Internal Program Review
Self-Study Report

Program Name
Accounting and Business Technology

Credentials Offered
CAS – Bookkeeping, 33 credits
CAS – Entrepreneurship, 33 credits
AAS – Accounting Technology, 66 credits
AAS – Business Technology, 66 credits
PC – Bookkeeping Specialist, 21 credits
PC – human Resource Specialist, 21 credits

Self-Study Completed by:
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Date Completed:
FY 2016-2017

A. Introduction

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

The successful graduate of the Accounting and Business program should be expected to: demonstrate knowledge of accounting procedures (Accounting track); identify the fundamentals of launching and maintaining a small business (Business track); demonstrate competency in computer applications; and apply communication skills enhancing accounting interpersonal relationships.

Design of Program:
The Accounting and Business Technology program is designed as a two semester Certificate of Applied Science credential stackable toward a four semester Associate of Applied Science in two disciplines, accounting and business. The program also provides an interest area in both disciplines for the Associate of Arts and Associate of Science degrees. Two professional certificates designed for students wanting to supplement a degree or work experience with a selection of focused courses in each discipline can also be earned.

Description of Program:
PROGRAM/CREDENTIAL*: ACCOUNTING TRACK:* CERTIFICATE OF COMPLETION - BOOKKEEPING
The Certificate of Applied Science (CAS) degree is a technical degree. This CAS is designed as a stackable degree with the Associate of Applied Science Accounting Technology degree. Completion of this CAS Bookkeeping degree within the Business track indicates the student will be able to:
- Demonstrate knowledge of accounting principles and practices required for profit accounting by analyzing source documents, recording transactions, and preparing financial statements for a sole proprietorship;
- Demonstrate a broad understanding of the business environment as it relates to accounting;
- Demonstrate competency in computer applications;
- Demonstrate communication skills and problem-solving abilities.

Length of Program: 2 Semesters
Type of Program: Certificate of Applied Science
Semester of Entry: Fall, Spring, and Summer

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* ASSOCIATE OF APPLIED SCIENCE – ACCOUNTING TECHNOLOGY
The Associate of Applied Science (AAS) degree is ordinarily considered a terminal degree, and is intended to prepare students for immediate employment, usually in a technical or occupational

field. Completion of this AAS Accounting Technology degree within the Accounting track indicates the student will be able to:

- Demonstrate knowledge of principles and practices required for financial accounting, managerial accounting, and nonprofit accounting by analyzing source documents, recording transactions, preparing financial statements, and evaluating accounting information for sole proprietorships, partnerships and corporations
- Demonstrate a broad understanding of the business environment as it relates to legal, ethical, and economic issues
- Demonstrate competency in computer skills
- Demonstrate communication skills, critical thinking and problem-solving abilities.

Length of Program: 4 Semesters
Type of Program: Associate of Applied Science
Semester of Entry: Fall, Spring, and Summer

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **CERTIFICATE OF COMPLETION – ENTREPRENEURSHIP (FORMERLY SMALL BUSINESS ENTREPRENEURSHIP)**

The Certificate of Applied Science (CAS) degree is a technical degree. This CAS is designed as a stackable degree with the Associate of Applied Science Business Technology degree. Completion of this CAS Entrepreneurship degree within the Business track indicates the student will be able to:

- Identify the fundamentals of launching and maintaining a small business;
- Describe how external forces of economic resources, legal constraints, and global competition relate to the small business environment;
- Demonstrate competency in computer applications in maintaining business records;
- Apply communication skills toward enhancing interpersonal business relationships

Length of Program: 2 Semesters
Type of Program: Certificate of Applied Science
Semester of Entry: Fall, Spring, and Summer

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **ASSOCIATE OF APPLIED SCIENCE – BUSINESS TECHNOLOGY (FORMERLY SMALL BUSINESS MANAGEMENT TECHNOLOGY)**

The Associate of Applied Science (AAS) degree is ordinarily considered a terminal degree, and is intended to prepare students for immediate employment, usually in a technical or occupational field. Completion of the AAS Business Technology degree within the Business track indicates the student will be able to:

- Demonstrate knowledge of principles and practices required for financial accounting, computerized accounting, and payroll accounting by analyzing source documents, recording transactions, preparing financial statements, and evaluating accounting information for sole proprietorships, partnerships and corporations;
- Demonstrate a broad understanding of the business environment as it relates to legal, ethical, social and economic issues;
- Demonstrate competency in business principles required in marketing, management, finance, and small business entrepreneurship;
- Demonstrate competency in computer applications;
- Demonstrate communication skills, critical thinking and problem-solving abilities

Length of Program: 4 Semesters
Type of Program: Associate of Applied Science
Semester of Entry: Fall, Spring, and Summer

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – BOOKKEEPING SPECIALIST (FORMERLY FOCUS OF STUDY – BOOKKEEPING SPECIALIST)**

Bookkeeping Specialist Professional Certificate (PC) is designed for a student who has an earned degree or work experience in communications, business, or a related field. Upon successful completion of the course requirements for the Bookkeeping Specialist, the student receives a certificate that is preparation for the national certification exam to become a Certified Bookkeeper.

Length of Program: 21 Credits
Type of Program: Professional Certificate
Semester of Entry: Fall and Spring

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **PROFESSIONAL CERTIFICATE – HUMAN RESOURCE SPECIALIST (FORMERLY FOCUS OF STUDY – HUMAN RESOURCE SPECIALIST)**

The Human Resource Specialist Professional Certificate (PC) is designed for a student who has an earned degree or work experience in communications, business, or a related field. Upon successful completion of the course requirements for the Human Resource Specialist, the student receives a certificate in human resource management.

Length of Program: 21 Credits
Type of Program: Professional Certificate
Semester of Entry: Fall and Spring

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – ACCOUNTING INFORMATION SPECIALIST**

This Professional Certificate (PC) was intended to be offered beginning Fall 2014. Research has since entailed to discover the process for it become recognized was not submitted through all of the necessary channels.

Length of Program: 21 Credits
Type of Program: Professional Certificate
Semester of Entry: Fall and Spring

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – FINANCE SPECIALIST**

This Professional Certificate (PC) was intended to be offered beginning Fall 2014. Research has since entailed to discover the process for it become recognized was not submitted through all of the necessary channels.

Length of Program: 21 Credits
Type of Program: Professional Certificate
Semester of Entry: Fall and Spring

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **PROFESSIONAL CERTIFICATE – MANAGEMENT INFORMATION SPECIALIST**

This Professional Certificate (PC) was intended to be offered beginning Fall 2014. Research has since entailed to discover the process for it become recognized was not submitted through all of the necessary channels.

Length of Program: 21 Credits
Type of Program: Professional Certificate
Semester of Entry: Fall and Spring

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **PROFESSIONAL CERTIFICATE – SMALL BUSINESS SPECIALIST**

This Professional Certificate (PC) was intended to be offered beginning Fall 2014. Research has since entailed to discover the process for it become recognized was not submitted through all of the necessary channels.

Length of Program: 21 Credits
Type of Program: Professional Certificate
Semester of Entry: Fall and Spring

Actions Taken Addressing FY 2012 Internal Program Review Recommendations:

The FY 2012 internal program review, identified six program recommendations/goals for FY 2013 as listed in Section B. Alignment with Mission, Strategic Goals and Core Themes. Actions taken toward the goals include:

- Completed transfer agreement of an AS/business with The University of Montana;
- Created CSCI Introduction to Computer Modeling;
- Attended fourteen conferences/workshops supporting accounting and business (including economics) professional education;
- Surveyed Accounting and Business Technology Advisory Council about curriculum needs for local businesses;
- Contacted state of Montana SABHRS Bureau to develop an accounting class;
- Contacted Carroll College to identify transferable accounting and business courses.

Program Changes and Curriculum Updates:

The Accounting and Business Technology program has revised its curriculum and course offerings/scheduling over the last five years since its FY 2012 self-study review in response to community needs and educational opportunities. These updates include:

- Participation in state-wide FLOC for business courses;
- Development of business articulation agreements with bachelor granting institutions;
- Creation of new courses;
- Revisions of existing courses;
- Retitling of AAS Small Business Management Technology to Business Technology;
- Emphasis on hybrid course offerings;
- Recognition of two business courses accepted as general education core;

- Addition of 'tailored' advising options with the AAS/CAS (FY 2016 subsequently reevaluated to simplify the degrees by incorporating advising options into selected course choices).

Northwest Commission on Colleges and Universities (NWCCU) Accreditation:
Helena College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), and began the new seven-year accreditation 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.

The Accounting and Business Technology program contributes to the campus mission with its variety of technical and transferable accounting and business courses.

Strategic Goals:
- Partner for student success
  - Alignment: Accounting and Business Technology faculty help secure student internships within the community and focus on student engagement with utilizing 'smart' publisher learning management systems technology.
- Integrate planning and assessment
  - Alignment: Accounting and Business Technology faculty plan a yearly program assessments, report at mid-cycle, and summarize at year end. Students complete a program review in their Capstone: Accounting or Capstone: Business courses.
- Attain excellence
  - Alignment: Accounting and Business Technology faculty keep current with professional development in student engagement as well as in the applicable professional fields. Faculty involved with Dual Enrollment are appropriately certified for high school and college teaching.
- Support the community
  - Alignment: Accounting and Business Technology faculty lend professional expertise to judge local competitions, such as Business Professionals of America.
- Advance the institution
  - Alignment: Accounting and Business Technology faculty promote Helena College by involving well-recognized community accounting and business professionals in its Advisory Council. Faculty attend conferences each year, such as Montana Economic Outlook conference and Montana Accounting Educator's conference engaging in state-wide conversations in which networking occurs.
- Develop resources
  - Alignment: Accounting and Business Technology faculty develop student's learning by updating the curriculum to reflect current employers' needs as well as expanding online, hybrid, and evening offerings reducing barriers of entry for a working student population.

