 4
BIOB101	Discover Biology 3
BIOB102	Discover Biology Lab 1
BIOB160	Principles of Living Systems w/Lab 4
BIOB170	Principles of Biological Diversity w/Lab 4
BIOB260	Cellular and Molecular Biology w/Lab 4

BIOH104
BIOH201
BIOH211
*

BIOM250
BIOM251
CHMY121
CHMY122
CHMY123
CHMY124
CHMY141
CHMY142
CHMY143
CHMY144
CHMY221
CHMY222
CHMY223
CHMY224
ENSC105
ENSC140
ENSC211
ENSC220
ENSC242
ENSC245
ENSC270
ENSC272
ENST230
EVSC233
GEO101
GEO102
GEO211
GPHY111
GPHY262
M115
M121

Basic Human Biology 4
Human Anatomy & Physiology I w/Lab 4
Human Anatomy & Physiology II w/Lab 4

Microbiology for Health Sciences 3
Microbiology for Health Sciences Lab 1
Introduction to General Chemistry 3
Introduction to General Chemistry Lab 1
Intro to Organic & Biochemistry 3*
Intro to Organic & Biochemistry Lab 1
College Chemistry I 3
College Chemistry I Lab 1
College Chemistry II 3 *
College Chemistry II Lab 1
Organic Chemistry I 3
Organic Chemistry I Lab 2
Organic Chemistry II 3*
Organic Chemistry II Lab 2
Environmental Science 3
Intro to Geographic Info Systems (GIS) 3
Environmental Policy and Laws 3
Surface Water Hydrology 3
Environmental Sampling I 3
Soils 3
Water Quality 3
Water Resources 3
Nature and Society 3
Environment and the Economy 3
Introduction to Physical Geology 3
Introduction to Physical Geology Lab 1
Earth History and Evolution 4
Physical Geography with Lab 4
Spatial Sciences Tech and Applications 3
Probability and Linear Mathematics 3
College Algebra 3

M133	Geometry and Geometric Measurement for K-8 Teachers 3
M145	Mathematics for the Liberal Arts 3
M151	Pre-Calculus 4
M171	Calculus I 4
M172	Calculus II 4
NUTR221	Basic Human Nutrition 3
PHSX103	Our Physical World 4
PHSX205	College Physics I 3
PHSX206	College Physics I Lab 1
PHSX207	College Physics II 3 *
PHSX208	College Physics II Lab 1
STAT216	Introduction to Statistics 3

B: Written Communication (6 credits)

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.

Course

Number	Course Title	Credits
WRIT101	College Writing I	3
WRIT201	College Writing II	3

C: Oral Communication (3 credits)

Course

Number Course Title Credits

COMX111 Introduction to Public Speaking 3

D: Social and Psychological Sciences (6+ credits)

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.

Course

Number	Course Title	Credits
ANTY101	Anthropology & the Human Experience	3(D)
ANTY250	Introduction to Archaeology	3
CJUS200	Introduction to Criminal Justice	3
ECNS201	Principles of Microeconomics	3
ECNS202	Principles of Macroeconomics	3

ECNS203	Principles of Micro and Macro Economics	3
NASX105	Introduction to Native American Studies	3(D)
PSCI240	Introduction to Public Administration	3
PSCI260	State and Local Government	3
PSYX100	Introduction to Psychology	3
PSYX120	Research Methods I	3
PSYX161	Fund of Organizational Psychology	3
PSYX182	Stress Management	3
PSYX230	Developmental Psychology	3
PSYX233	Fundamentals of Psychology of Aging	3
PSYX240	Fundamentals of Abnormal Psychology	3
PSYX250	Fundamentals of Biological Psychology	3
PSYX260	Fundamentals of Social Psychology	3
PSYX270	Fundamentals of Learning	3
PSYX273	Mental Health Professional Practice	3
PSYX292	Independent Study: Psychology	3
PSYX298	Internship: Psychology	3
PSYX299	Capstone: Psychology	3
SOCI101	Introduction to Sociology	3
SOCI201	Social Problems	3
SOCI215	Introduction to Sociology of the Family	3
SOCI220	Race, Gender, and Class	3(D)
SOCI235	Aging and Society	3
SW100	Introduction to Social Welfare	3
SW200	Introduction to Social Welfare Practice	3

E: Humanities/Fine Arts (6+ credits)

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.

