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:

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

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 an 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:

<table>
<thead>
<tr>
<th>Student Participation</th>
<th>Year 1 09/10</th>
<th>Year 2 10/11</th>
<th>Year 3 11/12</th>
<th>Year 4 12/13</th>
<th>Year 5 13/14</th>
<th>Year 5 Average</th>
<th>Program Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Provide 5 years of enrollment (annual unduplicated headcount)</td>
<td>621</td>
<td>702</td>
<td>748</td>
<td>761</td>
<td>728</td>
<td>712</td>
<td>(excluding ASRN)</td>
</tr>
<tr>
<td>D. Provide 5 years of enrollment (annual FTE)</td>
<td>--</td>
<td>--</td>
<td>846</td>
<td>669</td>
<td>790</td>
<td>1,034</td>
<td>Total Gen Ed course credits (fall+spring) /15</td>
</tr>
<tr>
<td>F. Provide 5 years of retention rates for full-time students</td>
<td>50%</td>
<td>52%</td>
<td>50%</td>
<td>46%</td>
<td>62%</td>
<td>52%</td>
<td>Entering students returning</td>
</tr>
<tr>
<td>G. Provide 5 years of retention rates</td>
<td>37%</td>
<td>46%</td>
<td>46%</td>
<td>45%</td>
<td>40%</td>
<td>43%</td>
<td>The following fall semester</td>
</tr>
<tr>
<td>H. Provide 5 years of successful program course completion rates.</td>
<td>71%/72%</td>
<td>72%/68%</td>
<td>71%/68%</td>
<td>69%/75%</td>
<td>66%/69%</td>
<td>70%/70%</td>
<td>Pass or C- or better each term</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>I. Provide 5 years of graduation rates for full-time students rate of students graduating within 150% of completion time</td>
<td>29% Fall 07</td>
<td>16% Fall 08</td>
<td>24% Fall 09</td>
<td>16% Fall 10</td>
<td>15% Fall 11</td>
<td>20%</td>
<td>% entering students graduating within three years</td>
</tr>
<tr>
<td>J. Provide 5 years of graduation rates for part-time students rate of students graduating within 150% of completion time</td>
<td>14% Fall 07</td>
<td>29% Fall 08</td>
<td>24% Fall 09</td>
<td>12% Fall 10</td>
<td>12% Fall 11</td>
<td>18%</td>
<td>No part-time students entering Fall 10 graduated</td>
</tr>
<tr>
<td>K. Provide 5 years of annual degree &amp; certificate completions</td>
<td>40</td>
<td>36</td>
<td>52</td>
<td>48</td>
<td>50</td>
<td>45</td>
<td>AS &amp; AS (excluding Nursing)</td>
</tr>
<tr>
<td>L. Provide 5 years of degree production rates – proportion of degrees/certificates granted per 100 FTE enrollment</td>
<td>--</td>
<td>--</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td># of completers per 100 FTE enrollment</td>
</tr>
<tr>
<td>M. Provide 5 years of pass rates on occupation/industry specific licensing or certification exams (as applicable)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

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
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
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
- 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
University of Maryland
University of Montana – Helena College of Technology
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

<table>
<thead>
<tr>
<th>Fiscal and Physical Resources</th>
<th>Year 1 09/10</th>
<th>Year 2 10/11</th>
<th>Year 3 11/12</th>
<th>Year 4 12/13</th>
<th>Year 5 13/14</th>
<th>5 Year Ave</th>
<th>Program Notes</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide 5 years of instructional cost/student (FTE)</td>
<td>--</td>
<td>--</td>
<td>$882</td>
<td>$1,320</td>
<td>$1,174</td>
<td>$1,125</td>
<td></td>
<td>Instructional Research/Finance</td>
</tr>
<tr>
<td>Provide 5 years of institutional expenditure/student (FTE)</td>
<td>$6,872</td>
<td>$6,024</td>
<td>$6,328</td>
<td>$7,473</td>
<td>$7,639</td>
<td>$6,867</td>
<td>Total Budget/FTE</td>
<td>MUS-OCHE</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Program Review Data Summary</th>
<th>Helena College – General Education 4/15/2015</th>
</tr>
</thead>
</table>