Core Themes:
Through an inclusive campus and community-wide discussion of Helena College's purpose and goals, three core themes have been identified as key aspects defining the College's mission:

- Provide access and support; high quality educational activities and programs important to achieving student success.
  - Goal: Enhance program development with course offerings, scheduling options, and higher education opportunities (FY 2013 - FY 2016)
    - Strategy: Develop transfer of an AS interest area for business with The University of Montana. (FY 2013)
      - *Progress: FY 2013: AS Business Administration transfer initiative with UM completed.*
      - *Progress: FY 2014: Completed FY 2013.*
      - *Progress: FY 2015: The transfer initiative will be reviewed FY 2016.*
      - *Progress: FY 2016: UM (and MUS faculty/staff) were invited to attend Advisory Council and discussions continued throughout the year for revising the articulations to reflect changes on the campuses and easier access for students transferring.*
    - Strategy: Develop 3 new courses including E-Marketing, Introduction to Computer Modeling, SABHRS (FY 2014)
      - *Progress: FY 2013: CSCI 172 Introduction to Computer Modelling was developed.*
      - *Other related outcomes related to goal: Two new online courses were offered.*
      - *Other related outcomes related to goal: Faculty contacted Mt Tech and Carroll College to update their transfer agreements.*
      - *Progress: FY 2014:*
        - *ACTG 125 QuickBooks, BFIN 205 Personal Finance, BMIS 270 MIS Foundations for Business, BMGT 205 Professional Communication Fundamentals, and BMKT 225 Advertising were developed.*
        - *Other related outcomes related to goal: The AAS Small Business Management Technology was retitled to Business Technology; 3 advising options were offered in each of Accounting Technology and Business Technology AAS degrees to allow the student to tailor their degree; and 6 professional accounting and business specialist certificates were added/updated.*
        - *Other related outcomes related to goal: Faculty corresponded with UM and MSU to revise course offerings for transfer (CSCI 172 Introduction to Computer Modelling and BMGT 205 Professional Communication Fundamentals)*
      - *Progress: FY 2015:*
        - *Other related outcomes related to goal: Additional hybrid and online scheduling options were offered. Moodle and supplemental publisher software is being utilized in more classes.*
        - *Other related outcomes related to goal: Faculty corresponded with three higher education institutions on transfer (Mt Tech,*

MSU-B, and MSU Jake Jabs College of Business & Entrepreneurship).

- *Progress: FY 2016:*
  - *Other related outcomes related to goal: Syllabi in Business Law I and Business Law II will show which chapters and their topics will be covered.*
  - *Other related outcomes related to goal: Spring 2016 schedule continued with the two-day-per week format for accounting courses, one day a week hybrid course for business, more night offerings for both areas. ECON 203 was not offered fall 2016.*
  - *Other related outcomes related to goal: Participated as a judge for two events with Business Professionals of America. As a result networking with potential students and the dual enrollment instructors was accomplished.*

- Demonstrate academic excellence; a high degree of integrity, quality and reliability in all academic and non-academic programming.
  - Goal: Document strategies focusing on classroom teaching effectiveness/excellence. (FY 2013 – FY 2016)
    - Strategy: Attend and/or present at 3 local, regional, or national education or accounting/business conferences (FY 2015)
      - *Progress: FY 2013:*
        - *Attended Teachers of Accounting at Two-Year Colleges (TACTYC), Montana Economic Outlook Conference, and College Now.*
        - *Other related outcomes related to goal: Classroom Assessment Techniques (CATs) were given in BMKT225, ACTG 201, ECNS203, ACTG101, and BGEN 105. Based on findings, how the supplemental software was being utilized in the courses was revised.*
      - *Progress: FY 2014:*
        - *Attended Montana Economic Outlook Conference, Quality Matters, and Mountain Moot. Based on outcome project developed in Moodle training and networking in conference, improvements for online/hybrid delivery were made to three courses (BGEN 105, ACTG201, BMKT 225)*
        - *Other related outcomes related to goal: CATS administered in BGEN 105, ACTG 201, ACTG 299, and BGEN 299. Based on findings, the revisions to the courses/supplemental software made the previous year were well-received. Changes to case studies/projects will be reviewed in ACTG 299 and BGEN 299.*
      - *Progress: FY 2015:*
        - *Attended Montana Economic Outlook Conference, Mountain Moot, and Montana Accounting Educator's Conference.*
        - *Other related outcomes related to goal: CATS administered in three classes (BGEN 105, ACTG 201, ACTG 202). Based on*

findings, in which students were asked about supplemental technology, no changes were made. Two other CATS (ACTG299 and BGEN299) identified favorite projects which relate to the program's mission statement.

- *Progress: FY 2016:*
  - *Attended Montana Economic Outlook Conference and UM ASCRC writing conference. Summer 2016 included attending Mountain Moot, Quality Matters, and Montana Accounting Educator's Conference.*
  - *Based on research in AAA, more one on one feedback (BMKT 225) and a mid-term panel of "experts" to provide feedback (BGEN 299) was well-received by students.*

- Strengthen the community; meeting regional workforce needs, strengthening employee knowledge and skills, providing a bridge to additional educational attainment through advanced degrees, and serving as a facilitator for cultural enrichment.
  - o Goal: Foster stronger community relationships (FY 2013-2016)
  - o Strategy: Survey Accounting and Business Technology Advisory Council about curriculum needs for local businesses (FY 2013)
    - *Progress: FY 2013:*
      - *Not yet completed.*
      - *Other related outcomes related to goal: program faculty invited 3 guest speakers to classes (Helena City Contractor, Costco Manager, and Department of Revenue Tax Assistant).*
      - *Other related outcomes related to goal: The Accounting and Business Technology faculty secured 8 internships (6 with VITA, 1 with an accounting firm, and 1 for assisting with marketing for a business).*
    - *Progress: FY 2014:*
      - *Not yet completed.*
      - *Other related outcomes related to goal: program faculty invited 4 guest speakers to classes (ACTG211 Income Tax, BGEN299 Business: Capstone, ACTG215 Governmental and Not for Profit Accounting).*
      - *Other related outcomes related to goal: Accounting and Business Technology faculty secured 16 internships and 1 independent study (tax, accounting, and general business).*
    - *Progress: FY 2015:*
      - *Not yet completed. (Note: survey was completed FY 2016)*
      - *Other related outcomes related to goal: Accounting and Business Technology faculty secured 5 internships (tax).*
    - *Progress: FY 2016:*
      - *Survey results by the A&BT Advisory Council will be reviewed FY 2017*
      - *Other related outcomes related to goal: program faculty invited 4 guest speakers to classes (ACTG211 Income Tax, ACTG 299 Accounting Capstone).*

- Other related outcomes related to goal: Accounting and Business Technology faculty secured 5 internships (tax).
  - Strategy: Contact state of Montana SABHRS Bureau to develop an accounting class (FY 2013)
    - Progress: FY 2013
      - Not yet completed.
    - Progress: FY 2014
      - Not yet completed.
    - Progress: FY 2015
      - Met with Montana SABHRS Bureau to develop an accounting class. Because of anticipated legislative changes (related to allocation of the department's resources) and upgrades to the FS/HR modules, further discussion would be postponed.
    - Progress: FY 2016
      - No further meetings have occurred.
  - Strategy: Contact Carroll College to identify transferable accounting and business courses (FY 2013)
    - Progress: FY 2013
      - Faculty contacted Carroll College to update their transfer agreements. Carroll College faculty would set up meeting.
    - Progress: FY 2014
      - No further meetings have occurred.
    - Progress: FY 2015
      - No further meetings have occurred.
    - Progress: FY 2016
      - No further meetings have occurred.

C. Alignment with Community Needs

Curriculum for Work Force Development and Transfer:
The Accounting and Business Technology AAS/CAS curriculum is primarily developed in response to community work force. The AAS is also designed to coordinate with a bachelor of applied science degree offered within the Montana University System (MUS).

Job Placement and Labor Market Information:
Labor market statistics indicate Accounting and Business Technology graduates can expect available jobs for employment with an average 63% placement for employment in their respective fields. Current and projected job openings from related occupations are:

2014-2024 Job Openings	Current	Projected
Montana	16, 169	18, 353

Job openings data relates to bookkeepers, accounting technician, auditing clerk, tax assistance and payroll technicians for accounting track graduates. Business track graduates data relates to account

and bill collectors, brokerage clerks, HR assistants, and tellers.   Median annual salary for related occupations is $32,092 in Montana.

Job outlook & wages information analyzed by Institutional Research and published in the Helena College catalog is as follows:

Accounting and Business Technology Job Outlook & Wages
Median Wage in MT*: $28,960 - $47,760
Median Wage in US*: $34,030 - $61,690
Expected Growth in MT*: 13.9 – 18.7%
Expected Growth in US*: 10.3 – 21.6%
*Bureau of Labor Statistics, Office of Employment Projections; MT Dept. of Labor and Industry, Research and Analysis Bureau (as published in the Helena College catalog)

Partnerships with Business and Industry:
The Accounting and Business Technology program participates with business and industry primarily through securing internship opportunities. In the last five-year period, the program secured 25 internship opportunities in tax assistance (VITA), accounting firms, government agencies, and businesses (management and marketing). Business and industry leaders also are invited to be guest speakers in accounting and business classes. These community experts share their direct knowledge with students about careers in their chosen professions.

See D. Student Participation and Success for more information on partnerships with business and industry.

Advisory Council:
The membership of the Accounting and Business Technology Advisory Council has consisted of six community members (3 for accounting, and 3 for business), representing state of Montana, accounting firms (private and not-for-profit), and business owners (for-profit). Invited guest include high school business education instructors with Dual Enrollment. Beginning FY 2015, the program invited representatives of MSU and UM relating to the articulation for AA/AS business students transferring to those universities to earn a bachelor degree in business and students (former graduates of the program).

