

INTRODUCTION:

The Helena College IDEA committee (formerly SPAA) has identified three core themes central to mission fulfillment. Within each of these core themes, the committee defined measurable indicators of achievement as a means of operationalizing these themes in the work of the institution. These indicators were used to develop the Key Performance Indicators (KPI) for the strategic enrollment planning process.

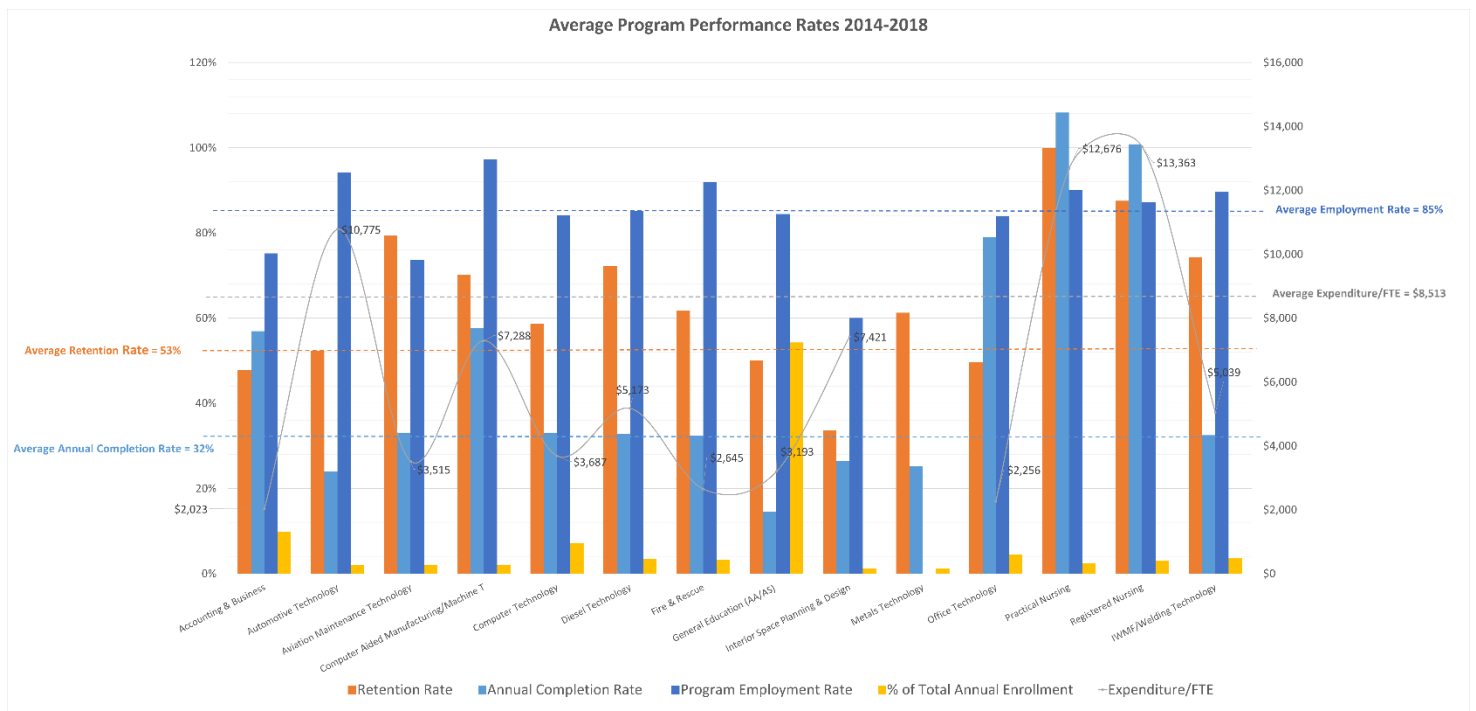
For the Retention, Progression, and Completion work group the following indicators were used as KPI:

- 1.1.3 – Retention defined as percentage of first-time freshmen and new transfer students returning for a second year of enrollment
- 1.2.1 – Completion of gateway math and writing courses defined as percentage of first-time entering students completing college-level math and writing within 3 semesters
- 1.2.3 – Completion of certificate and degree programs defined as number of degrees and certificates completed annually, and percentage of entering students that graduate in three years or 150% time.
- 1.2.4 – Transfer defined as percentage of entering AA/AS students transferring to four-year institutions within three years

RETENTION:

Program:

There is a wide range in retention by academic program at Helena College, as demonstrated in the chart below. The overall fall-to-fall 5-year average retention rate is 53%. As can be seen in the chart below, an opportunity exists to learn from the practices of the programs with above average retention rates in order to make recommendations for improving others.



Factoring in percentage of total enrollment is an important consideration when determining priorities for action. The table below highlights the areas of opportunity for maximum gain for Helena College. The programs highlighted in yellow below indicate those with the highest number of students, and therefore, the programs in which the biggest impact will be made by improving retention rates. Additionally, the Programs and Services workgroup looked at state job projections and the three workforce programs included here; Accounting and Business, Computer Technology, and Office Technology, are among those with job growth potential as well. This provides further evidence of the importance of focusing retention efforts on these programs.