### Alignment with Community Needs (AAS/CAS Only)

<table>
<thead>
<tr>
<th>Data Definition:</th>
<th>Current MT</th>
<th>Projected MT</th>
<th>Current U.S.</th>
<th>Projected U.S.</th>
<th>Program Notes</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provide the total number of projected job openings from related occupations for Montana and the U.S.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>CareerOneStop/US Dept of Labor</td>
</tr>
<tr>
<td>B. Provide percent change in job openings for related occupations for Montana and the U.S.</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>CareerOneStop/US Dept of Labor</td>
</tr>
<tr>
<td>C. Provide the median hourly wage or annual salary for related occupations</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>CareerOneStop/US Dept of Labor</td>
</tr>
</tbody>
</table>

### Student Participation and Success

<table>
<thead>
<tr>
<th>Data Definition:</th>
<th>Year 1 09/10</th>
<th>Year 2 10/11</th>
<th>Year 3 11/12</th>
<th>Year 4 12/13</th>
<th>Year 5 13/14</th>
<th>5 Year Ave</th>
<th>Program Notes</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provide 5 years of transfer rates to 4-year colleges (AA/AS)</td>
<td>17% Fall 07</td>
<td>13% Fall 08</td>
<td>18% Fall 09</td>
<td>12% Fall 10</td>
<td>24% Fall 11</td>
<td>17%</td>
<td></td>
<td>Institutional Research</td>
</tr>
<tr>
<td>B. Provide 5 years of academic performance following transfer</td>
<td>--</td>
<td>75% (3.10)</td>
<td>84% (3.00)</td>
<td>78% (2.95)</td>
<td>74% (2.75)</td>
<td>78%</td>
<td>% with 2.0 or better GPA</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>C. Provide 5 years of enrollment (annual unduplicated headcount)</td>
<td>621</td>
<td>702</td>
<td>748</td>
<td>761</td>
<td>728</td>
<td>712</td>
<td>(excluding ASRN)</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>D. Provide 5 years of enrollment (annual FTE)</td>
<td>--</td>
<td>--</td>
<td>846</td>
<td>669</td>
<td>790</td>
<td>1,034</td>
<td>Total Gen Ed course credits (fall+spring)/15</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>E. Provide 5 years of retention rates for full-time students</td>
<td>50%</td>
<td>52%</td>
<td>50%</td>
<td>46%</td>
<td>62%</td>
<td>52%</td>
<td>Entering students returning</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>F. Provide 5 years of retention rates for part-time students</td>
<td>37%</td>
<td>46%</td>
<td>46%</td>
<td>45%</td>
<td>40%</td>
<td>43%</td>
<td>the following fall semester</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>G. Provide 5 years of successful program completion rates.</td>
<td>71%/72%</td>
<td>72%/68%</td>
<td>71%/68%</td>
<td>69%/75%</td>
<td>66%/69%</td>
<td>70%/70%</td>
<td>Pass or C- or better each term</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>H. Provide 5 years of graduation rates for full-time students graduating within 150% of completion time</td>
<td>29% Fall 07</td>
<td>16% Fall 08</td>
<td>24% Fall 09</td>
<td>16% Fall 10</td>
<td>15% Fall 11</td>
<td>20%</td>
<td>% entering students graduating with 3 years</td>
<td>Institutional Research</td>
</tr>
</tbody>
</table>
J. Provide 5 years of graduation rates for part-time students rate of students graduating within 150% of completion time

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>No part-time students entering Fall 10 graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>29%</td>
<td>24%</td>
<td>12%</td>
<td>12%</td>
<td>18%</td>
<td>45% AA + AS (excluding Nursing)</td>
</tr>
</tbody>
</table>

K. Provide 5 years of annual degree & certificate completions

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>14%</td>
<td>36%</td>
<td>52%</td>
<td>48%</td>
<td>50%</td>
</tr>
</tbody>
</table>

L. Provide 5 years of degree production rates – proportion of degrees/certificates granted per 100 FTE enrollment

<table>
<thead>
<tr>
<th>1st Half</th>
<th>2nd Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>

M. Provide 5 years of pass rates on occupation/industry specific licensing or certification exams (as applicable)

<table>
<thead>
<tr>
<th>1st Half</th>
<th>2nd Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Fiscal and Physical Resources

- Data Definition: Instructional costs include salaries, operations, less grant funding, gifts/donations from partners.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1 09/10</th>
<th>Year 2 10/11</th>
<th>Year 3 11/12</th>
<th>Year 4 12/13</th>
<th>Year 5 13/14</th>
<th>Year Ave 14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>$882</td>
<td>$1,320</td>
<td>$1,320</td>
<td>$1,174</td>
<td>$1,174</td>
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</table>