Advisory Council 2016 members/guests include:
Helena College Staff and Faculty:
> Robyn Kiesling, Interim Division Chair, General Education and Transfer
> Barbara Yahvah, Faculty, Accounting and Business Technology

Community Leaders:
> Terey Artz, Payroll & Benefit Officer, Opportunity Bank
> Cathy Burwell, President/CEO Helena Area Chamber of Commerce
> Vickie Caldwell, Business Unit Advisor, Controller Services, Helena Office, Anderson
> ZurMuehlen & Co., P.C.
> Cheryl Grey, Administrator of the State Financial Services Division Department of
> Administration State of Montana

High School Representatives:
> Alane Dinsdale, Business Education instructor, Helena High School

Terri Norman, Business Education instructor, Capital High School

Accounting and Business Student Representatives:
      Cari Schwen, Accounting Associate III, Accounts Payable, Helena College
      Jared Senn, Quarry/Quality Supervisor, Graymont Western US Inc.

Higher Education Representatives:
      Susan W. Dana, Associate Dean, Jake Jabs College of Business & Entrepreneurship, Montana State University
      Terri Herron, School of Business/Dean, University of Montana

See Appendix A for Meeting Notes of the Accounting and Business Technology Advisory Council.

Transfer Articulations with Higher Education:
The Accounting and Business Technology program participates with the Associate of Arts and Associate of Science by offering advising options of Accounting and Business. These options form the base of an agreement with Montana Tech to offer a Bachelor of Applied Science degree in business (management or accounting concentration) primarily on the Helena College campus. In addition, Helena College has articulation agreements with MSU, UM, and Mt Tech, coordinating the AA/AS degree along with a specified set of courses, including accounting and business, to prepare the Helena College student to transfer to earn a bachelor in business at those respective universities.

See Appendix D: Program Review Data Summary for additional alignment with community needs gathered and analyzed by Institutional Research.

D. Student Participation and Success

Enrollment Participation:
Average headcount in Accounting and Business Technology is 157 with an average FTE of 82 students in enrollment over the self-study period.   The program has experienced some declining enrollment after a spike, but is returning to the level before the increase occurred.

Retention and Graduation:
Retention rates for Accounting and Business Technology students have been averaging 50% and 52% for full-time and part-time students, respectively.   28% of full-time students graduate and 12% of part-time students by completing their degrees within 150% of completion times. Average annual degree and certificate completion is 40. Average degree production rates as a proportion of degrees granted as percentage of headcount is 49%.

Real World Success: Internship Experience:
Accounting and Business Technology students participated in twenty-three internships over the self-study period. The internships ranged from accounting experience with government agencies, private firms, and tax preparation assistance, to management/marketing experience with both non-profit and for-profit businesses.

FY 2013-FY 2016	ACTG 298 Accounting Internship	BGEN 298 Business Internship
FY 2013	1	1
FY 2014	16	0
FY 2015	1	1
FY 2016	5	0
Total	23	2

See Appendix D: Program Review Data Summary for additional student participation and success information gathered and analyzed by Institutional Research.

E. Student Learning Outcomes

PROGRAM/CREDENTIAL*: ACCOUNTING TRACK:* **CERTIFICATE OF COMPLETION - BOOKKEEPING STUDENT LEARNING/PROGRAM OUTCOMES:**
Program outcomes will be measured by successful completion of assignments, exams and projects:
- Demonstrate knowledge of accounting principles and practices required for profit accounting by analyzing source documents, recording transactions, and preparing financial statements for a sole proprietorship;
    - ACTG 101, ACTG 102
        - *Progress: FY 2013-2016:* Completed each semester. Student examples are available in the program area for tests, Sullivan practice set, and exercises completed through MyAccountingLab (MAL).   The MAL publisher supplemental learning software includes chapter resources as well as graded exercises to assess an understanding of terminology. The Sullivan practice set is demonstrating two accounting cycles and then auditing their own work to analyze their records.
- Demonstrate a broad understanding of the business environment as it relates to accounting;
    - BUS 105 (BGEN 105), general electives
        - *Progress: FY 2013-2016:* Completed each semester. Student examples are available in the program area for quizzes, exercises completed through MyBizLab, and How to build a Successful Business Project.   MyBizLab, similar to MyAccountingLab, includes chapter resources as well as graded exercises to assess an understanding of terminology. How to Build a Successful Business Project is assessing application of business terminology in creating a unique business opportunity.
- Demonstrate competency in computer applications;
    - OT 114 or CAPP 154, CAPP 156, ACTG 205, all courses with writing assignments
        - *Progress: FY 2013-2015:* Completed each semester. Students in MS Word, Keyboarding and Document Processing, and MS Excel are utilizing publisher learning software (SAM) that provides feedback to improve skills needed.
- Demonstrate communication skills and problem-solving abilities.

- o Math requirement, English requirement , Social Science requirement, all courses
  - • *Progress: FY 2013-2016:* Completed each semester. Students in their general education courses have writing samples assessed (see 2009-2014 General Education program review report).

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **ASSOCIATE OF APPLIED SCIENCE – ACCOUNTING TECHNOLOGY**
STUDENT LEARNING/PROGRAM OUTCOMES:
Program outcomes will be measured by successful completion of assignments, exams and projects:
- • Demonstrate knowledge of principles and practices required for financial accounting, managerial accounting, and nonprofit accounting by analyzing source documents, recording transactions, preparing financial statements, and evaluating accounting information for sole proprietorships, partnerships and corporations
  - o ACTG 101, ACTG 102, ACTG 180, ACTG 201, ACTG 202, ACTG 211, ACTG 215
    - • *Progress: FY 2013-2016:* See the CAS in Bookkeeping for information on ACTG 101, 102. In addition, student examples are available in the program area for tests, and projects. In particular, students complete a payroll cycle in ACTG 180 which assesses their understanding of how payroll is processed. Students build upon their basic accounting procedures with adopting them to a budgetary focus in governmental accounting.
- • Demonstrate a broad understanding of the business environment as it relates to legal, ethical, and economic issues
  - o BUS 105 (BGEN 105), BUS 205 (BGEN 201/220), BUS 246 (BGEN 235) or BUS 247 (BGEN 236), ECNS 101 (ECNS 203), general electives
    - • *Progress: FY 2013-2016:* Completed each semester. Students complete tests, discussions, and papers in law, economics, ethics, and computerized accounting. Student examples are available in the program area. See the CAS in Bookkeeping for information on BUS 105 (BGEN 105).
- • Demonstrate competency in computer skills
  - o ACTG 205, OT114 OR CAPP154, CAPP 156, CAPP 266, all courses with writing assignments.
    - • *Progress: FY2013-2016:* Completed each semester. See the information on computer application classes in CAS Bookkeeping. Students further develop those skills in Advanced Excel and ACTG 205. FY 2016 update: Note: a student in ACTG 299 on March 8, 2016, commented how she uses what she learned in Advanced Excel all of the time in her job. A project in ACTG 215 builds upon their project in BGEN 105 (see CAS Bookkeeping) by adding the accounting cycle using accounting software.
- • Demonstrate communication skills, critical thinking and problem-solving abilities.
  - o Math requirement, English requirement, Communication elective, Social Science requirement, ACTG 265 (ACTG 299), Internship, Independent Study, all courses.

- *Progress: FY 2013-2016:* Completed each semester. Students in their general education courses have writing samples assessed (see 2009-2014 General Education program review report). In the accounting capstone course, students analyze case studies, complete a financial analysis using Monopoly, ™ and research current accounting topics which demonstrate critical thinking, problem solving, computer application, and communication skills. Internships provide real-world experience.

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **CERTIFICATE OF COMPLETION - SMALL BUSINESS ENTREPRENEURSHIP**

STUDENT LEARNING/PROGRAM OUTCOMES:

Program outcomes will be measured by successfully completing assignments, exams and projects:

- Identify the fundamentals of launching and maintaining a small business;
  - BUS 105 (BGEN 105), BUS 200 (BMGT 210), ACTG 101
    - *Progress: FY 2013-2016:* Completed each semester. Student examples are available in the program area for quizzes, tests, Sullivan/Sousa practice set, How to Build a Successful Business Project, and exercises completed through MyAccountingLab (MAL) or MyBizLab (MBL).   The MAL and MBL publisher supplemental learning software includes chapter resources as well as graded exercises to assess an understanding of terminology. The Sullivan/Sousa practice set is demonstrating two accounting cycles and then auditing their own work to analyze their records. How to Build a Successful Business Project is assessing application of business terminology in creating a unique business opportunity.
- Describe how external forces of economic resources, legal constraints, and global competition relate to the small business environment;
  - BUS 205 (BMGT 210), general electives
    - *Progress: FY 2013-2016:* Completed each semester. Students complete tests, discussions, and papers in ethics.
- Demonstrate competency in computer applications in maintaining business records;
  - OT 114 or CAPP 154, CAPP 156, ACTG 205, all courses with writing assignments
    - *Progress: FY 2013-2016:* Completed each semester. Students in MS Word, Keyboarding and Document Processing, and MS Excel are utilizing publisher learning software (SAM) that provides feedback to improve skills needed. A project in ACTG 205 builds upon their project in BGEN 105 (see CAS Bookkeeping) by adding the accounting cycle using accounting software.
- Apply communication skills toward enhancing interpersonal business relationships
  - Math requirement, English requirement, Social Science requirement, all courses
    - *Progress: FY2013-2016:* Completed each semester. Students in their general education courses have writing samples assessed (see 2009-2014 General Education program review report)