Course

Number

ARTH160
 ARTZ105
 ARTZ106
 ARTZ221
 COMM132
 COMM133
 COMX250
 CRWR212
 CRWR240
 Workshop 3
 FRCH101
 FRCH102
 HONR121
 HSTA101
 HSTA102
 HSTA160
 HSTA215

Course Title Credits

Global Visual Culture 3
 Visual Language - Drawing 3
 Visual Language - 2-D Foundations 3
 Painting I 3
 Interpersonal Communication 1
 Small Group Communication 1
 Introduction to Public Relations 3
 Introduction to Nonfiction Workshop 3
 Introduction to Creative Writing
 Elementary French I 4(D)
 Elementary French II 4
 Ways of Knowing 3(D)
 American History I 3
 American History II 3
 Introduction to the American West 3
 Post-WW II America 3

HSTA255 Montana History 3
 IDSN101 Introduction to Interior Design 3
 LIT110 Introduction to Literature 3
 LIT211 American Literature II 3(D)
 LIT212 American Literature Survey 3
 LIT213 Montana Literature 3
 LIT223 British Literature I 3
 LIT224 British Literature II 3
 LIT227 Introduction to Shakespeare 3
 LIT228 Introduction to Irish Literature 3(D)
 LIT230 World Literature Survey 3(D)
 LIT250 The Novel 3
 LIT291 Special Topics Variable 3
 MUSI101 Enjoyment of Music 3
 PHL110 Problems of Good and Evil 3
 PHL215 Introduction to Consciousness Studies 3
 PSCI210 Introduction to American Government 3
 SPNS101 Elementary Spanish I 4(D)
 SPNS102 Elementary Spanish II 4(D)
 THTR101 Introduction to Theater 3
 THTR120 Introduction to Acting I 3

F: Diversity Requirement

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.

Within their core of 31+ credits, students must take at least three credits in courses that explore cultural diversity. Such courses are marked "D." Courses labeled "D" can be counted twice, once for diversity AND once for the core requirement or program of study.

II. ADDITIONAL GENERAL EDUCATION REQUIREMENTS FOR DEGREE-SEEKING STUDENTS (4+ CREDITS)

Students seeking an A.S. degree must complete an additional 4+ credits the natural science area.

Students have the following options for completing the 22-24 credits required for the program of study.

Option 1:

Complete 24 credits in one of the following areas:

- Natural Science (Math may be combined). Requires completion of a two-course sequence in Science (courses denoted below with an (*)).

Option 2:

- Complete 24 credits in Social and Psychological Sciences.
- Students planning to transfer are advised to review transfer agreements or work closely with the receiving four-year institution to ensure applicability of the Helena College courses to their intended program of study.

III. ADVISING OPTIONS (22+ CREDITS)

Computer Technology ~ Students may pursue a Bachelors of Science in Computer Science at Carroll College (beginning on page 119).

Programming Option - REQUIRED

CSCI100	Introduction to Programming 3
CSCI110	Programming with Java I 4
CSCI111	Programming with Java II 4
CSCI240	Databases and SQL 3

Choose THREE of the following courses:

CSCI206	.NET Applications 4
CSCI221	Systems Analysis and Design 4
CSCI245	Modern Database Systems 3
CSCI257	Web Services 3

Network Administration Option - REQUIRED

CSCI100	Introduction to Programming 3
ITS212	Network Operating System-Server Admin 4
ITS224	Introduction to Linux 3
ITS280	Computer Repair and Maintenance 4
NTS104	CCNA 1: Introduction to Networks 4

Choose TWO of the following courses:

CSCI240	Databases and SQL 3
NTS105	CCNA 2: Routing and Switching Essentials 3
NTS204	CCNA 3: Scaling Networks 3

Environmental Science

ENSC105	Environmental Science 3
ENSC272	Water Resources 3
ENST230	Nature and Society 3
EVSC135	Topographic Maps and Aerial Photo 3
EVSC140	Introduction to Geographic Information Systems (GIS) 3
EVSC240	Geographic Information Systems (GIS) 3
GEO101	Introduction to Physical Geology 3
GEO102	Introduction to Physical Geology Lab 1

Choose ONE of the following courses:

Math: Pre-Calculus, Statistics, or Linear Math 3

Associate of Science 4-year degree in Business available at Helena College through partnership with Montana Tech (beginning on page 119).

Accounting Technology - REQUIRED

ACTG101	Accounting Procedures I 3
ACTG102	Accounting Procedures II 3
ACTG201	Principles of Financial Accounting 3
ACTG202	Principles of Managerial Accounting 3
BGEN105	Introduction to Business 3

Choose TWO of the following courses:

ACTG180	Payroll Accounting 3
ACTG205	Computerized Accounting 3
ACTG211	Income Tax Fundamentals 3
ACTG215	Foundations of Governmental and Not for Profit Accounting 3

Business Technology – REQUIRED

ACTG101	Accounting Procedures I 3
ACTG201	Principles of Financial Accounting 3
ACTG202	Principles of Managerial Accounting 3
BGEN105	Introduction to Business 3
BMKT225	Marketing 3
BMGT235	Management 3

Choose ONE of the following courses:

BFIN205	Personal Finance 3
BFIN265	Introduction to Business Finance 3
BGEN220	Business Ethics and Social Responsibility 3
BGEN235	Business Law I 3
BGEN236	Business Law II 3
BMGT210	Small Business Entrepreneurship 3
BMGT215	Human Resource Management 3
BMGT263	Legal Issues in Human Resources 3
PSCI240	Introduction to Public Administration 3

Associate of Science 4-year degree in Business Administration available at Helena College through partnership with UIM - Missoula (beginning on page 119).