Appendix (Additional data or exhibits)

Appendix A: A.S. Degree Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Entry:</th>
<th>Advisor:</th>
<th>Dual Major With:</th>
<th>Academic Plan Advisor:</th>
<th>Transferred From:</th>
<th>Credit Hours Transferred In:</th>
<th>Must complete 50% of degree through Helena College</th>
</tr>
</thead>
</table>

1st Semester - 15-16 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>CR</th>
<th>Pre-Requisites</th>
<th>SEM</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/ Psychological Science</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Half of Natural Science W/Lab</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program of Study 3-4 credits

2nd Semester – 16-18 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>CR</th>
<th>SEM</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Half of Natural Science W/Lab</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>CR</td>
<td>Pre - Requisites</td>
<td>SEM</td>
<td>Grade</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>----</td>
<td>-----------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester - 15-16 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Place or 095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Psych Science</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science W/Lab</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 145 or M 115</td>
<td>Lib Art or Prob</td>
<td>3</td>
<td>Place or 088</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>Place or 098</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 216</td>
<td>Intro to Stat</td>
<td>3</td>
<td>See catalog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 151 or M 171 or 172</td>
<td>Pre Calc or High</td>
<td>3</td>
<td>See catalog</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program of Study 3-4 credits

2<sup>nd</sup> Semester - 16-18 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>CR</th>
<th>Pre - Requisites</th>
<th>SEM</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT 201</td>
<td>College Writing II</td>
<td>3</td>
<td>WRIT 101</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### 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)**  

#### 3rd Semester – 13 - 18 Credits

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science or Math</td>
<td>3-4</td>
</tr>
<tr>
<td>COMX 111 Intro to Pub Speak</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>1-4</td>
</tr>
</tbody>
</table>

#### 4th Semester –12 credits

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Psych Science</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