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **ASSOCIATE OF APPLIED SCIENCE – SMALL BUSINESS MANAGEMENT TECHNOLOGY**

STUDENT LEARNING/PROGRAM OUTCOMES:

Program outcomes will be measured by successfully completing assignments, exams and projects:

- Demonstrate knowledge of principles and practices required for financial accounting, computerized accounting, and payroll accounting by analyzing source documents, recording transactions, preparing financial statements, and evaluating accounting information for sole proprietorships, partnerships and corporations;
  - ACTG 101, ACTG 180, ACTG 205
    - *Progress: FY2013-2016:* See the CAS in Bookkeeping for information on ACTG 101, 102, and MAL. In addition, student examples are available in the program area for tests, and projects. In particular, students complete a payroll cycle in ACTG 180 which assesses their understanding of how payroll is processed. A project in ACTG 205 builds upon their project in BGEN 105 (see CAS Bookkeeping) by adding the accounting cycle using accounting software.
- Demonstrate a broad understanding of the business environment as it relates to legal, ethical, social and economic issues;
  - BUS 105 (BGEN 105), BUS 205 (BGEN220), BUS 246 (BGEN 235), ECNS 101 (ECNS 203), English requirement, Social Science elective
    - Progress: FY2013-2016: Completed each semester. Students complete tests, discussions, exercises, and papers in law, economics, ethics, and computerized accounting. See the CAS for Small Business Entrepreneurship for information on BUS 105.
- Demonstrate competency in business principles required in marketing, management, finance, and small business entrepreneurship;
  - BUS 200 (BMGT 210), BUS 210 (BMGT 210), BUS 231 (PSCI 240), BUS 260 (BMGT 235), BUS 261 (BMGT 215) OR BUS 263 (BMGT 263), BUS 265 (BGEN 299), Math requirement, general electives
    - *Progress: FY 2013-2016:* Completed each semester. Students complete tests, quizzes, discussions, exercises, and papers. Skills learned in the first year of the program are enhanced in the core Marketing and Management classes. Student examples are in the program area for Marketing plans in which teams of students develop and present the 4Ps (product, price, promotion, place) in a team for a business venture.
- Demonstrate competency in computer applications;
  - OT 114 or CAPP 154, CAPP 156, CAPP 153, all courses with writing assignments
    - *Progress: FY 2013-2016:* Completed each semester. Students in MS Word, Keyboarding and Document Processing, and MS Excel are utilizing publisher learning software (SAM) that provides feedback to improve skills needed.

Business students take CAPP 153 in which business presentations are prepared using MS Power Point.

- Demonstrate communication skills, critical thinking and problem-solving abilities
  - BUS 270 (BGEN 299), Communications elective, all courses
    - *Progress: FY 2013-2016:* Completed each semester. Students in their general education courses have writing samples assessed (see 2009-2014 General Education program review report). In the business capstone course, students shadow a business leader, complete exercises, research current business topics, and prepare/present a business plan in teams of students which demonstrate critical thinking, problem solving, computer application, and communication skills.

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **FOCUS OF STUDY – BOOKKEEPING SPECIALIST STUDENT LEARNING/PROGRAM OUTCOMES:**

Program outcomes will be measured by successfully completing assignments, exams and projects:

- Demonstrate payroll and income tax procedures (manually and computerized)
  - CAPP 156, ACTG 101, ACTG 102, ACTG 211, ACTG 180, ACTG 205
    - *Progress: FY 2013-2016:* Completed each semester. Student examples are available in the program area for tests, Sullivan practice set, and exercises completed through MyAccountingLab (MAL). The MAL publisher supplemental learning software includes chapter resources as well as graded exercises to assess an understanding of terminology. The Sullivan practice set is demonstrating two accounting cycles and then auditing their own work to analyze their records. Students complete a payroll cycle in ACTG 180 which assesses their understanding of how payroll is processed. A project in ACTG 211 applies their tax preparation knowledge to real-world examples.

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – ACCOUNTING INFORMATION SPECIALIST STUDENT LEARNING/PROGRAM OUTCOMES:**

- *Progress: FY 2013-2016:* Not yet completed. Student outcomes will be developed and professional certificates reviewed in FY 2016.

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – FINANCE SPECIALIST STUDENT LEARNING/PROGRAM OUTCOMES:**

- *Progress: FY 2013-2016:* Not yet completed. Student outcomes will be developed and professional certificates reviewed in FY 2016.

PROGRAM/CREDENTIAL: *BUSINESS TRACK:* **FOCUS OF STUDY - HUMAN RESOURCE SPECIALIST STUDENT LEARNING/PROGRAM OUTCOMES:**

Program outcomes will be measured by successfully completing assignments, exams and projects:

- Demonstrate human resource management skills
  - BUS 105 (BGEN 105), BUS 261 (BGMT 215)

- Progress: *FY 2013-2016:* Completed each semester. Student examples are available in the program area for quizzes, exercises completed through MyBizLab, and How to build a Successful Business Project. MyBizLab, similar to MyAccountingLab, includes chapter resources as well as graded exercises to assess an understanding of terminology. How to Build a Successful Business Project is assessing application of business terminology in creating a unique business opportunity. The overview of business aspects leads to taking BUS 261, one of two human resource management courses focusing on human resource management skills.

- Understand business law practices
  - BUS 263 (BMGT 263)
    - Progress: *FY 2013-2016:* Completed spring semester. Students focus on the legal aspects of human resource law.

- Identify business ethics situations
  - BUS 205 (BGEN 220)
    - Progress: *FY 2013-2016:* Completed each semester. Students complete tests, discussions, and papers in ethics.

- Demonstrate payroll procedures related to human resource management
  - ACTG 101, ACTG 180
    - Progress: *FY 2013-2016:* Completed each semester. Student examples are available in the program area for tests, Sullivan practice set, and exercises completed through MyAccountingLab (MAL). The MAL publisher supplemental learning software includes chapter resources as well as graded exercises to assess an understanding of terminology. The Sullivan practice set is demonstrating two accounting cycles and then auditing their own work to analyze their records. Students complete a payroll cycle in ACTG 180 which assesses their understanding of how payroll is processed.

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – MANAGEMENT INFORMATION SPECIALIST STUDENT LEARNING/PROGRAM OUTCOMES:**

- Progress: *FY 2013-2016:* Not yet completed. Student outcomes will be developed and professional certificates reviewed in FY 2016.

PROGRAM/CREDENTIAL: *ACCOUNTING TRACK:* **PROFESSIONAL CERTIFICATE – SMALL BUSINESS SPECIALIST STUDENT LEARNING/PROGRAM OUTCOMES:**

- Progress: *FY 2013-2016:* Not yet completed. Student outcomes will be developed and professional certificates reviewed in FY 2016.

Program Exit Interview:

Students in the Accounting Portfolio/Capstone: Accounting and Business Plan/Capstone: Business courses complete an Exit Interview about the program at the end of spring semester.   A table of two of the questions from the administered survey is following.

ACTG 299 and BGEN 299 Capstone Exit Interview				
Question: "What did you want to accomplish in your academic work in this program?"				
Response	FY 2013	FY 2014	FY 2015	FY 2016
	% Resp.	% Resp.	% Resp.	% Resp.
'to learn skills to obtain a better job,'	37%	58%	46%	63%
'earn a degree,'	26%	17%	28%	6%
'learn skills to own a business,'	14%	12%	8%	25%
'to transfer for a bachelor degree'	17%	10%	10%	0%
'earn a GPA goal.'	6%	3%	8%	6%

For the compiled years, FY 2013-FY 2016, "to learn skills to obtain a better job" was listed most often for Accounting and Business Technology students as their goal in their program. Of importance is the overall acknowledgement of opportunities for student growth in their careers/educational goals.

ACTG 299 and BGEN 299 Capstone Exit Interview				
Question: "How well have you succeeded in meeting those goals?"				
Response	FY 2013	FY 2014	FY 2015	FY 2016
	% Resp.	% Resp.	% Resp.	% Resp.
'well enough/very well,'	51%	56%	46%	44%
basics, better prepared, ready for bachelor degree/job,'	6%	20%	21%	19%
'great,' and	12%	6%	8%	25%
'within one/two semesters.'	17%	6%	4%	0%
'graduating/graduating with honors.'	14%	12%	21%	12%

For the compiled years, FY 2013-2016, most of the respondents reported they had succeeded in meeting their goals "well enough/very well," with additional students indicating "great," "better prepared, ready for bachelor degree/job."

F. Curriculum and Instruction

Curriculum:
Current curriculum for the Associate of Arts/Science, Associate of Applied Science, Certificate of Applied Science, and Professional Certificates is shown in Appendix B.

The Associate of Applied Science degrees consist of 22 courses (100%): 15 courses (68%) from the Accounting and Business Technology program area, 3 courses (14%) from Office Technology, and 4 courses (18%) from general education providing a well-rounded education with an emphasis on technical, problem-solving, and communication skills. Students can select business courses from among choices to further focus their curriculum to their interests.

Capstone Courses:
Critical thinking, problem-solving, and writing are required in all of our accounting and business courses. In the BGEN 299 and ACTG 299 capstone courses students are asked to identify a problem, resolve the situation, and present the findings, most often in a team setting (indicative of the current work force environment). The culminating courses emphasize self-discovery using critical thinking, problem-solving, and writing skills. See E. Student Learning Outcomes for additional information on capstone courses Exit Interview.

Instruction:
Curriculum is delivered in face-to-face, hybrid, and online formats to provide multiple modes to meet the needs of the student population. The business track also features an Evening/After Hours program designed to meet the needs of students furthering their education outside of traditional workplace hours. Semester scheduling has included additional hybrid courses, which students see as favorable to combining the convenience of completing coursework off campus and traditional delivery where students perceive they receive additional instruction from faculty and social connections with students.