2013-2018 Helena College Program Profile		(Metrics are 5 year average)				
Program	Annual Headcount Enrollment	% of Total Annual Enrollment	Annual FTE Enrollment	Enrollment Trend	Retention Rate	
Accounting & Business	119	9.8%	63	-32%	48%	
Aviation Maintenance Technology	26	2.1%	29	17%	79%	
Computer Aided Manufacturing/Machine T	26	2.1%	26	5%	70%	
Computer Technology	88	7.2%	56	-34%	59%	
Diesel Technology	43	3.5%	41	-41%	72%	
Fire & Rescue	38	3.2%	34	-29%	62%	
General Education (AA/AS)	660	54.3%	341	-12%	50%	
Interior Space Planning & Design	15	1.2%	9	115%	34%	
Metals Technology	15	1.2%	14	0%	61%	
Office Technology	54	4.5%	29	-60%	50%	
Practical Nursing	29	2.4%	22	-88%	100%	
Registered Nursing	36	3.0%	24	243%	88%	
IWMF/Welding Technology	43	3.6%	41	-22%	74%	
Total:	1216	98%	780	-17.8%	53%	

Of these four programs, the most recent retention rates show increasing trends for:

AAS in Computer Technology – 56.3% for 2017 to 2018 year (5-year average 55.2%)

Office Technology – 50% for the 2017 to 2018 year (5-year average 47%)

AA/AS – 50.3% for 2017 to 2018 year (5-year average 48.3%)

This trend is promising as general education students make up over half of all students at Helena College; 66% of all students including the other two programs. Much work has been done over the past two years to develop academic pathways to improve the retention, transfer, and completion rates of general education students.

There is currently a Montana University System initiative underway to create common pathways for the most common transfer programs in the state.

The program with a small decrease is AAS in Accounting and Business – 45.5% for 2017 to 2018 year (5-year average 45.9%)

Student Characteristics:

For the five-year period 2013-2018, the average retention (fall-to-fall) for full-time students is 57.8% and is 45.1% for part-time students.

Average retention of students in certain special populations is higher than the overall average. TRIO (57.9%), Non-traditional age (58%), and Veteran students (59.9%) all outperform the overall retention.

The fall 2018 age profile for Helena College is 42% traditional students (age 18 to 24) and 58% nontraditional students (25 and over). Ironically, the current profile mirrors fall 2008 which is exactly 10 years ago. Fall-to-fall

retention has remained steady for most age groups except those age 25-29 with a 5.5% increase (53.6 to 59.1) and age 30-39 with a 8.1% decline (66.7 to 58.6%). For fall 2018, 18-24 is 38% of total headcount, while 25+ is 27%. If you factor out dual-enrollment students, then traditional age students account for 54% of the population while non-trads are 46%. So it does not mirror fall 2008 which was 49% trad and 37% non trad.

Transfer:

When considering the MUS Performance Based Funding measures, students who transfer to another unit of the university system are considered retained. This is an important consideration for Helena College as we continue to see an increase in students with transfer as a goal. The chart below provides detail on the PBF measure of retention, including this transfer information.

	2008-2009 1 st to 2 nd Year Retention	2009-2010 1 st to 2 nd Year Retention	2010-2011 1 st to 2 nd Year Retention	2011-2012 1 st to 2 nd Year Retention	2012-2013 1 st to 2 nd Year Retention	2013-2014 1 st to 2 nd Year Retention	2014-2015 1 st to 2 nd Year Retention	2015-2016 1 st to 2 nd Year Retention	2016-2017 1 st to 2 nd Year Retention	2017-2018 1 st to 2 nd Year Retention	5 Year Ave
Helena College (IPEDS)	57% FT 44% PT	59% FT 36% PT	61% FT 48% PT	55% FT 52% PT	53% FT 39% PT	59% FT 35% PT	50% FT 41% PT	53% FT 40% PT	60% FT 43% PT	56% FT 34% PT	56% FT 39% PT
Helena College Entering Students*	56% FT 49% PT	58% FT 39% PT	61% FT 52% PT	60% FT 57% PT	54% FT 45% PT	61% FT 39% PT	53% FT 50% PT	61% FT 50% PT	60% FT 44% PT	59% FT 47% PT	59% FT 46% PT
Helena College MUS-PBF**	63% 64% UR	60% 61% UR	65% 65% UR	63% 66% UR	58% 64% UR	60% 59% UR	58% 58% UR	57% 54% UR	60% 62% UR	Pending	59% 59% UR
MUS 2 Yr (IPEDS)***	60% FT 40% PT (n=5)	55% FT 42% PT (n=5)	55% FT 39% PT (n=5)	52% FT 28% PT (n=5)	54% FT 45% PT (n=5)	58% FT 50% PT (n=5)	54% FT 52% PT (n=5)	53% FT 45% PT (n=5)	55% FT 48% PT (n=5)	Pending	54% FT 48% PT
ACT Annual Survey Public 2 Yr****	56% (n=806)	55% (n=792)	55% (n=772)	55% (n=728)	55% (n=647)	55% (n=673)	56% (n=696)	57% (n=713)	Pending	Pending	56%
NCES (All Title IV 2 Yr Public)	59% FT 39% PT	60% FT 43% PT	58% FT 43% PT	58% FT 42% PT	59% FT 42% PT	60% FT 43% PT	60% FT 44% PT	61% FT 44% PT	62% FT 45% PT	Pending	60% FT 44% PT

The table below shows the most common post-transfer majors and disciplines for MUS undergraduate students who transferred into an MUS 4-year (from a 2- or 4-year) in AY 2017-2018. Nursing or pre-nursing top the list, followed by various business programs, education, psychology, social work, and computer science.