---

- 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

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Approved July 17, 2015, 2015-2016 Catalog
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, or STAT216.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR110</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOB101</td>
<td>Discover Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOB102</td>
<td>Discover Biology Lab 1</td>
<td></td>
</tr>
<tr>
<td>BIOB160</td>
<td>Principles of Living Systems w/Lab 4</td>
<td></td>
</tr>
<tr>
<td>BIOB170</td>
<td>Principles of Biological Diversity w/Lab 4</td>
<td></td>
</tr>
<tr>
<td>BIOB260</td>
<td>Cellular and Molecular Biology w/Lab 4</td>
<td></td>
</tr>
<tr>
<td>BIOH104</td>
<td>Basic Human Biology 4</td>
<td></td>
</tr>
<tr>
<td>BIOH201</td>
<td>Human Anatomy &amp; Physiology I w/Lab 4</td>
<td></td>
</tr>
<tr>
<td>BIOH211</td>
<td>Human Anatomy &amp; Physiology II w/Lab 4</td>
<td></td>
</tr>
<tr>
<td>BIOM250</td>
<td>Microbiology for Health Sciences 3</td>
<td></td>
</tr>
<tr>
<td>BIOM251</td>
<td>Microbiology for Health Sciences Lab 1</td>
<td></td>
</tr>
<tr>
<td>CHMY121</td>
<td>Introduction to General Chemistry 3</td>
<td></td>
</tr>
<tr>
<td>CHMY122</td>
<td>Introduction to General Chemistry Lab 1</td>
<td></td>
</tr>
<tr>
<td>CHMY123</td>
<td>Intro to Organic &amp; Biochemistry 3*</td>
<td></td>
</tr>
<tr>
<td>CHMY124</td>
<td>Intro to Organic &amp; Biochemistry Lab 1</td>
<td></td>
</tr>
<tr>
<td>CHMY141</td>
<td>College Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHMY142</td>
<td>College Chemistry I Lab 1</td>
<td></td>
</tr>
<tr>
<td>CHMY143</td>
<td>College Chemistry II 3*</td>
<td></td>
</tr>
<tr>
<td>CHMY144</td>
<td>College Chemistry II Lab 1</td>
<td></td>
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<tr>
<td>CHMY221</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHMY222</td>
<td>Organic Chemistry I Lab 2</td>
<td></td>
</tr>
<tr>
<td>CHMY223</td>
<td>Organic Chemistry II 3*</td>
<td></td>
</tr>
<tr>
<td>CHMY224</td>
<td>Organic Chemistry II Lab 2</td>
<td></td>
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<tr>
<td>ENSC105</td>
<td>Environmental Science 3</td>
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<tr>
<td>ENSC140</td>
<td>Intro to Geographic Info Systems (GIS) 3</td>
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<tr>
<td>ENSC211</td>
<td>Environmental Policy and Laws 3</td>
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<tr>
<td>ENSC220</td>
<td>Surface Water Hydrology 3</td>
<td></td>
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<tr>
<td>ENSC242</td>
<td>Environmental Sampling I 3</td>
<td></td>
</tr>
<tr>
<td>ENSC245</td>
<td>Soils 3</td>
<td></td>
</tr>
<tr>
<td>ENSC270</td>
<td>Water Quality 3</td>
<td></td>
</tr>
<tr>
<td>ENSC272</td>
<td>Water Resources 3</td>
<td></td>
</tr>
<tr>
<td>ENST230</td>
<td>Nature and Society 3</td>
<td></td>
</tr>
<tr>
<td>EVSC233</td>
<td>Environment and the Economy 3</td>
<td></td>
</tr>
<tr>
<td>GEO101</td>
<td>Introduction to Physical Geology 3</td>
<td></td>
</tr>
<tr>
<td>GEO102</td>
<td>Introduction to Physical Geology Lab 1</td>
<td></td>
</tr>
<tr>
<td>GEO211</td>
<td>Earth History and Evolution 4</td>
<td></td>
</tr>
<tr>
<td>GPHY111</td>
<td>Physical Geography with Lab 4</td>
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</tr>
<tr>
<td>GPHY262</td>
<td>Spatial Sciences Tech and Applications 3</td>
<td></td>
</tr>
<tr>
<td>M115</td>
<td>Probability and Linear Mathematics 3</td>
<td></td>
</tr>
<tr>
<td>M121</td>
<td>College Algebra 3</td>
<td></td>
</tr>
<tr>
<td>STAT216</td>
<td>Probability and Linear Mathematics 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOH211</td>
<td>Human Anatomy &amp; Physiology II w/Lab 4</td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>M133</td>
<td>Geometry and Geometric Measurement for K-8 Teachers</td>
<td>3</td>
</tr>
<tr>
<td>M145</td>
<td>Mathematics for the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>M151</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M171</td>
<td>Calculus I 1</td>
<td></td>
</tr>
<tr>
<td>M172</td>
<td>Calculus II 4</td>
<td></td>
</tr>
<tr>
<td>NUTR221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PHSX103</td>
<td>Our Physical World</td>
<td>4</td>
</tr>
<tr>
<td>PHSX205</td>
<td>College Physics I 3</td>
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</tr>
<tr>
<td>PHSX206</td>
<td>College Physics I Lab 1</td>
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</tr>
<tr>
<td>PHSX207</td>
<td>College Physics II 3</td>
<td>3</td>
</tr>
<tr>
<td>PHSX208</td>
<td>College Physics II Lab 1</td>
<td></td>
</tr>
<tr>
<td>STAT216</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**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** |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>WRIT101</td>
<td>College Writing I 3</td>
<td>3</td>
</tr>
<tr>
<td>WRIT201</td>
<td>College Writing II 3</td>
<td>3</td>
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</tbody>
</table>