The use of supplemental software has been a recent update to the curriculum designed to enhance student learning. The supplemental software allows for students to receive help/feedback quickly and at hours of the day/night when they may be working on their assignments.

Dual Credit and Transfer:
High school or general education transfer students can seek courses through the Accounting and Business Technology program including ACTG 101 Accounting Procedures I (dual credit), BGEN 105 Introduction to Business (general education Social Science core course), and BGEN 220 Business Ethics (general education Humanities core course). Other accounting and business courses with general state-wide transferability to bachelor degree institutions include: ACTG 201 Principles of Financial Accounting, ACTG 202 Principles of Managerial Accounting, BFIN 205 Personal Finance, BGEN 220 Business Ethics and Social Responsibility, BGEN 235 Business Law, BMGT 205 Professional Communications Fundamentals, CSCI 172 Introduction to Computer Modeling, ECNS 203 Principles of Micro and Macro Economics (general education core Social and Psychological Science), and PSCI 240 Introduction to Public Administration (general education core Social and Psychological Science).

Future Plans:
Accounting and Business Technology faculty will continue to involve its Advisor Council in identifying employee needs for the professions. In addition, faculty will coordinate with business schools at Montana four-year colleges and universities for ease of transferring and updating of articulation agreements. Real-world experiences will be emphasized, such as identifying additional internship opportunities and certifications, providing students with ways to enhance their technical skills knowledge.   Course revisions, scheduling, and/or curriculum development will occur as a result.

G. Faculty/Staff Profile

Full-time Faculty: Department: Accounting and Business Technology
The Accounting and Business Technology program currently has one full-time faculty member with education and work experience in the disciplines of accounting and business. Full-time faculty review adjunct faculty qualifications/experience in conjunction with the Division Chair for their selection.   In addition, full-time faculty oversee curriculum development and revisions in "demonstrating academic excellence, a high degree of integrity, quality, and reliability."

Full-time Accounting and Business Technology faculty participate in professional development, yearly attending workshops and conferences in accounting, business, and Moodle training; participate in College governance as an elected officer of the faculty union and member of Academic Standards and Curriculum Review (ASCR) Committee; and actively engage in community activities furthering educational partnerships by judging at local and regional high school business student contests.

Barbara Yahvah:
Credential: University of Montana, Missoula
- 1992: Beta Gamma Sigma
- 1993: Masters of Business Administration: Accounting and Marketing
Carroll College
- 1991: Bachelor of Arts: Accounting
Department: Accounting and Business

Adjunct Faculty:
The majority of adjunct faculty have master's degrees (required for teaching transfer courses) and the breadth of work experience appropriate for teaching courses in the disciplines. The Accounting and Business program relies on the expertise of adjunct faculty which supplements the full-time faculty education and experience.

Staffing Challenges:
The Accounting and Business Technology program has faced staffing challenges since its FY 2012 self-study:
- Positon Vacancies: Two full-time Accounting and Business Technology faculty positions have not been permanently rehired after one of the faculty members, added to support the new Evening Business Program, was asked to be Division Chair, and the other faculty member left employment to accept another teaching position.
- Contingent Staffing: Adjunct faculty have typically taught 8 courses, 24 credits, each semester; however, with vacancies in two full-time positions, the number of courses taught each semester by adjunct faculty has been higher with 18 courses, 54 credits (FY 2016).

Accounting and Business Technology Full-time Faculty to Adjunct Faculty Ratio	
FY 2016	Credits Taught Per Semester
Full-time Faculty	15 credits (21%)
Adjunct Faculty,	54 credits (78%)
Totals	69 credits (100%)

Since the FY 2012 study, student enrollment and FTE in Accounting and Business Technology have dropped which may correlate to the current majority of courses being taught by contingent staffing. The addition of permanent full-time faculty would ensure program continuity and consistent instruction, increase student retention, improve program delivery, and utilize efficient evening facility usage.

H. Fiscal and Physical Resources

Budget Highlights:
The Accounting and Business Technology program budget is fiscally responsible and prudent in its approach indicative of its professional fields (See Appendix C). It ranks as one of the lowest costs per FTE of the College's programs with:
- Instructional cost/student (FTE) $1,448
- Institutional expenditure/student (FTE) $7, 600
- Institutional expenditure/graduate $3, 114

FY 2013 – 2016 Budget/Actual Report (average)

Fiscal Year	Line Item	Account Code	Approved Budget	Actual Expenditures	Final Budget Narrative
FY 2013 – FY 2016	Contracted Services	62102	$300	$0	Budget/Actual variances due to: Students did not choose to participate in the state-wide business competition in all of the academic years. QuickBooks was billed at less than budgeted amount. Faculty did not travel out of Helena in all of the academic years nor request reimbursement of accounting dues. Unbudgeted amounts were for food for Advisory Council which were approved by Division Chair.
	Minor Supplies	62249	$2, 050	$645	
	Travel	62405	$250	$52	
	Other	62801	$243	$0	
	Other	62817	$200	$12	
	Other	62899	$225	$0	
	Total		$3, 268	$707	

Accounting and Business Technology program has a five-year 800% average return on tuition revenue/student FTE relating $258,208 of tuition revenue per student (FTE) as compared with $31,116 institutional expenditure per graduate.

I. Recommendations and Preliminary Implementation Plan

Key Recommendations Resulting from the Self-Study:
The key recommendations resulting from the self-study align with the overall goals identified on the Accounting and Business Technology FY 2016-2017 assessment:

1. Recommendation: Review curriculum yearly for relevance to current industry and higher education needs.

a. Strategy: Identify course prerequisites appropriate for level of the preparation needed, avoiding unnecessary barriers;

b. Strategy: Contact four-year colleges and universities to identify curriculum changes that may impact course content leading to transfer of credits with Accounting and Business Technology courses;

   i. Alignment: Enhance curriculum development with course offerings, scheduling options, and higher education opportunities;

   ii. Budget: Human, fiscal, and physical resources needed to implement the recommendation would be faculty time and travel, Academic Dean/Division Chair time, and possible fiscal moneys to meet the requirements of program certification;

   iii. Target: Student participation and success targets would be determined by an increase in student enrollment in the Accounting and Business Technology courses and program.

2. Recommendation: Review program for recognition for student success in industry and higher education.

   a. Strategy: Research Bookkeeping Specialist Professional Certificate to change its title to clarify the difference with the Bookkeeping CAS and possible recognition of a certification exam;

   b. Strategy: Research fully online delivery of the business CAS/AAS, AA/AS certificate for Accounting Technology or Business Technology course block, certification for the program, and coordination with the state of Montana for a SABHRS course;

      i. Alignment: Enhance program development with course offerings, scheduling options, and higher education opportunities;

      ii. Budget: Human, fiscal, and physical resources needed to implement the recommendation would be faculty time and travel, Academic Dean/Division Chair time, and possible fiscal moneys to meet the requirements of program certification;

      iii. Target: Student participation and success targets would be determined by an increase in student enrollment in the Accounting and Business Technology courses and program.

3. Recommendation: Encourage hiring of two additional permanent faculty.

   a. Strategy: Visit with Division Chair and Academic Dean about program needs.

   b. Strategy: Request and participate in hiring committees;

      i. Alignment: Document strategies focusing on classroom teaching effectiveness/excellence;

      ii. Budget: Human, fiscal, and physical resources needed to implement the recommendation would be current faculty time, Academic Dean/Division Chair time, and moneys to fund a minimum of Level III salaries for the faculty positions;

      iii. Target: Student participation and success targets would be determined by an increase in student retention in the Accounting and Business Technology program.

4. Recommendation: Identify internship and guest speaker opportunities each semester.

   a. Strategy: Assist Student Support Center advisors with identifying internship opportunities;

   b. Strategy: Ask Advisory Council for suggestions for internship opportunities as well as identify guest speakers;

  i. Alignment: Foster stronger community relationships;

  ii. Budget: Human, fiscal, and physical resources needed to implement the recommendation would be current faculty time and travel, Academic Dean/Division Chair time, Student Support Center advisor time;

  iii. Target: Student participation and success targets would be determined by tracking the number of internships and guest speakers, identified and subsequently offered/presented.

J. Program Review Data Summary

Accounting and Business Technology ranked overall as one of the highest programs (2nd of 14 programs FY 2016) when considering categories of: annual headcount, completion rates, annual FTE, retention rates, enrollment trend, expenditures per FTE, and job openings per student.

See Appendix D: Program Review Data Summary for additional data gathered and analyzed by Institutional Research.

K. Appendix (Additional data or exhibits)

- Appendix A: Minutes of Advisory Council Meetings – FY 2013-FY 2016 (no meetings FY 2014)
- Appendix B: Curriculum – FY 2016
    - Associate of Arts/Science Accounting and Business Advising Options
    - Associate of Applied Science – Accounting Technology and Accounting Technology Advising Options
    - Associate of Applied Science – Business Technology
    - Associate of Applied Science – Business Technology/Evening After Hours and Business Technology Advising Options
    - Certificate of Applied Science – Bookkeeping
    - Certificate of Applied Science – Entrepreneurship
    - Professional Certificate – Accounting Information Specialist (see Introduction as to status of this PC)
    - Professional Certificate – Finance Specialist (see Introduction as to status of this PC)
    - Professional Certificate – Bookkeeping Specialist
    - Professional Certificate –Small Business Specialist (see Introduction as to status of this PC)
    - Professional Certificate –Human Resource Specialist
    - Professional Certificate –Management Information Specialist (see Introduction as to status of this PC)
- Appendix C: Budget/Actual Report: FY 2013 – 2016
- Appendix D: Program Review Data Summary for additional data gathered and analyzed by Institutional Research.