DISCIPLINE	COUNT	% of Total	Running Sum
Health Professions and Related Clinical Sciences	160	15.7%	15.7%
Business, Management, Marketing, and Related Support Services	155	15.2%	31.0%
Liberal Arts and Sciences, General Studies and Humanities	134	13.2%	44.1%
Education	107	10.5%	54.7%
Engineering	65	6.4%	61.1%
Biological and Biomedical Sciences	51	5.0%	66.1%
Psychology	34	3.3%	69.4%
Visual and Performing Arts	32	3.1%	72.6%
Computer and Information Sciences and Support Services	31	3.0%	75.6%
Public Administration and Social Service Professions	30	2.9%	78.6%

Social Sciences	26	2.6%	81.1%
Natural Resources and Conservation	24	2.4%	83.5%
Security and Protective Services	18	1.8%	85.3%
Family and Consumer Sciences/Human Sciences	17	1.7%	86.9%
Engineering Technologies/Technicians	16	1.6%	88.5%
Communication, Journalism, and Related Programs	14	1.4%	89.9%
Parks, Recreation, Leisure, and Fitness Studies	14	1.4%	91.2%
Multi/Interdisciplinary Studies	13	1.3%	92.5%
Physical Sciences	13	1.3%	93.8%
DISCIPLINE UNKNOWN	11	1.1%	94.9%
English Language and Literature/Letters	11	1.1%	96.0%
Mathematics and Statistics	9	0.9%	96.9%
Precision Production	7	0.7%	97.5%
History	6	0.6%	98.1%
Agriculture, Agriculture Operations, and Related Sciences	5	0.5%	98.6%
Mechanic and Repair Technologies/Technicians	4	0.4%	99.0%
Transportation and Materials Moving	4	0.4%	99.4%
Architecture and Related Services	3	0.3%	99.7%
Philosophy and Religious Studies	2	0.2%	99.9%
Construction Trades	1	0.1%	100.0%

Data Considerations:

It is important to note that retention rates by program are tracked according to the initial declaration by the student. This means that the program listed by the student upon entry into Helena College is the program that receives the retention credit throughout the student's college career. Even if a student changes their program of study, their continuing enrollment at Helena College is credited to their initial chosen program. By the same token, if a student changes programs and leaves Helena College, the retention loss is marked against their initial program of study, not their last program of study.

It would be wise to look further into the AS enrollment and retention data. Because Helena College's Nursing Program has a positive reputation in the community, we should look at the number of students that initially declare AS Pre-nursing as their intended degree. Because of program constraints, many students do not gain acceptance into the ASRN program. Do these students continue at Helena College in pursuit of a different degree or do they leave entirely? The answers to this question may inform our efforts in increasing retention among the AS population.

SENSE and CCSSE Survey Data

In addition to the quantitative retention data, the workgroup also considered the importance of understanding the student experience. The College has been administering both the SENSE and the CCSSE surveys for several cycles, and there are rich data to be analyzed detailing student perceptions. As an institution, the 2016 SENSE is the only iteration of either survey that has been reviewed in depth. These are data sources that have not been utilized enough to understand the student experience. We recommend a subgroup be formed out of this committee to examine and analyze the results of all of these surveys as a way to continue this work.

Information gathered will help us understand student use of services and student engagement, particularly trends from 2011, 2013 and 2016. The college will be administering the 2019 CCSSE survey in March of this year, which will allow for us to have four cycles to review and evaluate.

SWOT Analysis Retention

From this data, the follow SWOT analysis was created.

	Findings	Data	Comments
Strengths	The overall fall-to-fall 5-year retention rate is 53%.	HC Retention History 2007-18	This is an opportunity as well – there is room for overall improvement as well as improvement in specific programs.
	According to Performance Based Funding (PBF) measures, students who transfer are considered retained. We continue to see an increase in students with transfer as a goal.	Comparative Retention Rates 2008-18	
	Three of the four programs with opportunity for maximum gain have increasing retention trends: AAS in Computer Technology – 56.3% in 2018, 5-year average of 55.2% Office Technology – 50% in 2018, 5-year average 47% AA/AS – 50.3% in 2018, 5-year average 48.3%	HC Academic Program Profile 2013-2018	These trends are promising as general education makes up over half of all students and with the other two programs makes up 66% of all students.
	Much work has been done over the past two years to develop academic pathways to improve retention, transfer and completion rates of general education.		Continue developing academic pathways to improve transfer, completion, and scheduling efficiencies.
	Average retention of students in certain special populations is higher than the overall average: TRIO, 57.9%, Non-traditional age, 58%, and Veteran students, 59.9%	HC Retention History 2007-18	See opportunity below to use services for special populations as a model.

	HC IPEDS shows our fulltime retention at 56% as compared to MUS 2Yr IPEDS at 54%.	Comparative retention rates 2008-18.	
	With non-traditional students (25+) making up 58 % of student enrollment, their 5-year average retention rate is 57.3%.		
Weaknesses	Accounting & Business, with an opportunity for maximum gain due to enrollment number, has a retention rate of 45.5%, a decrease over the 5-year average of 45.9%.	HC Academic Program Profile 2013-2018 HC Retention History 2007-18	A&B's importance is shown by its ranking as one of the top three of the most common post-transfer majors and by job projections in this area.
	Nursing or pre-nursing top the list of most common post-transfer majors and disciplines, yet we do not have space to grow this program.		
	Retention rates by program are tracked by initial declaration by the student. If they change programs or leave the college, this can lead to skewed retention data.		This is a special concern in regard to the HC Nursing Program. If they don't gain acceptance into the ASRN program, do they pursue another degree or leave entirely.
	HC IPEDS shows our part-time retention at 39% as compared to MUS 2Yr IPEDS at 48%.		Suggest development of momentum year programing beginning at orientation.
	With traditional students (18-24) making up 42% of student enrollment, their 5-year average retention rate is 49.6%	HC Retention History 2007-18	Although this rate did go up in 2018 to 52.6%, it is still below the overall 53%.
Opportunities	Learn from the practices of the programs with above average retention rates to make recommendations for improvement.		Use services offered to special populations as a model for defining overall student support structure by integrating academic and support services.
	There is currently a Montana University System initiative underway to create common pathways for the most common transfer programs in the state.		
	The three workforce programs included in opportunity for maximum gain – A&B, CT, OT – have strong job projections as well.	HC Academic Program Profile Projections 2017-2027	Opportunity for employment.