**C: Oral Communication (3 credits)**

**Course Number** | **Course Title**          | **Credits** |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMX111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**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** |
<table>
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<tbody>
<tr>
<td>ANTY101</td>
<td>Anthropology &amp; the Human Experience</td>
<td>3(D)</td>
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<td>ANTY250</td>
<td>Introduction to Archaeology 3</td>
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<tr>
<td>CJUS200</td>
<td>Introduction to Criminal Justice 3</td>
<td></td>
</tr>
<tr>
<td>ECNS201</td>
<td>Principles of Microeconomics 3</td>
<td></td>
</tr>
<tr>
<td>ECNS202</td>
<td>Principles of Macroeconomics 3</td>
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</tr>
<tr>
<td>ECNS203</td>
<td>Principles of Micro and Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>NASX105</td>
<td>Introduction to Native American Studies</td>
<td>3(D)</td>
</tr>
<tr>
<td>PSCI240</td>
<td>Introduction to Public Administration 3</td>
<td></td>
</tr>
<tr>
<td>PSCI260</td>
<td>State and Local Government 3</td>
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<tr>
<td>PSYX100</td>
<td>Introduction to Psychology 3</td>
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<tr>
<td>PSYX120</td>
<td>Research Methods I 3</td>
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<tr>
<td>PSYX161</td>
<td>Fund of Organizational Psychology 3</td>
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<tr>
<td>PSYX182</td>
<td>Stress Management 3</td>
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<td>PSYX230</td>
<td>Developmental Psychology 3</td>
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<tr>
<td>PSYX233</td>
<td>Fundamentals of Psychology of Aging 3</td>
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<td>PSYX240</td>
<td>Fundamentals of Abnormal Psychology 3</td>
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<td>PSYX250</td>
<td>Fundamentals of Biological Psychology 3</td>
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<td>PSYX260</td>
<td>Fundamentals of Social Psychology 3</td>
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<td>PSYX270</td>
<td>Fundamentals of Learning 3</td>
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<td>PSYX273</td>
<td>Mental Health Professional Practice 3</td>
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<td>PSYX292</td>
<td>Independent Study: Psychology 3</td>
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<td>PSYX298</td>
<td>Internship: Psychology 3</td>
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<td>PSYX299</td>
<td>Capstone: Psychology 3</td>
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<tr>
<td>SOCI101</td>
<td>Introduction to Sociology 3</td>
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<td>SOCI201</td>
<td>Social Problems 3</td>
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<td>SOCI215</td>
<td>Introduction to Sociology of the Family 3</td>
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<td>SOCI220</td>
<td>Race, Gender, and Class 3(D)</td>
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<td>SOCI235</td>
<td>Aging and Society 3</td>
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<td>SW100</td>
<td>Introduction to Social Welfare 3</td>
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<tr>
<td>SW200</td>
<td>Introduction to Social Welfare Practice 3</td>
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</tbody>
</table>

**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** |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ARTH160</td>
<td>Global Visual Culture 3</td>
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<tr>
<td>ARTZ105</td>
<td>Visual Language - Drawing 3</td>
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<tr>
<td>ARTZ106</td>
<td>Visual Language - 2-D Foundations 3</td>
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<td>ARTZ221</td>
<td>Painting I 3</td>
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<tr>
<td>COMM132</td>
<td>Interpersonal Communication 1</td>
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<td>COMM133</td>
<td>Small Group Communication 1</td>
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<tr>
<td>COMX250</td>
<td>Introduction to Public Relations 3</td>
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<tr>
<td>CRWR212</td>
<td>Introduction to Nonfiction Workshop 3</td>
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<tr>
<td>CRWR240</td>
<td>Introduction to Creative Writing Workshop 3</td>
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<td>FRCH101</td>
<td>Elementary French I 4(D)</td>
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<td>Elementary French II 4</td>
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<td>HONR121</td>
<td>Ways of Knowing 3(D)</td>
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<td>HSTA101</td>
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<tr>
<td>HSTA102</td>
<td>American History 2 3</td>
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<tr>
<td>HSTA160</td>
<td>Introduction to the American West 3</td>
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<tr>
<td>HSTA215</td>
<td>Post-WW II America 3</td>
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</table>
HSTA 255 Montana History 3
IDSN 101 Introduction to Interior Design 3
LIT 110 Introduction to Literature 3
LIT 211 American Literature II 3 (D)
LIT 212 American Literature Survey 3
LIT 213 Montana Literature 3
LIT 223 British Literature I 3
LIT 224 British Literature II 3
LIT 227 Introduction to Shakespeare 3
LIT 228 Introduction to Irish Literature 3 (D)
LIT 230 World Literature Survey 3 (D)
LIT 250 The Novel 3
LIT 291 Special Topics Variable 3
MUSI 101 Enjoyment of Music 3
PHL 110 Problems of Good and Evil 3
PHL 215 Introduction to Consciousness Studies 3
PSCI 210 Introduction to American Government 3
SPNS 101 Elementary Spanish I 4 (D)
SPNS 102 Elementary Spanish II 4 (D)
THTR 101 Introduction to Theater 3
THTR 120 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 Bachelor of Science in Computer Science at Carroll College (beginning on page 119).