Business Administration (UM Transfer Initiative)

Required Core (see page 115 for additional core courses):

Program of Study (24 credits)

ACTG201	Principles of Financial Accounting 3
ACTG202	Principles of Managerial Accounting 3
BGEN235	Business Law 3
BMIS270	Management Information Systems Foundations for Business 3
CSCI 172	Introduction to Computer Modeling 3

ECNS 201	Principles of Microeconomics 3
ECNS202	Principles of Macroeconomics 3
M115	Probability & Linear Mathematics 3

IV. CAPSTONE (2/3 CREDITS)

Capstones for Programs of Study in Accounting Technology, Business Technology, and Computer Technology have specific capstone courses: ACTG299, BGEN299, and CSCI299.

Students must officially declare a Program of Study before enrolling in any capstone, and the course must qualify within that Program of Study. Students undertake capstone projects during their sophomore year and are encouraged to do so during their final semester when appropriate. In the case of a dual Program of Study, students should take a capstone from the predominant program.

ACTG299 Capstone: Accounting 3

BGEN299 Capstone: Business 3

CSCI299 Thesis/Capstone 2

V. OPEN ELECTIVE (MAXIMUM OF 3 CREDITS)

Students have the opportunity for exploration by taking one MUS college level course (100 level) from the list of General Education core classes.

Associate of Science - Pre-Pharmacy

This degree program is specifically designed for students seeking admissions into the Skaggs School of Pharmacy at the University of Montana–Missoula. 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 UM-Missoula’s Skaggs School of Pharmacy. Note: 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 the UM–Missoula and does not guarantee admission. Students must earn a grade of “C” or better in all courses.

I. GENERAL EDUCATION CORE (31+ CREDITS)

The General Education Core of the Helena College University of Montana 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.

A: Natural Science/Mathematics (10+ credits)

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.

Course

Number	Course Title	Credits
CHMY141	College Chemistry I	3
CHMY142	College Chemistry I Lab	1
M171	Calculus I	4
STAT216	Introduction to Statistics	3

B: Written Communication (6 credits)

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.

Course

Number	Course Title	Credits
WRIT101	College Writing I	3
WRIT201	College Writing II	3

C: Oral Communication (3 credits)

Course

Number	Course Title	Credits
COMX111	Introduction to Public Speaking	3

D: Social and Psychological Sciences (6+ credits)

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.

Course

Number	Course Title	Credits
Choose one of the following:		
ANTY101	Anthropology & the Human Experience	3(D)
NASX105	Introduction to Native American Studies	3(D)

AND one of the following:

PSYX100	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3

E: Humanities/Fine Arts (6+ credits)

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.

Course**Number Course Title Credits**

Choose two of the following:

ARTZ105	Visual Language - Drawing 3
ARTZ106	Visual Language - 2-D Foundations 3
HSTA101	American History I 3
HSTA102	American History II 3
LIT110	Introduction to Literature 3
MUSI101	Enjoyment of Music 3
PHL110	Problems of Good and Evil 3
THTR101	Introduction to Theater 3
THTR120	Introduction to Acting I 3

NOTE: 200-level courses from the designated list of humanities/fine arts courses may be used with permission of the Helena College pre-pharmacy advisor.

F: Diversity Requirement - See Section D**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.

II. ADDITIONAL GENERAL EDUCATION REQUIREMENTS FOR DEGREE-SEEKING STUDENTS (4+ CREDITS)

CHMY143	College Chemistry II 3 *
CHMY144	College Chemistry II Lab 1

Total General Education Requirements (Minimum) 36

III. PROGRAM OF STUDY (29+ CREDITS)**Required Courses:****Course****Number Course Title Credits**

BIOH201	Human Anatomy & Physiology I w/Lab 4
BIOH211	Human Anatomy & Physiology II w/Lab 4 *
BIOB260	Cell and Molecular Biology with w/Lab 4
CHMY221	Organic Chemistry I 3
CHMY222	Organic Chemistry I Lab 2
CHMY223	Organic Chemistry II 3*
CHMY224	Organic Chemistry II Lab 2
ECNS201	Principles of Microeconomics 3
PHSX205	College Physics I 3
PHSX206	College Physics I Lab 1

Total Program Requirements (Minimum) 29

Total Degree Requirements (Minimum) 65

NOTES:

According to the agreement with the University of Montana-Missoula Skaggs School of Pharmacy, students desiring to apply for admission to the School of Pharmacy 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 and an evaluation form filled out by someone involved with the applicant in such an experience. Completion of all these criteria does not guarantee acceptance into the UM-Missoula Skaggs School of Pharmacy Program.