Threats	Fewer students in the pool to retain.		
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PROGRESSION:

Data from the Montana University System Performance Funding webpage was used in the analysis, unless otherwise noted. For comparison purposes, Helena College was compared to the other 2-year colleges in the Montana University System: City College, Gallatin College, Great Falls College, Highlands College and Missoula College.

Remedial Success: The number of first-time freshmen enrolling in at least one remedial Writing or Math course during their first academic year and continuing on to complete a college level Writing or Math course within two academic years from any campus within MUS.

Mathematics:

Helena College continues to rank first in remedial success for mathematics when compared to the other 2-year institutions in the MUS. In our data analysis of remedial success, we looked at the 5-year cohort data from Fall 2011 to Fall 2015 and the 3-year cohort data from Fall 2013 to Fall 2015. The 5-year average for remedial success in mathematics at Helena College was 42%, 10 percentage points higher than the next closest 2-year college, City College. Comparing the 5-year average to the 3-year average, Helena College continued to rank 1st in mathematics and also improved its remedial success percentage to 47%.

Beginning with the Fall 2012 cohort, Helena College has experienced increases in remedial success of at least 5% annually. Both the high-ranking success of our remedial students and the improvement in percent completion is evidence that our efforts to streamline the developmental coursework at Helena College has been successful.

Remedial Success - Mathematics at Helena College			
5-Year Average		3-Year Average	
Fall 2011 - 2015		Fall 2013-2015	
HC	42%	HC	47%
City	32%	Gallatin	40%
Gallatin	30%	City	33%
Missoula	30%	Highlands	33%
GF	26%	Missoula	30%
Highlands	26%	GF	27%

Remedial Success - Mathematics at Helena College	
Fall 2011	37%
Fall 2012	35%
Fall 2013	40%
Fall 2014	45%
Fall 2015	51%

Beginning with the Fall 2015 cohort, Helena College initiated Complete College America's Math Pathways Initiative, which included measures to increase the number of remedial students that complete their gateway mathematics course within the first two years. At Helena College the prerequisites for M105 Contemporary Math and M115 Probability and Linear Mathematics were reduced to the equivalent of Introductory Algebra. This reduced prerequisite allowed more students to enroll in gateway math classes earlier in their college career. Another tenet of the Math Pathways Initiative was to direct students towards mathematics courses that were more appropriately aligned with their programs of study. This meant a first-semester advising shift away from College Algebra to courses such as M105 and M115. To aid in this effort, M145 Math for Liberal Arts was renamed statewide to M105 Contemporary Math, which allowed for ease of transferability and possibly a more attractive course for the non-STEM student. Enrollment data for M105, M115 and M121 College Algebra shows a shift towards math courses that are more relevant to the student.

Enrollment Helena College			
	M105	M115	M121
AY 13-14	6	39	278
AY 14-15	16	21	160
AY 15-16	24	54	174
AY 16-17	65	47	158
AY 17-18	64	42	144

Data from Helena College Developmental Education Completion Report

The fall of 2016 saw the implementation of Complete College America's Co-Requisite Initiative which provided just-in-time support for students while enrolled in their gateway math course. Helena College initiated co-requisite support for M105 Contemporary Math in which all students, regardless of placement, could enroll in the course. Those students needing remediation would also enroll in M005 Co-Requisite Support for M105. The co-requisite support has allowed many students to complete their gateway math course not just in the first 2 years as requested by MUS, but in the first semester. 3-Year average completion rates from Fall 2015 to Spring 2018 showed that students enrolling in M105 passed at a rate of 92% as compared to pass rates in M121 which ranged from 66.4% to 84.9%, depending on mode of delivery.

Writing:

In writing, Helena College continues to rank high when compared to other 2-year colleges in the MUS. The 5-year average at Helena College was 54%, 10 percentage points higher than the next closest 2-year college, Highland College. Comparison of the 5-year average to the 3-year average shows an increase of 3 percentage points, while maintaining our ranking among other comparison colleges.

Remedial Success - Writing at Helena College			
5-Year Average		3-Year Average	
Fall 2011 - 2015		Fall 2013-2015	
Gallatin	67%	Gallatin	67%
HC	54%	HC	57%
Highlands	44%	Highlands	47%
Missoula	40%	GF	40%
City	38%	City	37%
GF	38%	Missoula	37%

Mathematics and Writing at Helena College:

At Helena College, we track gateway success for all students, not just those that require remediation. We also set the bar higher than the MUS and track completion of the gateway courses within the first 3 semesters. Our success rates from Fall 2014 to Fall 2016 in this area has improved overall in mathematics and has remained constant overall in writing.