Accounting and Business Technology
Advisory Council Meeting
October 23, 2012
5:30 - 7:00 pm DON 002
Agenda

Attendees

☒ Tia Kelley, Interim General Education Division Chair, Faculty, Helena College
☒ George Sonnenberg, Faculty, Helena College
☒ Barbara Yahvah, Interim General Education Department Chair, Faculty, Helena College
☒ Brooks Robertson, Adjunct Faculty
☐ Dan Anderson, MBA, CBA, Director, Small Business Development Center
☐ Darlene Chamberlin, Business Education Instructor, Helena High School
☒ John Donovan, Business Development Specialist, US Business Administration MT District
☒ Kim Harris, Business Services Administrator, Helena Public Schools
☐ Terri Norman, Business Education Instructor, Capital High School
☒ Chuck Virag, Senior Accountant, Mountain-Pacific Quality Health Foundation
☒ Jennifer Schade, Administrative Associate, Helena College, Recorder

Visitor: **Kerisa Armstrong, CPA, Finance Manager, New West Health Services**

Meeting called to order at: **5:36 pm**

Meeting Notes:
- Review of December 8, 2011 Meeting Notes
  - Barbara announced that Jean Bailey is no longer with us. Tia Kelley is serving as Interim General Education Division Chair.
  - After reviewing the minutes, the committee agreed the minutes were correct as submitted.

Changes in Administration
- Monica Ramirez worked as the Academic Dean for a six-month period and decided to accept a position in Florida. As mentioned above, Jean Bailey is no longer with us.
- Dean Bingham is acting as Interim Academic Dean.
- Tia Kelley is our Interim General Education Division Chair.
- Barbara Yahvah and three other faculty members are serving as Interim Department Chairs until May 2013.

Discussion:

- Update on program happenings
  - Program's organizational structure
  - Program Review
    - The Program Review has been submitted to our Institutional Researcher for review but has not yet been approved.
  - Evening Business program / Perkins Grant
    - Tia is working in the Accounting and Business department under a Perkins Grant.
    - There has been much discussion regarding retention of students and if we are providing accessibility for them – i.e. evening offerings, different advising options, etc. What was determined from these discussions included:
      1. That we still need more flexibility in when we offer our classes;
      2. That we need to develop more courses using a hybrid format;
      3. That we need to offer evening advising;
         - We will capture 25 – 30 students for evening advising this spring.
      4. That we need to offer more opportunities for students to obtain their degree by simply taking evening courses.
      5. That we offer a rotation of summer classes.
         - Add more sections
         - Include an Economics class on summer rotation
         - 2 – 3 standard courses in summer
         - Whatever is taught during the day in fall is offered during the evening in spring
         - By flipping out the rotation, the evening students may be able to complete their education within two years
         - George is teaching evening an class this fall
  - Developing new courses with idea of transferability
    - Computer modeling class
    - Tia – other ways to attract students to come here
    - Marketing
    - Look at 4 year schools – what can we offer to make transition
    - Looked at UM school of business
    - We offer everything here that they need to apply to school of business
    - Only class short of = computer modeling
    - Maybe run as special topics course
    - Working with OT and Computer Science
      - Focuses on Access and Excel
      - Need to know more to get into the class
    - Will then introduce new transfer initiative
    - We need to make the transition easier for students to make the transfer
    - If class isn't accepted, is offered online every semester – enroll and transfer back to us
    - Hopefully student can take placement online – if not, maybe Tia can give exam
    - Rotation of summer classes
      - Offer a particular class fall semester in the evening and then offer spring semester during the day.
    - Per Dan - what percentage of our students will move on to a four-year school?
      - If we offer more choices here, they will be able to move
      - Majority are in AAS program

- We do have around a dozen that designate that they will continue
- Arrangement with MT Tech
- Much more opportunities for students
- Barbara did a lot of work on articulation agreements
- 75%/25% - us at 75 – MT Tech at 25
- Place bound program
  - Entire bachelor program is delivered here
  - John asked if the student would attend another 4 years. Barbara said no – only 2 additional years
- Not opposed to weekend course
  - Management – 4 weekends – Try to accelerate
- Our numbers are shifting from high school graduates to non-traditional aged students.
  - Traditional aged verses Non-Traditional aged
    - Our average age = 27 ½ years old
    - Tia has noticed change since January
  - Non-traditional aged students take classes during the evening which requires extra faculty
- Have to show demand several semesters before hiring more faculty
- Hybrids = 1 night for 4 hours and take the rest of the course online
- Don't put 2 difficult courses back to back
- Business law – needs traditional class
- Brooks taught a hybrid class for Human Resource Management – he felt this worked really well
- Bigger classes would be more difficult
- Harder to get all the information in within an hour and a half
- 10 – 15 students is ideal
- Internships are a valuable option for the student – we need more internship opportunities in our programs
- We will need assistance from businesses in the community
- Need the credit – have to have it
- Most of our students get their degree and are able to find work
- Has to be community effort
- How can we fill different demand for these older students
- How would you describe ideal internship
  - One where they can learn the job
  - 20 hours per week
  - Do you have connections to state government
  - Alan Thompson – Career Services Director
  - Do we have formal internship program
  - We have an informal internship program; however, we would like it more professional
  - Gives students the opportunity to see what their degree/job entails
  - Dress and speak professionally
  - Learn how to ask questions
  - Gives students different perspective – personal growth experience
  - Students don't understand "real life experience" in industry

- George – our students look at internships as opportunity to get employed
- Kerisa – do the students get credit for internship
    - 2 to 3 hours
    - They have to do 45 hours to get credit
- Students pay for it as if it is a regular class
- We provide 45 hours of work for each credit – 135 – 2 would be 90
- Completed over semester
- Per Barb – students can take up to 3 credits each semester
- George – keep journal
- No 4/5 credit courses in business
- George mentioned the VITA volunteer program
    - VITA = Volunteer Income Tax Assistance
    - Those who assist do not get paid
    - Held on Saturday only between February – April 15th
    - Volunteers can get certified on the IRS web site
- College offers academic internships
    - Not-for-profit = not required to pay the student – we sponsor
    - For profit = needs to be paid
    - Dan – gives students great experience
    - Internships from Carroll – haven't paid – but students truly appreciate
    - We may want to reconsider the not for profit verses for profit
    - George – we will work on this
    - May need to have workers comp
- Accounting – Finance, Management, Marketing, Economics, Human Resource Entrepreneurship
    - Office technology
    - Small Business Association
    - Rocky Mountain Development Council
    - Helena School District
    - VITA
    - State of Montana Fish and Game
- Alan does internships for school
    - Career services
- How many internship opportunities are you looking for
    - 10 – 12 per year
- More developed in business
- 5 per semester
- Kerisa had internship at A2Z – great opportunity – got job when done – she added that it was nice to get paid.
- Tia – could look into getting reimbursed for credits from company
- Barbara– our challenge is getting industry to understand the value of our degrees
- The process for internships is as follows:
    - Employer sends needs to talk to Alan Thompson
    - Alan sends out notice - sends to our distribution list for students
    - He also posts on job boards
    - If we knew ahead of time (advising) – we could post prior to advising

- o Advantageous to employer as student will vie for position
        - o Per Kerisa – she had a hard time getting into an internship
        - o Barbara – what we can do – we can announce things – unsure of Alan's follow-up
        - o Some will let instructors know of internship needs prior to talking with Alan
        - o 2 in state looking for summer interns
    - We are just beginning to advise
    - Starting end of October
    - Do you have kids that just don't have this done
    - Barbara – generally not at this point
    - Tia – business student is more looking for internship

    - Evening business program/Perkin's grant
        - o Evening hybrid classes
        - o Evening advising
        - o Rotation of summer classes
- Program goals – FY 2013
    - Annual planning and assessment program
        - o Every year each program must establish goals
        1. Enhance program development
            - o AAS and Certificate of Applied Science is major focus
                - o Create one new course offering
                - o Add new scheduling options
                - o Articulation agreements
        2. Document strategies focusing on classroom teaching effectiveness
            - o Assessment mid-term for feedback
            - o Participate in professional development activities
                - o George going to conference
        3.   Foster stronger community relationships
            - o Invite guest speakers to classes
            - o Survey Advisory Council on curriculum needs
            - o Secure internships
- Barbara asked for feedback
    - o Clearly growing
    - o Business growing – steady – consistent growth
    - o Financial Aid changes are affecting this
    - o 140 credit limit
    - o People were using Financial Aid as career
    - o 3 full-time faculty – 8 adjunct
    - o We don't have turnover with adjunct faculty
    - o Do you have sufficient staff
        - Per Tia – it would be nice to have one more full-time faculty
        - Our adjuncts have the background to teach the courses
    - o Gone to 25 students
        - Keep a strong faculty base
        - Very stable

- o Barbara
  - o Full-time faculty teach 11 classes
  - o Room for two full-time faculty
  - o We have adjuncts that are expert in their area
  - o We believe in our adjunct faculty as they have the expertise
- o Tia – we have solid foundation courses – do common course syllabi
- o Makes students more successful
- o Per Dan - think of classes you would like to offer and let advisory committee know
  - o E-marketing
  - o Computer modeling
- o We try to look at basics first and then add
- o Barbara – special topics class – elective – experiment with new class to use as an elective. Business Ethics started that way – now in curriculum
- o What new courses
  - o In Applied Science
  - o Interest area in banking
- o Talked to different banks – was very excited of the idea of banking course
  - o Pursued finance option
  - o Moved in economics area
  - o Other area = focus of study = this could be a great focus of study option
- Advisory Council Goals
  - Set goals/tasks
    - o Are there goals you want - if you were to look at our curriculum – maybe visit on this
      - Dan – look at info for interns
      - Dan – banking is another area to consider
      - Chuck – regain our SABHERS – State accounting package
      - Brooks – entry level manager – how do you prepare a foreman for a position
      - Technical manager
      - One change – western is offering Instructional Tech
      - Students with trades can get management experience
      - Look further into Internship Program per Brooks
      - Set up something for employers so they know what their responsibility is – per gal
        - Brooks – from HR law side – school hands us everything we need **Brooks can help – make packets – he will send George his format**
        - **Please send notes of those that have had interns – what worked, what didn't – need to know what you needed**
        - **Committee will send ideas of what employers would like**
        - **SAHBERS – Chuck will provide support**
        - Coordinated with state employers – created a training base for us - 100 level, 2 credit class
        - Will need states input because of the system
  - Survey
    - o Include:

- o Take courses we are offering and rank
- o Include information on internship
- o One stop shop
- o Policies/procedures packet
- o **Dan will review information from bank**

Next meeting/Correspondence:
- Next meeting – after first of the year
- Barbara advise last part of March – first part of April
- Have next meeting in February
- Information from survey
- Dan – detailed study of the market – 5 targeted industries for our labor force
  - Occupational issues
  - Labor force – next five years
  - Results will be published
  - Discuss with Daniel and Carroll
- Tia – writing transfer initiative
  - May need to adjust the certificate opportunity programs
  - See growth in certificate programs
  - You as committee will be instrumental in stating which classes are needed for industry
- Target industry
  - Texas firm
  - Looked at our assets (human, facility, etc.)
  - Identified 5 segments
  - Where to focus our resources
    - o Healthcare, Tourism, Retail, Transportation, Bio Fuels, Manufacturing
  - We are not just a government community

Adjournment:
With no more business, the meeting adjourned at 7:28 pm.

Minutes submitted by Jennifer Schade

Accounting and Business Technology Advisory Committee
December 29, 2014
Noon to 1:30 p.m., Lecture Hall
Meeting Notes

Welcome
Helena College Accounting and Business Technology (A&BT) staff and faculty welcomed the members of the Advisory Committee and thanked them for coming.

Introductions
Helena College Staff and Faculty:
    Tia Kelley, Division Chair, General Education and Transfer
    Barbara Yahvah, Faculty, Accounting and Business Technology
Community Leaders:
    Terey Artz, Payroll & Benefit Officer, Opportunity Bank
    Cathy Burwell, President/CEO Helena Area Chamber of Commerce *(excused absence)*
    Vickie Caldwell, Business Unit Advisor, Controller Services, Helena Office, Anderson ZurMuehlen & Co., P.C.
    Cheryl Grey, Administrator of the State Financial Services Division Department of Administration State of Montana
High School Representatives:
    Alane Dinsdale, Business Education instructor, Helena High School *(excused absence)*
    Terri Norman, Business Education instructor, Capital High School

Discussion
Tia provided background on the importance of the A&BT Advisory Committee input for program and curriculum development for meeting accreditation standards.

Barbara and Tia presented the program assessment (ways to measure the accomplishments of goals) for FY 2014:

Where We Are Now - 2013-2014 Program Assessment Plan
- Enhance program development with course offerings, scheduling options, and higher education opportunities
    o A&BT program revised to include new program title for business, advising options for both AAS degrees, new professional certificates; offered ECNS 202, PSCI 240 online and ACTG 299 and BGEN 299 as hybrid; articulations further developed (UM, MSU-B, Tech); participation at Tuning Conference
- Document strategies focusing on classroom teaching effectiveness/excellence.
    o As a result of administering several CATs in courses, supplemental LMS were added in BGEN 105, ACTG 101, and case studies were revised in several courses; several online and hybrid courses were updated toward meeting Quality Matters standards.
- Foster stronger community relationships.
    o Invited four guest speakers in several courses, had one student team business plan accepted at a state-wide competition, 16 internships for the academic year

Barbara highlighted the historical perspective of the A&BT program area of program and curriculum changes:

What We Have Changed - Updates on Program
- New Curriculum Design- in response to individual interests of students and employer needs
  - Associate of Arts/Science – Advising Options, Accounting Technology, Business Technology
  - Accounting and Business Technology – Certificate of Applied Science and Associate of Applied Science in Accounting Technology and Business Technology
    - Accounting Technology Advising Options, Bookkeeping, Accounting Information Systems, Finance
    - Business Technology Advising Options, Human Resource Management, Management Information Systems, Small Business Management
  - Professional Certificates – Accounting Information Specialist, Finance Specialist, Bookkeeping Specialist
- New Courses
  - ACTG 125 Quick Books
  - CSCI 172 Introduction to Computer Modelling
  - BFN 205 Personal Finance (FY 2015)
  - BMGT 205 Professional Communication Fundamentals (FY 2015)
  - BMIS 270 MIS Foundations for Business (FY 2015)
  - BMKT 240 Advertising (FY 2015)

Tia provided a summary of the Tuning initiative to the A&BT Committee. The Tuning initiative, through a series of conferences and correspondences among the Montana University System (MUS) faculty and program administrators, focused on alignment of transfer credits, development of articulation agreements, and identifying "business" discipline core competencies among MUS associate and bachelor higher education institutions.

Terri Norman presented an outline of how the high schools are connecting with Montana colleges:
- Dual Credit: In the local area, high schools along with Helena College are offering courses for dual credit, in which students can earn high school credits and Helena College credits concurrently. Accounting Procedures I is one such course from the A&BT program that is offered at both the local high schools and Helena College. To ensure course equivalency, the textbook, course description, learning outcomes, and syllabus for the course of Helena College are equivalent among the high schools and Helena College.
- Big Sky Pathways: Courses offered at the local high schools are identified along career goal pathways. In the A&BT area, Finance (accounting) and Business Administration career pathways are outlined and courses selected. High school students can follow their career goals through high school and be better prepared for college classes leading to a career.

Barbara and Tia invited the A&BT Committee for their comments and suggestions on future plans for the program area:

Where We Go From Here – Under Development:
- 2014-2015 Program Assessment Plan
  - Enhance program development with course offerings, scheduling options, and higher education opportunities.

- Document strategies focusing on classroom teaching effectiveness/excellence.
- Foster stronger community relationships.
- Transfer Articulations
  - further development, follow up
- Designing 'standard' online, hybrid courses
  - Modelling after pilot program in Office Technology and other areas.
- Meeting Perkins grant
  - Reconnecting with the state of Montana SABHRS division in offering FS modules to students.
- Internships, Experiential Learning, and Scholarship Opportunities
  - Need for experiential learning in all programs
  - Employer view on students completing shadowing experiences and/or internships in their organizations
  - Possibility of student scholarships

Cheryl Grey provided an update on offering SABHRS FS classes with Helena College. While training material offered online would be available for students, her staff does have questions about limited resources available for creating assessments and teaching a course.

Action Item: Cheryl will set up a meeting time with Barbara for further discussion on SABHRS FS.

Tia asked the A&BT Committee to list technical and soft skills that are important for employees to have in their respective businesses/agencies. Cheryl suggested both verbal and written communication skills. She elaborated about the need to know their audience, such as writing emails to managers or accountants, and participating in meetings by adding value or listening. She also mentioned it's important for employees to understand project management, what the process will be, and how to communicate with others during the process. Terey suggested that employees identify solutions to problems when they meet with managers, for example, and not just list a problem. The other A&BT Committee members agreed with the skills discussed.

Tia and Barbara thanked the A&BT Committee members for their comments and for attending. Tia invited them to send an email to Barbara with further ideas for program and curriculum development.

Action Item: A&BT Committee members to send email correspondence to Barbara addressing:
- How the courses offered in the A&BT curriculum meet the needs of their businesses/agencies;
- Whether additional courses/skills should be emphasized in the A&BT curriculum;
- Other suggestions/comments, helpful for program and curriculum development.

Tia noted that there will be a spring meeting during the latter part of the semester and the A&BT Committee members can expect an email announcement from Barbara later in the year.

When We Will Meet - Next Meeting
- April, May or June

Action Item: Barbara will send an email invitation for possible dates for a spring semester meeting.

Accounting and Business Technology Advisory Committee
December 28, 2015
Noon to 1:30 p.m., Lecture Hall
Meeting Notes

Welcome and Introductions

Members and guests were welcomed and thanked for coming. Those present were: Terey Artz (Opportunity Bank), Vickie Caldwell (AZ&Z), Cody Pearce (State Accountant representing Cheryl Grey, SABHRS state of Montana), Terri Norman (Capital High School), Cari Schwen (student), Jared Senn (student), Susan Dana (MSU), Angela Woodland (MSU), Chad Hickox (Helena College Associate Dean), Robyn Kiesling (Helena College General Education and Transfer Division Chair), and Barbara Yahvah (Helena College faculty).

Review of Minutes

December 29, 2014 meeting notes were provided to the Committee.

Where We Are Now - 2014-2015 Program Assessment Plan

Barbara reported on the successful outcomes from last year's assessment plan. Areas to improve will be identified with this year's assessment plan:

Program Outcome 1: Enhance program development with course offerings, scheduling options, and higher education opportunities: Catalog advising options were developed allowing students to tailor their AAS degrees for accounting and business. Of the three developed for each area, Bookkeeping was the most often selected for accounting, followed by Accounting Information Systems; for business choosing Small Business Management and Human Resource Management were evenly divided. Scheduling flexibility was further developed with more online/hybrid options in business and accounting core classes were revised to two days a week (1 hour 20 minutes) from 2 days (50 minutes).   Additional articulation agreements with bachelor degree granting universities were developed as well as alignment of dual credit accounting courses reviewed.

Program Outcomes 2: Document strategies focusing on classroom teaching effectiveness/excellence. Classroom assessment techniques (CATs) were administered in several classes, such as evaluating the use of a supplemental Learning Management System (LMS) MyAccountingLab. Students appreciated its feedback capabilities.