Appendix D: A.A. General Education Core and Advising Options

ASSOCIATE OF ARTS

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 bachelor's degree. The Associate of Arts degree does not officially include a major or minor course of study; nevertheless, students do complete a 22-credit program of study option for an A.A. degree.

Students may also accumulate credits to transfer to another college or university. Completion of the Helena College general education core requirements (31+ 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.

Length of Program: 4 Semesters

Type of Program: Associate of Arts

Semester of Entry: Fall, Spring, and Summer

Minimum Requirements for A.A. and A.S.

- Completion of 60 semester credit hours, 15 credits of which are at the 200 level.
- Completion of 31 Core Course Credits, 4 Degree Specific, 22 - 24 Program of Study, 2/3 credits in a Capstone Project where indicated and 1 – 3 credits of open electives.
- An overall GPA of 2.25 upon completion of the degree.
- A grade of "C-" or higher in each course in the program of study.

"D" Indicates the course meets the core diversity requirement (see requirement "F" below).

I. GENERAL EDUCATION CORE (31+ CREDITS)

The General Education Core of the Helena College University of Montana 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.

A: Natural Science/Mathematics (10+ credits)

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.

To complete the Science/Math requirement, students must include one natural science with lab and one of these math courses: M115, M121, M133, M145, M151, M171, M172, or STAT216.

Course

Number

ASTR110

BIOB101

BIOB102

BIOB160

BIOB170

BIOB260

BIOH104

BIOH201

BIOH211

*

BIOM250

BIOM251

CHMY121

CHMY122

CHMY123

CHMY124

CHMY141

CHMY142

CHMY143

CHMY144

CHMY221

CHMY222

CHMY223

CHMY224

ENSC105

ENSC140

ENSC211

ENSC220

ENSC242

ENSC245

ENSC270

ENSC272

ENST230

EVSC233

GEO101

GEO102

GEO211

GPHY111

GPHY262

M115

M121

M133

for K-8 Teachers 3

M145

M151

M171

M172

NUTR221

PHSX205

PHSX206

PHSX207

PHSX208

STAT216

Course Title Credits

Introduction to Astronomy 4

Discover Biology 3

Discover Biology Lab 1

Principles of Living Systems w/Lab 4

Principles of Biological Diversity w/Lab 4

Cellular and Molecular Biology w/Lab 4

Basic Human Biology 4

Human Anatomy & Physiology I w/Lab 4

Human Anatomy & Physiology II w/Lab 4

*

Microbiology for Health Sciences 3

Microbiology for Health Sciences Lab 1

Introduction to General Chemistry 3

Introduction to General Chemistry Lab 1

Intro to Organic & Biochemistry 3*

Intro to Organic & Biochemistry Lab 1

College Chemistry I 3

College Chemistry I Lab 1

College Chemistry II 3*

College Chemistry II Lab 1

Organic Chemistry I 3

Organic Chemistry I Lab 1

Organic Chemistry II 3*

Organic Chemistry II Lab 1

Environmental Science 3

Intro to Geographic Info Systems (GIS) 3

Environmental Policy and Laws 3

Surface Water Hydrology 3

Environmental Sampling I 3

Soils 3

Water Quality 3

Water Resources 3

Nature and Society 3

Environment and the Economy 3

Introduction to Physical Geology 3

Introduction to Physical Geology Lab 1

Earth History and Evolution 4

Physical Geography with Lab 4

Spatial Sciences Tech and Applications 3

Probability and Linear Mathematics 3

College Algebra 3

Geometry and Geometric Measurement

for K-8 Teachers 3

Mathematics for the Liberal Arts 3

Pre-Calculus 4

Calculus I 4

Calculus II 4

Basic Human Nutrition 3

College Physics I 3

College Physics I Lab 1

College Physics II 3*

College Physics II Lab 1

Introduction to Statistics 3

B: Written Communication (6 credits)

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.

Course**Number Course Title Credits**

WRIT101	College Writing I	3
WRIT201	College Writing II	3

C: Oral Communication (3 credits)**Course****Number Course Title Credits**

COMX111	Introduction to Public Speaking	3
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D: Social and Psychological Sciences (6+ credits)

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.