Gateway Course Completion 3 Semesters		
	Math	Writing
Fall 2014	40%	41%
Fall 2015	35%	39%
Fall 2016	45%	41%
3 Year Average	40%	40%

Data from Helena College Completion History Report

SWOT Analysis Remedial Success

	Findings	Data	Further Considerations
Strengths	Helena College ranks first among MUS 2-year colleges in remedial success in mathematics	MUS Performance Funding	With a 5-year average success rate of 42% and a 3-year average of 47% there is still room for improvement
	Remedial success in mathematics at HC has increased by at least 5% annually since fall 2012	MUS Performance Funding	Need to look at those that do not complete gateway math within 2 years for commonalities
	Math Pathways initiated in fall 2015 allowed more students into gateway math earlier in their college career by reducing prerequisites.	HC Developmental Education Completion Report	Must ensure communication between math department and first semester advisors
	Success rate for M105 which offers co-requisite support is higher than in M121 in which students must complete prerequisite coursework	HC Developmental Education Completion Report	Co-requisite support will be offered for all 3 gateway math courses by fall 2019
	Enrollment in M105 and M115 has increased while enrollment in M121 has decreased since AY13-14, indicating students are taking math courses more relevant to their program of study	HC Developmental Education Completion Report	Continue to adjust scheduling/staffing to reflect change in student enrollment
	Helena College ranks second among MUS 2-year colleges in remedial success in writing	MUS Performance Funding	With a 5-year average success rate of 54% and a 3-year average of 57% there is still room for improvement
	Gateway success for fall 2014 to fall 2016 for all students at HC has improved overall for mathematics and has remained constant for writing	HC Completion History Report	As we increase the co-requisite opportunities in mathematics, need to watch overall success rate.
	Weaknesses	While HC ranks at or near the top of remedial success among 2-year colleges, there is still room for improvement	MUS Performance Funding
Opportunities	Will be offering co-requisite support for M121 spring 2019 and for M115 fall 2019	HC Gen Ed program plan for mathematics	Will need to track success rates in gateway classes

	Will discontinue M080, M092 and M093 standalone classes starting fall 2019. Students who test into remedial courses will have opportunity to take combined or co-requisite courses to allow enrollment in gateway math earlier in their college career.	HC Gen Ed program plan for mathematics	Will need to track success rates in combination and co-requisite courses
Threats	SEP Programs & Services: Excellence and Innovation workgroup reported on the need for more online courses, which may or may not work well for the co-requisite support lab in math	Programs & Services: Excellence and Innovation workgroup situational analysis	Will look at other institutions' online co-requisite lab models (MSUB)

Credit Accumulation: First-time, full-time students completing 24 or more credit hours within their first academic year AND first-time, part-time students completing 12 or more credit hours within their first academic year. Identification of full and part-time students is limited by tracking mechanisms. Students are classified by their first semester enrollment status throughout their time at the college, even if that status changes.

According to the Montana University System data for Performance Funding, the 5-year average for credit accumulation for Helena College full time students was 56%, second only to Gallatin College by 6 percentage points. The 5-year average for part time Helena College students was 42%, third place behind Highlands College and Gallatin College. The 3-year average showed a 1% increase in credit accumulation success at Helena College to 57% for full time and 43% for part time.

Credit Accumulation			
5 Year Average, Fall 2012-16			
	FT 24 cr		PT 12 cr
Gallatin	62%	Highlands	50%
HC	56%	Gallatin	46%
Highlands	56%	HC	42%
GF	42%	GF	42%
City	40%	City	32%
Missoula	30%	Missoula	30%

Credit Accumulation			
3 Year Average, Fall 2012-16			
	FT 24 cr		PT 12 cr
Gallatin	67%	Gallatin	57%
Highlands	60%	Highlands	47%
HC	57%	HC	43%
City	43%	GF	43%
GF	43%	City	37%
Missoula	33%	Missoula	30%

A consideration when comparing credit accumulation data is the type of 2-year college used in the comparison. 2-year colleges that are embedded within a 4-year campus might have a different demographic of student than 2-year colleges that are stand-alone. The colleges that scored higher than Helena College for credit accumulation were Gallatin College and Highlands College, both embedded in 4-year institutions. Great Falls College is the only other stand-alone 2-year college in the MUS and we had greater credit accumulation success

by 14% for full time students (both 5-year and 3-year averages) and equivalent success for part time students (both 5-year and 3-year averages).

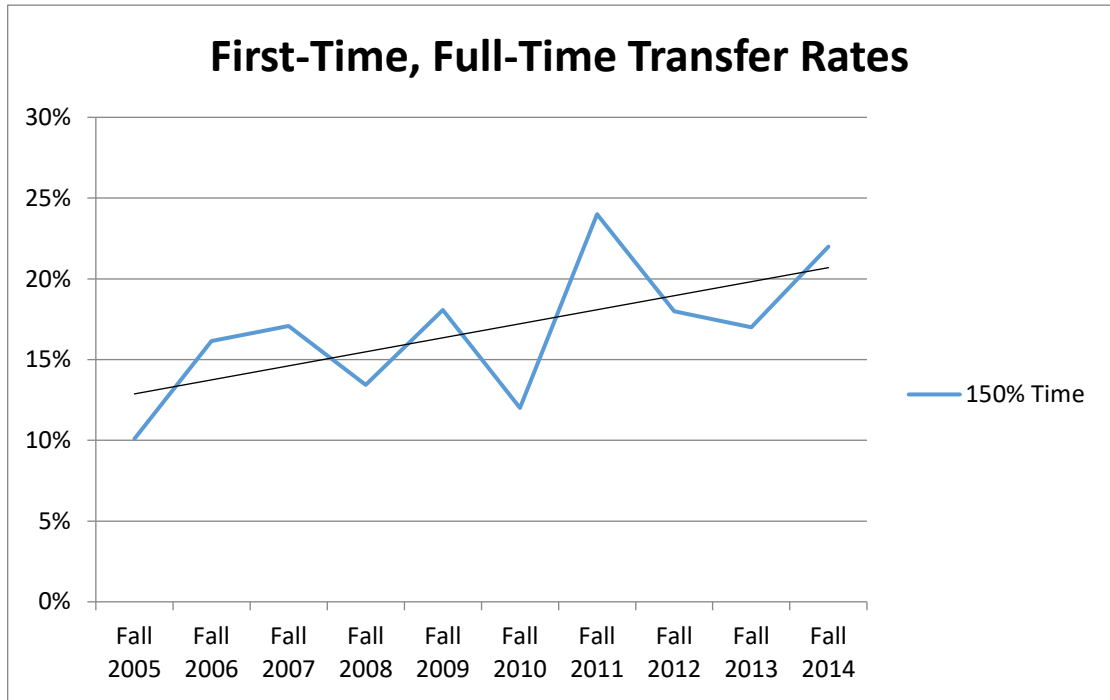
Using information gathered on the DFWI report would provide an opportunity for the college to look for trends in courses that may be impacting credit accumulation. This information could be used to provide extra support mechanisms for those courses with the highest DFWI rates.