Programming Option - REQUIRED

CSCI 100 Introduction to Programming 3
CSCI 110 Programming with Java I 4
CSCI 111 Programming with Java II 4
CSCI 240 Databases and SQL 3

Choose THREE of the following courses:

CSCI 206 .NET Applications 4
CSCI 221 Systems Analysis and Design 4
CSCI 245 Modern Database Systems 3
CSCI 257 Web Services 3

Network Administration Option - REQUIRED

CSCI 100 Introduction to Programming 3
ITS 212 Network Operating System-Server Admin 4
ITS 224 Introduction to Linux 3
ITS 280 Computer Repair and Maintenance 4
NTS 104 CCNA 1: Introduction to Networks 4

Choose TWO of the following courses:

CSCI 240 Databases and SQL 3
NTS 105 CCNA 2: Routing and Switching Essentials 3
NTS 204 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 UM - 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.

C: Oral Communication (3 credits)

Course
Number | Course Title | Credits
--- | --- | ---
WRIT101 | College Writing I | 3
WRIT201 | College Writing II | 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)
NASX105 | Introduction to Native American Studies | 3(D)
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.
Choose two of the following:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTZ105</td>
<td>Visual Language - Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTZ106</td>
<td>Visual Language - 2-D Foundations</td>
<td>3</td>
</tr>
<tr>
<td>HSTA101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HSTA102</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>LIT110</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSI101</td>
<td>Enjoyment of Music</td>
<td>3</td>
</tr>
<tr>
<td>PHL110</td>
<td>Problems of Good and Evil</td>
<td>3</td>
</tr>
<tr>
<td>THTR101</td>
<td>Introduction to Theater</td>
<td>3</td>
</tr>
<tr>
<td>THTR120</td>
<td>Introduction to Acting</td>
<td>3</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHMY143</td>
<td>College Chemistry II</td>
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<tr>
<td>CHMY144</td>
<td>College Chemistry II Lab</td>
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</table>

Total General Education Requirements (Minimum) 36

**III. PROGRAM OF STUDY (29+ CREDITS)**

Required Courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOH201</td>
<td>Human Anatomy &amp; Physiology I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOH211</td>
<td>Human Anatomy &amp; Physiology II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOB260</td>
<td>Cell and Molecular Biology w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHMY221</td>
<td>Organic Chemistry I</td>
<td>3</td>
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<td>CHMY222</td>
<td>Organic Chemistry I Lab</td>
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<tr>
<td>CHMY223</td>
<td>Organic Chemistry II</td>
<td>3</td>
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<td>CHMY224</td>
<td>Organic Chemistry II Lab</td>
<td>2</td>
</tr>
<tr>
<td>ECNS201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PHSX205</td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHSX206</td>
<td>College Physics I Lab</td>
<td>1</td>
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</tbody>
</table>

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.
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, 2/5 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
ENSC222
ENSC242
ENSC245
ENSC270
ENSC272
ENST230
EVSC233
GEO101
GEO102
GEO211
GPHY111
GPHY262
M115
M121
M133
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
Introduction to General Chemistry 3
Introduction to General Chemistry Lab 1
Intro to Organic & Biochemistry 3*
Intro to Organic & Biochemistry Lab 1
College Chemistry 1 3
College Chemistry I Lab 1
College Chemistry II 3
College Chemistry II Lab 1
Organic Chemistry 1 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 1 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
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 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 Workshop 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.
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
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:

<table>
<thead>
<tr>
<th>Compass</th>
<th>ACT</th>
<th>SAT</th>
<th>HC placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 25</td>
<td>≤ 14</td>
<td>≤ 199</td>
<td>WRIT 080</td>
</tr>
<tr>
<td>26 – 89</td>
<td>13-17</td>
<td>200-439</td>
<td>WRIT 095</td>
</tr>
<tr>
<td>90 – 99</td>
<td>&gt; 18</td>
<td>&gt; 440</td>
<td>WRIT 121T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WRIT 101</td>
</tr>
</tbody>
</table>

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.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>Ryan</td>
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<td>Timothy</td>
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<td>Dakota</td>
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<td>Colton</td>
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<tr>
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<tr>
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<td>Connor</td>
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<td>Cameron</td>
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<td>Tess</td>
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<td>Katrina</td>
<td>6.00</td>
</tr>
<tr>
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<td>Maggie</td>
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<td>Joe</td>
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<td>Mallory</td>
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<td>Tashina</td>
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<td>David</td>
<td>6.67</td>
</tr>
</tbody>
</table>

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.