Course**Number Course Title Credits**

ANTY101	Anthropology & the Human Experience	3(D)
ANTY250	Introduction to Archaeology	3
CJUS200	Introduction to Criminal Justice	3
ECNS201	Principles of Microeconomics	3
ECNS202	Principles of Macroeconomics	3
ECNS203	Principles of Micro and Macro Economics	3
NASX105	Introduction to Native American Studies	3(D)
PSCI240	Introduction to Public Administration	3
PSCI260	State and Local Government	3
PSYX100	Introduction to Psychology	3
PSYX120	Research Methods I	3
PSYX161	Fund of Organizational Psychology	3
PSYX182	Stress Management	3
PSYX230	Developmental Psychology	3
PSYX233	Fundamentals of Psychology of Aging	3
PSYX240	Fundamentals of Abnormal Psychology	3
PSYX250	Fundamentals of Biological Psychology	3
PSYX260	Fundamentals of Social Psychology	3
PSYX270	Fundamentals of Learning	3

PSYX273

Mental Health Professional Practice 3

PSYX292

Independent Study: Psychology 3

PSYX298

Internship: Psychology 3

PSYX299

Capstone: Psychology 3

SOC1101

Introduction to Sociology 3

SOC1201

Social Problems 3

SOC1215

Introduction to Sociology of the Family 3

SOC1220

Race, Gender, and Class 3(D)

SOC1235

Aging and Society 3

SW100

Introduction to Social Welfare 3

SW200

Introduction to Social Welfare Practice 3

E: Humanities/Fine Arts (6+ credits)

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.

Course**Number Course Title Credits**

ARTH160	Global Visual Culture	3
ARTZ105	Visual Language - Drawing	3
ARTZ106	Visual Language - 2-D Foundations	3
ARTZ221	Painting I	3
COMM132	Interpersonal Communication	1
COMM133	Small Group Communication	1
COMX250	Introduction to Public Relations	3
CRWR212	Introduction to Nonfiction Workshop	3
CRWR240	Introduction to Creative Writing	3
FRCH101	Elementary French I	4(D)
FRCH102	Elementary French II	4
HONR121	Ways of Knowing	3(D)
HSTA101	American History I	3
HSTA102	American History II	3
HSTA160	Introduction to the American West	3
HSTA215	Post-WW II America	3
HSTA255	Montana History	3
IDSN101	Introduction to Interior Design	3
LIT110	Introduction to Literature	3
LIT211	American Literature II	3(D)
LIT212	American Literature Survey	3
LIT213	Montana Literature	3
LIT223	British Literature I	3
LIT224	British Literature II	3
LIT227	Introduction to Shakespeare	3
LIT228	Introduction to Irish Literature	3(D)
LIT230	World Literature Survey	3(D)
LIT250	The Novel	3
LIT291	Special Topics Variable	3
MUSI101	Enjoyment of Music	3
PHL110	Problems of Good and Evil	3

PHL215	Introduction to Consciousness Studies 3
PSCI210	Introduction to American Government 3
SPNS101	Elementary Spanish I 4(D)
SPNS102	Elementary Spanish II 4(D)
THTR101	Introduction to Theater 3
THTR120	Introduction to Acting I 3

F: Diversity Requirement

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.

Within their score of 31+ credits, students must take at least three credits in courses that explore cultural diversity. Such courses are marked "D." Courses labeled "D" can be counted twice, once for diversity AND once for the core requirement or program of study.

**II. ADDITIONAL GENERAL
EDUCATION REQUIREMENTS
FOR DEGREE-SEEKING
STUDENTS (4+ CREDITS)**

Students seeking an A.A. degree must complete at least 4 credits in a foreign language. Students have the following options for completing the 22-24 credits required for the program of study.

III. ADVISING OPTIONS (22+ CREDITS)

A: Associate of Arts -- Transfer

Students have the following options for completing the 22-24 credits required for the program of study.

Option 1:

Complete 24 credits in one of the following areas:

- Humanities and Fine Arts, Natural Science, Social and Psychological Science.
- A program of study may be supplemented with Math courses by declaring math as part of the program of study.

Option 2:

Complete a planned course of study and a capstone in one of the following areas:

- Accounting Technology, Business Technology, Interior Space Planning and Design.
- Students planning to transfer are advised to work closely with the receiving four-year institution to ensure applicability of Helena College courses to their intended program of study.

Interior Space Planning and Design

ARTZ105	Visual Language - Drawing 3
DFT150	CAD 2D 3
IDSN101	Introduction to Interior Design 3
IDSN120	Materials and the Environment 3
IDSN125	Lighting the Environment 3
IDSN135	Fundamentals of Space Planning 3
IDSN230	Interior Architectural Drawing 3
IDSN240	Studio I - Residential 3
IDSN250	Studio II - Commercial 4
IDSN298	Internship 2

Optional advanced certificate available for Environmental Design Studies. See Interior Design Planning and Design for more information.

Associate of Arts 4-year degree in Business available at Helena College through partnership with Montana Tech (beginning on page 119).