SWOT Analysis Credit Accumulation

	Findings	Data	Further Considerations
Strengths	The 5-year average credit accumulation data shows Helena College ranks second among MUS 2-year colleges for full time and third for part time The 3-year average credit accumulation ranks HC as third in both categories	MUS Performance Funding	HC credit accumulation is around 57% for full time and 43% for part time Need to look at full time rate in particular for commonalities (ie types of courses, modality)
	Comparison of 5-year to 3-year credit accumulation for HC showed an increase for both full and part time	MUS Performance Funding	Need to explore what caused the increase (ie course enrollments, modalities)
Weaknesses	While HC ranks in the top half of the MUS 2-year colleges in credit accumulation, the percentages are around 57% and 43% for full and part time	MUS Performance Funding	Need to look at data that identifies high DFW courses and determine if there are particular courses of interest
Opportunities	General Education division has drafted AA and AS degree sheets for academic (undecided) and MUS transfer pathways	HC Gen Ed program plan	Will need to implement degree sheets and track effect, if any, on credit accumulation
	Have successful support measures in place at HC (ie TRIO, co-requisite) which could be applied to high DFW courses	RPC Situational Analysis	Track effect of support measures on credit accumulation, retention and completion
Threats	5-year to 3-year increase was 1%, which is minimal.	MUS Performance Funding	Need to explore credit accumulation from several angles including advising, financial aid, supplemental support, etc.

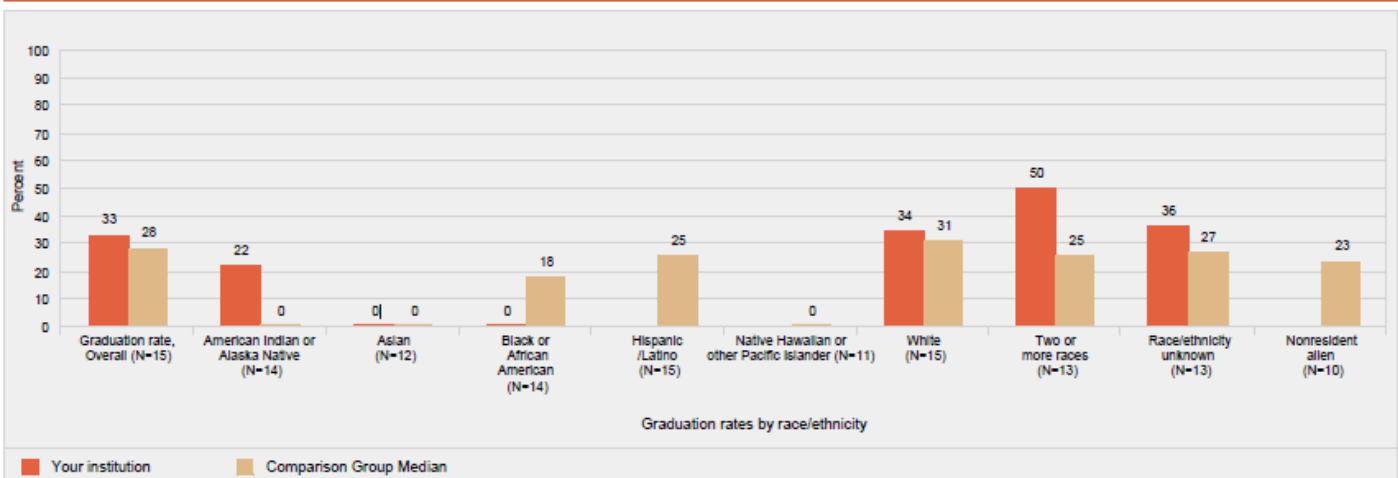
Transfer:

An important part of mission fulfillment for Helena College is preparing students for transfer to a 4-year institution for bachelor’s degree completion. The chart below documents both the rate for each of the past 10-years as well as the trend line. It is encouraging to see the trending up of transfer rates.



COMPLETION:

Overall, Helena College completion rates are higher than that of peers used for IPEDS reporting purposes – 33% as compared with 28% for peer institutions (as reported for the 2013 cohort). The benefit of using IPEDS data is the ability to make comparisons to peer institutions. The limitation, however, is the calculation is based only on those students who are entering as a first-time, full-time students.



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Graduation Rates component.

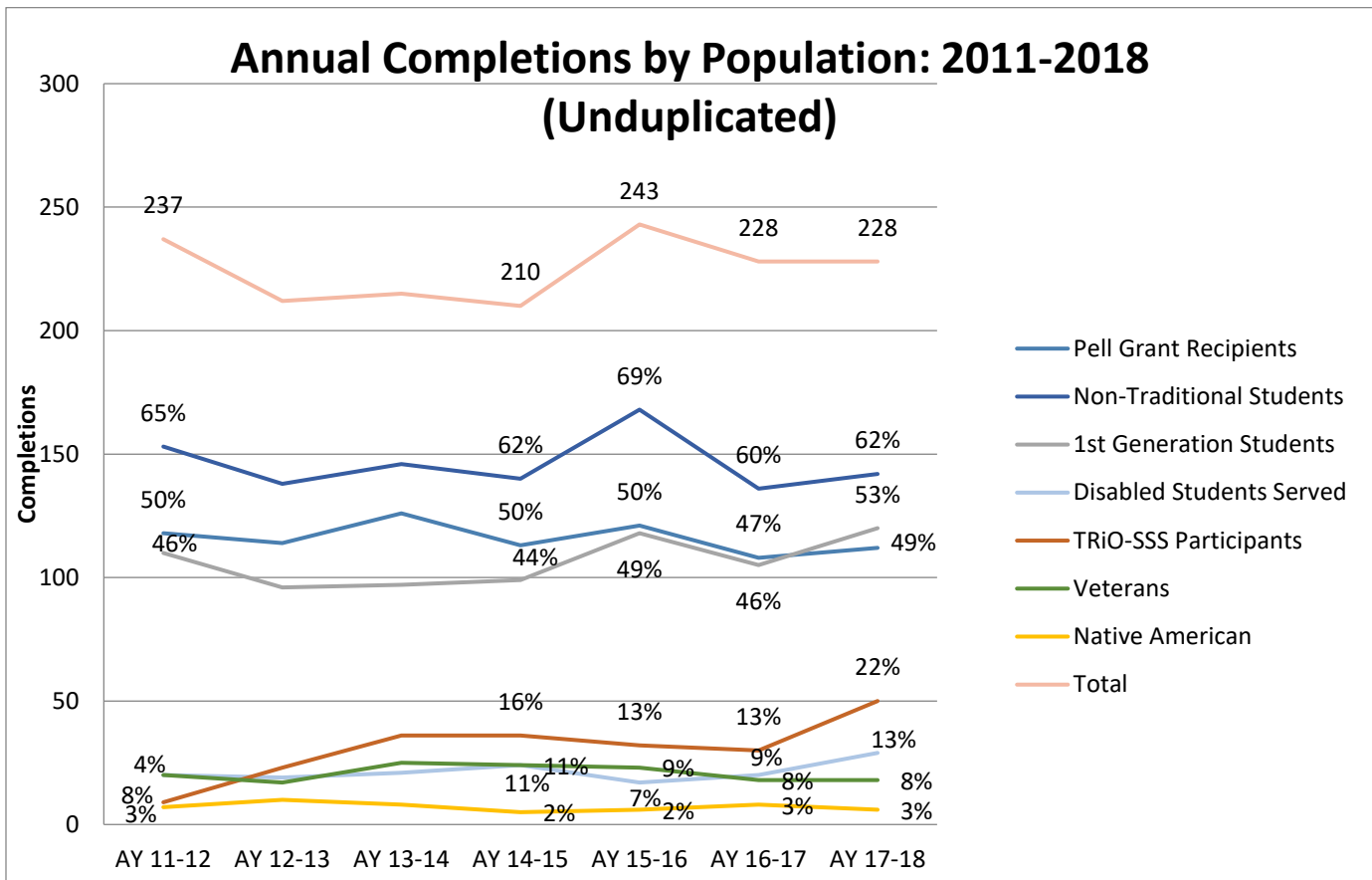
Student Characteristics

Completion for students over age 24 is above national average – 52.63% as compared to 36% nationally. In addition, a positive is the percentage of those students who complete a degree with Helena College – 46.51% as compared to national average of 30%.

For those students who are younger than 24, completion is an area for improvement. Of the 41% of these students who complete a degree within six years, only 28% do so with Helena College. This creates an area of opportunity for improvement.

Completion rates for part-time students are exceptionally low, only 16.25% graduation within 6-years, as compared to 20.31% two-year college benchmark.

The chart below shows trends for students by characteristics.



Program Type

The number of CAS degrees awarded in the 2017-2018 year was the highest since the peak enrollment for the college during the recession, and more than double the previous year.

AS and AA degrees have also increased over the past year.

On the flip side, the number of AAS degrees awarded declined dramatically in this year.

Annual Completions by Degree Level (Unduplicated)										
	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
Certificate of Applied Science	47	39	27	20	19	23	12	21	14	30
Professional Certificate	0	0	0	0	1	1	1	1	2	2
Advanced Certificate	0	0	0	0	2	0	0	0	1	4
Associate of Applied Science	92	109	132	165	142	141	150	149	133	79
Associate of Science	16	17	18	27	26	30	30	46	47	79
Associate of Arts	13	23	18	25	22	20	17	26	31	34
Total	168	188	195	237	212	215	210	243	228	228

The below chart shows the 150% time graduation rates, by academic program.