Accounting Technology - REQUIRED

ACTG101	Accounting Procedures I 3
ACTG102	Accounting Procedures II 3
ACTG201	Principles of Financial Accounting 3
ACTG202	Principles of Managerial Accounting 3
BGEN105	Introduction to Business 3

Choose TWO of the following courses:

ACTG125	QuickBooks 3
ACTG180	Payroll Accounting 3
ACTG205	Computerized Accounting 3
ACTG211	Income Tax Fundamentals 3
ACTG215	Foundations of Governmental and Not for Profit Accounting 3

Business Technology – REQUIRED

ACTG101	Accounting Procedures I 3
ACTG201	Principles of Financial Accounting 3
ACTG202	Principles of Managerial Accounting 3
BGEN105	Introduction to Business 3
BMKT225	Marketing 3
BMGT235	Management 3

Choose ONE of the following courses:

BFIN205	Personal Finance 3
BFIN265	Introduction to Business Finance 3
BGEN220	Business Ethics and Social Responsibility 3
BGEN235	Business Law I 3
BGEN236	Business Law II 3
BMGT210	Small Business Entrepreneurship 3
BMGT215	Human Resource Management 3
BMGT263	Legal Issues in Human Resources 3
PSCI240	Introduction to Public Administration 3



IV. CAPSTONE (2/3 CREDITS)

Students must officially declare a Program of Study before enrolling in any capstone, and the course must qualify within that Program of Study. Students undertake capstone projects during their sophomore year and are encouraged to do so during their final semester when appropriate. In the case of a dual Program of Study, students should take a capstone from the predominant program.

ACTG299 Capstone: Accounting 3

BGEN299 Capstone: Business 3

V. OPEN ELECTIVE

(MAXIMUM OF 3 CREDITS)

Students have the opportunity for exploration by taking one MUS college level course (100 level) from the list of General Education core classes.

Appendix E: General Education Learning Outcomes Assessment Results 2014-2015

General Education Assessment Plan Report

2014-2015

Background and Description of Process Used

Through the Academic year 2014-2015, faculty members teaching various 200-level courses assigned written work and then saved copies of student submissions for use in the General Education Assessment exercise held in May 2015. All full-time faculty plus the division chairs participated in the exercise. Using modified rubrics based on the LEAP assessment rubrics from AAC&U, faculty scored collected papers in small groups for written communications and intercultural knowledge (measuring outcomes in Human Relations instructional components and in Diversity outcomes for students in A.A./A.S. programs).

In total, 52 raters scored a total of 95 papers, with each paper being scored by between 3 and 6 faculty members. Some faculty judged that the content of papers did not lend itself to scoring with the I.K. rubric, and thus some papers received an “n/a” rating. All 95 papers were scored on the written communications rubric. Once all papers were scored, the results were tallied with a mean score derived for each student paper. Scores could theoretically range from 0 to 20 on the written communications rubric, although observed values ranged from 3.67 to 17.67 for written communications, and from 0 to 24 on the intercultural knowledge rubric, although observed values ranged from 1.00 to 15.50 for intercultural knowledge.

Papers were drawn from a wide array of courses including Accounting, Economics, upper-level Writing, Psychology, Nursing, Machining, Automotive, Aviation, Diesel, Human Relations, and Welding.

Methodological Concerns

Inter-rater reliability was a concern. For any given paper, the range of scores awarded by the raters varied markedly. In extreme cases, the *same student paper* was scored as low as a 5 and

as high as a 17 by different raters. The standard deviation for written communications scores was 2.88 and for Intercultural Knowledge it was 3.36.

Faculty training and discussion about the rubrics and the meaning of individual component items used in the rubrics prior to administration of the written communications assessment again in May of 2017 is strongly recommended.

Results for Written Communications

A total of 95 papers were scored and the scores were compared to student scores on the Compass placement test (where available). This quasi-experimental design provides some clues as to student gains over time, without offering a true “pre-test/post-test” design. Table 1, below, lists the students’ First name and Last initial (to preserve anonymity) and shows their mean score on writing arrayed from high to low score.

Brad	F	17.67		Connor	A	11.00
noname		17.25		Julie	V	11.00
Cameron	K	17.17		noname		11.00
Scott	P	17.17		Weslee	K	11.00
David	S	15.67		Austin	D	10.83
noname		15.38		Kevin	M	10.75
Jonathan	K	15.33		noname		10.63
Christian	A	15.33		Kellie	K	10.50
Charles	W	15.17		Shawn	H	10.50
Allison	S	15.00		noname		10.33
Beau	H	15.00		Reece	M	10.33
Maggie	S	14.67		Susan	W	10.25
Ryan	F	14.33		Colton	W	10.00
Mallory	J	14.17		Kyle	C	10.00
noname		14.00		Mike	S	10.00
Kelsey	D	13.83		noname		10.00
Ryan	S	13.83		noname		10.00
noname		13.50		noname		9.75
noname		13.50		Cody	M	9.33
Austin	H	13.40		David	W	9.33
noname		13.33		Jason	F	9.20
noname		13.25		Cody	F	9.17
Garry	G	13.17		Joe	M	9.17
Ashley	A	13.00		Deondrai	R	9.00
noname		13.00		Kristeena	P	9.00
Sara	M	13.00		noname		9.00
Chandra	B	12.67		Sandra	F	9.00
Jim	C	12.67		Valerie	S	9.00
noname		12.50		Angela	S	8.75
Wade	N	12.50		Nathan	W	8.17
Greg	M	12.33		Sam	W	8.17
noname		12.33		Cynthia	F	8.00
Dakota	M	12.00		Keith	N	8.00
Kevin	H	12.00		Katharine	A	7.67
Tess	F	12.00		Christina	W	7.50
Katrina	S	11.67		Gavin	B	7.50
Ian	W	11.67		noname		7.50
Timothy	R	11.67		Erin	H	7.00
Charles	E	11.50		Jessica	S	7.00
Raith	K	11.50		Laura	G	7.00
Tashina	W	11.50		Mike	S	7.00
noname		11.40		William	M	7.00
Robert	Y	11.33		Allysa	H	6.75
Connor	P	11.17		Thomas	W	6.50
Keith	S	11.17		Lindsay	E	6.25
Brianna	T	11.00		Rodney	H	5.30
				Homer	K	3.67

Several assumptions about the scores were made and must be understood to interpret our initial results: (1) it is assumed that all student participating in this exercise will have completed at least 1 college-level writing course such as WRIT 101 or WRIT 121T [in reality, it is possible that some students would be enrolled in 200-level program courses who have not in fact completed a college-level writing course]; (2) it is assumed that students have engaged in some form of writing since taking their college-level writing course, and that the writing activity involved instructor feedback designed to improve student writing [again, in reality, such was

not always the case]; and (3) it is assumed that student writing skills would improve, rather than degrade, over time and with repeated practice writing in a variety of contexts [ditto].

Given these assumptions, and the range of possible scores on the written communications portion of the assessment, we would initially desire or expect students to perform in the upper 1/3rd of possible scores, e.g., achieving scores of 13.33 or higher. The mean score achieved by participants was only 11.32. While the majority of students scored in the middle third of possible scores, (e.g., between 6.68 and 13.32) 22 out of the 95 (or 23%) scored in the upper third at 13.33 or above, and only 4 of the 95 (less than ½ %) scored in the bottom third.

When comparing student scores on the assessment to their original placement scores on either the Compass test or an ACT or SAT test, we can see that students, in general, did achieve gains in written communications skills.

The current placement policies of the College are noted in Table 2, below:

Compass	ACT	SAT	HC placement
0 – 25	≤ 14	≤ 199	WRIT 080
26 – 89	13-17	200-439	WRIT 095
90 – 99	≥ 18	≥ 440	WRIT 121T
			WRIT 101

Of the 61 students for whom we had ALL identifying information to include the student’s name, Compass, ACT, or SAT score, and a valid assessment score on the rubric, just one-half of them (30 students) had original placement scores at a level allowing them to enter the college-level writing course directly. 31 students had scores below the college-level placement, and of those, only 8 of them had scores that would have originally placed them into WRIT 080, the College’s lowest level of developmental writing.

Comparing ALL students, there appears to be no consistent relationship between students’ original placement scores (on either Compass, ACT, or SAT) and their ultimate performance on the written communications assessment. When “norming” the placement scores to the scoring rubric (e.g., converting the original placement scores into a 0-20 point scale), while there appears to be an overall correlation between the two types of scores, there were slightly more students whose assessment score was **lower** than their original (but “normed”) placement

score as there were students whose assessment results were higher. ***Especially among students who originally scored relatively high on the writing placement test***, achievement of “high” scores on the assessment test was markedly absent. Only 15 students in total showed improvement from their “normed” placement score to the assessment score, and the majority (13) of those students originally had very low placement scores (such as ≤ 25 on Compass or ≤ 14 on the ACT writing test).

A final point of interest regarding the written assessment is the program of study (if known) that students were pursuing and whether patterns exist of higher or lower performance among students in certain programs.

In general, no obvious pattern emerged from this assessment. Among the students scoring in the upper 1/3rd on the writing assessment, program of study options included such areas as Aviation, Welding, Nursing, Business, Accounting, Fire & Rescue, Machining, and Psychology. Among students scoring in the lowest 1/3rd were Business and Accounting, Welding and General Associate of Arts. The lowest average assessment scores were observed in Accounting and Diesel program students, the highest average scores were observed in Business students, and all other majors had average scores that hovered between 11.0 and 11.75.