Cohort 150% Graduation Rates by Program *										
Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Accounting AAS	20%	21%	16%	0%	32%	25%	33%	6%	42%	18%
Associate of Art AA	14%	12%	18%	9%	20%	10%	9%	12%	21%	15%
Associate of Science AS	41%	24%	30%	40%	10%	22%	26%	26%	32%	22%
Automotive Technology AAS	56%	33%	43%	50%	21%	47%	8%	18%	30%	12%
Aviation Maintenance AAS	40%	38%	57%	67%	56%	77%	57%	53%	40%	80%
Bookkeeping CAS	0%	N/A	100%	100%	0%	20%	25%	N/A	100%	50%
Carpentry CAS	67%	50%	50%	0%	50%	50%	0%	N/A	0%	N/A
Computer Aided Manufacturing AAS	N/A	N/A	N/A	100%	100%	67%	33%	60%	67%	91%
Computer Skills Specialist CAS	N/A	N/A	N/A	N/A	0%		0%	100%	0%	0%
Computer Technology-No Emphasis AAS	38%	31%	23%	33%	28%	20%	28%	8%	0%	0%
Computer Technology-Network AAS	0%	40%	0%	20%	67%	0%	15%	30%	86%	33%
Computer Technology-Programming AAS	14%	25%	0%	50%	13%	N/A	0%	40%	13%	15%
Computer Technology-Webmaster AAS	0%	67%	33%	33%	0%	0%	0%	0%	33%	0%
Computer Technology Assistant CAS	N/A	0%	N/A	N/A	0%	N/A	100%	0%	N/A	N/A
Construction Technology AAS	45%	32%	38%	38%	60%	17%	0%	40%	33%	N/A
Diesel Technology AAS	63%	65%	75%	77%	68%	55%	77%	93%	56%	50%
Electronics Technology AAS	100%	100%	0%	50%	N/A	N/A	N/A	N/A	N/A	N/A
Environmental Design Advanced Certificate AC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fire & Rescue AAS	64%	54%	50%	42%	66%	27%	58%	63%	68%	24%
Geoscience PROCER	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25%	50%	N/A
Interior Space Planning & Design CAS	N/A	N/A	N/A	0%	14%	25%	0%	N/A	0%	N/A
Legal Administrative Specialist AAS	N/A	N/A	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A
Legal Support Specialist CAS	0%	100%	N/A	N/A	67%	0%	25%	100%	0%	50%
Machine Tool CAS	N/A	100%	100%	0%	100%	N/A	N/A	43%	0%	N/A
Medical Assistant CAS	N/A	0%	N/A	N/A	33%	N/A	40%	N/A	0%	0%
Metals Technology AAS	36%	67%	62%	67%	75%	100%	60%	50%	40%	67%
Registered Nursing ASRN	75%	100%	N/A	100%	100%	100%	N/A	100%	100%	67%
Admin Office Mangament Specialist AAS	25%	0%	0%	N/A	100%	N/A	14%	0%	14%	0%
Medical Administrative Specialist	0%	40%	33%	60%	33%	0%	33%	17%	9%	14%
Office Assistant CAS	100%	N/A	100%	N/A	0%	N/A	N/A	N/A	N/A	N/A
Office Technology AAS	33%	57%	60%	20%	43%	30%	29%	20%	N/A	50%
Practical Nursing CAS/AAS	46%	50%	67%	N/A	100%	100%	100%	100%	100%	100%
Pre-Pharmacy AS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%
Small Business Entrepreneursip CAS	0%	N/A	N/A	N/A	N/A	N/A	0%	N/A	0%	0%
Small Business Management	38%	22%	0%	14%	8%	33%	6%	20%	18%	18%
Water Resouces-Quality Option AAS	N/A	N/A	N/A	N/A	N/A	50%	0%	0%	0%	N/A
Water Resouces-Quantity Option AAS	N/A	N/A	N/A	N/A	N/A	33%	0%	N/A	N/A	N/A
Welding Technology AAS	N/A	N/A	N/A	67%	52%	64%	47%	27%	87%	50%
Welding Technology CAS	33%	86%	36%	50%	33%	100%	0%	N/A	100%	N/A
Total	33%	35%	31%	38%	36%	27%	23%	27%	35%	27%

*Cohorts include all entering students (1st time, transfer, readmit, full-time and part-time)

Data Consideration

When analyzing completion by program, it is important to note that if a student changed programs of study during their time a Helena College, their completion is credited to the last program listed and marked against their initial program declaration. A program of interest is again the AS Pre-Nursing students due to the limited number of spaces available in the ASRN program. If these students change programs of study and complete their degree, it would be a loss to the AS program, even though these students successfully graduated from Helena College.

SWOT Analysis Completion

	Findings	Data	Further Consideration
Strengths	Graduation rates higher than peer institutions (33% compared with 28%)	IPEDS 2017 comparison data	The benefit of using IPEDS data is the ability to make comparisons to peer

			institutions. The limitation is the calculation is based only on first-time, full-time students
	Completion rate of students older than 24 is higher than national average (52.63% to 36%)	NSCRC Fall 2010 six-year completion rate	Do we have any programs in place for reverse transfer to complete AA/AS? Have we researched gen. ed. core certificate as a milestone to allow capture of completion?
	Percentage of students completing a degree with Helena College is higher than national average (46.51% to 30%).	NSCRC Fall 2010 six-year completion rate	
	Overall, in recent years, the number of AA/AS degrees and CAS degrees has been increasing.	Annual Completion by degree type	For CAS, the peak year was 2017-2018.
Weaknesses	Completion rate of students younger than 24 is lower than those older than 24 (28% to 41%)	NSCRC Fall 2010 six-year completion rate	
	Completion rate of part-time students are low as compared with two-year college benchmark (16.25% to 20.31%)	NSCRC Fall 2010 six-year completion rate	
	The number of AAS degrees awarded has been declining in recent years.		Did something change in program? Last 3 years seeing decline, previously very strong completion rates in some programs
Opportunities	Implement programs to assist part-time students in completing	NSCRC Fall 2010 six-year completion rate	Have we asked our part-time students issues facing them? Do we track how close some of our

			students are who have left?
	Find ways to incentivize completion of some credential, both for AAS students and for those who transfer	NSCRC Fall 2010 six-year completion rate	Do we have any programs in place for reverse transfer to complete AA/AS? Do we charge graduation fee/ Have we researched gen. ed. Core certificate as a milestone to allow capture of completion?
	Create more cohort-based or pathways approach to AA/AS programs to create support, a sense of community, and a clear path	150% type graduation rates by program	
Threats	Employers looking for skills, not necessarily degrees from employees in some program areas		This is a major threat for AAS completion rates.