Given that this is merely an initial assessment, we are unable to determine whether student writing, in fact, actually declined in quality during the period of enrollment. Clearly the methods of assessment are different and so we may in fact be measuring “different” things or using a very different scale. But it is worth further investigation. ***The faculty should strongly consider administering the assessment in both developmental writing and college writing sections, and then later comparing student scores on the same assessment to their ultimate score received during the College-wide assessment activity in upper level courses. Faculty should also work to incorporate writing into their classes regularly, to reinforce concepts that are taught during college-level Writing classes.***

Results for Intercultural Knowledge/Human Relations/Diversity

A total of 65 papers were scored by the raters. Many of the papers (30) were deemed by raters to have insufficient content relative to the rubric and thus were scored as n/a by them.

Table 3, below, lists the students’ First name and (to preserve anonymity) and shows their mean score on intercultural knowledge (IK) arrayed from high to low score.

Ryan	15.50		noname	6.50
noname	15.25		noname	6.50
Timothy	14.00		Christina	6.50
Wade	13.80		Austin	6.40
Mike	13.25		Dakota	6.40
Colton	13.25		Austin	6.33
noname	12.63		Thomas	6.20
noname	12.00		Rodney	6.20
noname	11.33		noname	6.00
Sandra	11.00		David	5.80
Angela	11.00		Keith	5.60
Katharine	11.00		noname	5.50
Erin	11.00		Sam	5.50
noname	10.50		Jason	4.60
Julie	10.00		Gavin	4.33
noname	10.00		Jonathan	4.00
Cynthia	10.00		noname	3.00
noname	9.00		Mike	3.00
Chandra	9.00		noname	2.67
noname	9.00		Connor	2.00
noname	8.67		Kristeena	2.00
Cameron	8.50		Sara	1.00
Connor	8.33		Laura	1.00
noname	7.67		Tess	5.33
Ryan	7.33		Kevin	5.33
noname	7.33		Ashley	6.00
noname	7.00		Katrina	6.00
Cody	7.00		Maggie	7.33
Joe	7.00		Mallory	4.33
Jessica	7.00		Reece	3.00
noname	6.67		Christian	7.33
Tashina	6.60		David	6.67
Kelsey	6.50			

Several assumptions about the scores were made and must be understood to interpret our initial results: (1) it is assumed that all student participating in this exercise will have completed at least 1 college-level course dealing with human relations such as PSYX100, SOCI101, HR100T or HR110T [in reality, it is possible that some students would be enrolled in 200-level program

courses who have not in fact completed a human relations course]; (2) it is assumed that students have engaged in either class discussions or writing exercises that reinforced key concepts regarding human relations components since taking their college-level human relations course, and that the activity involved instructor feedback designed to improve student understanding of these concepts [again, in reality, such was not always the case.

Given these assumptions, and the range of possible scores on the intercultural knowledge portion of the assessment [which again, ranged from 0 to 24], we would initially desire or expect students to perform in the upper 1/3rd of possible scores, e.g., achieving scores of 16.00 or higher. The mean score achieved by participants was only 7.48. No student scored in the upper third, and 28% of them (18/65) scored in the lowest 1/3rd, e.g., a 6.00 or below.

There are, obviously, several possible explanations for these results:

- The rubric is a poor fit for the concepts we were trying to measure; e.g., the rubric was more focused on different “cultures” while our general education learning outcome is less specific—
 - 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.
- The writing prompts used were insufficient to elicit a true response from the students that demonstrated their understanding of these human relations and diversity concepts.
- Concepts of diversity and human relations, taught in a single course required in each program at the College, are not being adequately taught in the course and/or are not being adequately reinforced in other courses throughout the curriculum.

A final point of interest regarding the intercultural knowledge assessment is the program of study (if known) that students were pursuing and whether patterns exist of higher or lower performance among students in certain programs. First, it is noteworthy that student papers from the Accounting class, Aviation, Fire & Rescue, and Machining were all judged by the raters to have insufficient information and were scored with an n/a. Second, among student papers representing other academic programs, the highest scores on intercultural knowledge were obtained by students taking a nursing course (with an average score of 9.21) or a welding

course (with an average score of 7.57). In many cases the number of submitted papers from particular classes was too small to make any significant observations.

There is no “quasi-experimental design” at work in this assessment, as no “placement” or initial score on intercultural knowledge is available. Thus we have no way to determine whether students in fact have improved their understanding of these concepts, showed no change, or saw a decline in their understanding during their course of study at the College.

As with the written communications assessment, several enhancements and adjustments could dramatically improve both the results of the assessment and our understanding of student achievement of these learning outcomes. ***The faculty should strongly consider administering the intercultural knowledge assessment in both developmental writing and college writing sections (because this is a course where all students can be assessed) and then later comparing student scores on the same assessment to their ultimate score received during the College-wide assessment activity in upper level courses. Faculty should also work to incorporate human relations and diversity concepts into their classes regularly, to reinforce concepts that are taught during college-level human relations and diversity classes.***