Program Outcome 3: Foster stronger community relationships. Guest speakers were invited to Income Tax and Accounting: Capstone classes fostering application to real-life businesses. Four internship experiences were secured for students with the VITA program.

The Committee commented on the value of an internship experience for discovering it may be what the student expected (or not) and students showing a renewed engagement in seeking knowledge about their professional fields of interest. The Committee also discussed best practices for the use of a LMS maintaining a true learning experience by keeping the 'struggle' aspect of problem-solving.

Where We Go From Here – 2015-2016 Program Assessment Plan

Goals for this year, based on the areas to improve identified in last year's assessment plan were discussed:

<u>Enhance program development with course offerings, scheduling options, and higher education opportunities.</u>

- o To Improve – presentation of appearance/location of advising options in catalog
- o To Improve – communication among advisors, students, adjunct faculty as to catalog and scheduling changes and how to support/understand those changes
- o To Improve – review of dual credit and articulation agreements yearly, broaden specific general education courses for flexibility of transfer

<u>Document strategies focusing on classroom teaching effectiveness/excellence.</u>

- To Improve – meet Quality Matters standards for online and hybrid accounting and business courses from semester to semester for program consistency and continuity

<u>Foster stronger community relationships.</u>

- To Improve – encourage involvement with Advisory Council's expertise in evaluating program curriculum and identifying internship/job shadowing opportunities
- To improve – further develop transfer articulation agreements and coordinate dual credit courses

  ACTION ITEM: A Monkey.com survey of Accounting and Business Technology curriculum will be sent out to all Committee members. The survey is to evaluate courses in the program area as to importance for students to be successful in their respective fields/furthering their education.

The closing discussion by the Committee included topics of job shadowing and responding to today's external demands, such as students' desire to remain in Helena and earn a bachelor degree or the AICPA and accreditation bodies in emphasizing critical thinking, problem-solving, quantitative analysis, and writing. In addition, preparation for students to be successful in their careers and further their education, included the importance of developing 'soft' skills to complement technical skills.

When We Will Meet - Next Meeting
The Committee suggested having its spring meeting in mid- May after tax season and graduation. Email correspondence would continue in the interim.

Associate of Arts and Associate of Science – Advising Options Accounting Technology and Business Technology

III. ADVISING OPTIONS (22+ CREDITS)

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)
ACTG299 Capstone: Accounting 3
BGEN299 Capstone: Business 3

Associate of Applied Science Accounting Technology
FIRST YEAR
Fall Semester

ACTG101 Accounting Procedures I 3
BGEN105 Introduction to Business 3
Choose one of the following: 3
M108T Business Math
M115 Probability and Linear Mathematics
M121 College Algebra
STAT216 Introduction to Statistics
Choose one of the following: 3
WRIT101 College Writing
WRIT121T Introduction to Technical Writing
Advising Option Credits (see page 64) 3
Total Semester Credits 15

Spring Semester

ACTG102 Accounting Procedures II 3
ACTG205 Computerized Accounting 3
BGEN201 Foundations of Business Ethics 3
CAPP156 MS Excel 3
Choose one of the following: 3
HR110T Career Development and Human Relations
PSYX100 Introduction to Psychology
SOCI101 Introduction to Sociology
Advising Option Credits (see page 64) 3
Total Semester Credits 18

SECOND YEAR

Fall Semester
ACTG180 Payroll Accounting 3
ACTG201 Principles of Financial Accounting 3
BGEN235 Business Law I 3
CAPP266 Advanced MS Excel 3
Choose one of the following: 3
BMGT205 Professional Communication Fundamentals
COMX111 Introduction to Public Speaking
Advising Option Credits (see page 64) 3
Total Semester Credits 18

Spring Semester
ACTG202 Principles of Managerial Accounting 3
ACTG215 Foundations of Governmental and Not for Profit Accounting 3
ACTG299 Capstone: Accounting 3
Choose one of the following: 3
ECNS201 Microeconomics
ECNS202 Macroeconomics
ECNS203 Principles of Micro and Macro Economics
Advising Option Credits (see page 64) 3
Total Semester Credits 15
TOTAL CREDITS 66

Accounting Technology Advising Options

Choose one of the following Accounting Technology Advising Options:

ACCOUNTING INFORMATION SYSTEMS

ACTG125 QuickBooks 3
ACTG211 Income Tax Fundamentals 3
Choose one of the following: 3
ACTG230 SABHRS
    ACTG292 Independent Study
    ACTG298 Internship
CSCI172 Introduction to Computer Modeling 3
Total Advising Options 12

FINANCE

ACTG211 Income Tax Fundamentals 3
Choose one of the following: 3
ACTG292 Independent Study
ACTG298 Internship
    BGEN236 Business Law II
BFIN205 Personal Finance 3
BFIN265 Introduction to Business Finance 3
Total Advising Options 12

BOOKKEEPING

ACTG125 QuickBooks 3
ACTG211 Income Tax Fundamentals 3
Choose one of the following: 3
ACTG292 Independent Study
ACTG298 Internship
    TASK150 Customer Service Strategies
Choose one of the following: 3
CAPP154 MS Word
    TASK113 Keyboarding and Document Processing
Total Advising Options 12

Associate of Applied Science Business Technology
FIRST YEAR
Fall Semester

ACTG101 Accounting Procedures I 3
BGEN105 Introduction to Business 3
Choose one math: 3
M108T Business Math
M115 Probability and Linear Mathematics
M121 College Algebra
STAT216 Introduction to Statistics
Choose one writing: 3
WRIT101 College Writing
WRIT121T Introduction to Technical Writing
Advising Option Credits (see page 68) 3
Total Semester Credits 15

Spring Semester

ACTG205 Computerized Accounting 3
BGEN201 Foundations of Business Ethics 3
BMGT210 Small Business Entrepreneurship 3
Choose one of the following: 3
CAPP156 MS Excel
CSCI172 Introduction to Computer Modeling
Choose one of the following: 3
HR110T Career Development and Human Relations
SOCI101 Introduction to Sociology
PSYX100 Introduction to Psychology
Advising Option Credits (see page 68) 3
Total Semester Credits 18

SECOND YEAR
Fall Semester

BFIN265 Introduction to Business Finance 3
BGEN235 Business Law I 3 *Choose one of the following:* 3
BGEN292 Independent Study
BGEN298 Internship
BMGT215 Human Resource Management
BMKT225 Marketing 3
Choose one of the following: 3
BMGT205 Professional Communication
Fundamentals
COMX111 Introduction to Public Speaking
Advising Option Credits (see page 68) 3
Total Semester Credits 18

Spring Semester

BGEN299 Capstone: Business 3
BMGT235 Management 3
CAPP153 MS PowerPoint 3
Choose one of the following: 3
ECNS201 Microeconomics
ECNS202 Macroeconomics
ECNS203 Principles of Micro and Macro
Economics
Advising Option Credits (see page 68) 3
Total Semester Credits 15
TOTAL CREDITS 66

Associate of Applied Science Business Technology / Evening After Hours
FIRST YEAR
Fall Semester

ACTG101 Accounting Procedures I 3
BGEN105 Introduction to Business 3
Choose one math: 3
M108T Business Math
M115 Probability and Linear Mathematics
M121 College Algebra
STAT216 Introduction to Statistics
Choose one writing: 3
WRIT101 College Writing
WRIT121T Introduction to Technical Writing
Advising Option Credits (see page 68) 3
Total Semester Credits 15

Spring Semester

ACTG205 Computerized Accounting 3
BGEN201 Foundations of Business Ethics 3
BMGT210 Small Business Entrepreneurship 3
Choose one of the following: 3
CAPP156 MS Excel
CSCI172 Introduction to Computer Modeling
Choose one of the following: 3
HR110T Career Development and Human Relations
SOCI101 Introduction to Sociology
PSYX100 Introduction to Psychology
Advising Option Credits (see page 68) 3
Total Semester Credits 18

SECOND YEAR
Fall Semester

BFIN265 Introduction to Business Finance 3
BGEN235 Business Law I 3 *Choose one of the following:* 3
BGEN292 Independent Study
BGEN298 Internship
BMGT215 Human Resource Management
BMKT225 Marketing 3
Choose one of the following: 3
BMGT205 Professional Communication
Fundamentals
COMX111 Introduction to Public Speaking
Advising Option Credits (see page 68) 3
Total Semester Credits 18

Spring Semester

BGEN299 Capstone: Business 3
BMGT235 Management 3
CAPP153 MS PowerPoint 3
Choose one of the following: 3
ECNS201 Microeconomics
ECNS202 Macroeconomics
ECNS203 Principles of Micro and Macro
Economics
Advising Option Credits (see page 68) 3
Total Semester Credits 15
TOTAL CREDITS 66

Business Technology and Business Technology / Evening After Hours
Business Technology Advising Options

Choose one of the following Business Technology Advising Options:

SMALL BUSINESS MANAGEMENT

ACTG180 Payroll Accounting 3
BMKT240 Advertising 3
MART145 Web Design 3
TASK150 Customer Service Strategies 3
Total Advising Options 12

HUMAN RESOURCE MANAGEMENT

ACTG180 Payroll Accounting 3
Choose one of the following: 3
BMGT236 Business Law II
PSCI240 Introduction to Public Administration
BMGT263 Legal Issues in Human Resources 3
TASK150 Customer Service Strategies 3
Total Advising Options 12

MANAGEMENT INFORMATION SYSTEMS

ACTG180 Payroll Accounting 3
BMIS270 MIS Foundations for Business 3
CSCI172 Introduction to Computer Modeling 3
STAT216 Introduction to Statistics 3
Total Advising Options 12

Certificate of Applied Science
Bookkeeping
Fall Semester

ACTG101 Accounting Procedures I 3
BGEN105 Introduction to Business 3
Choose one of the following: 3
M108T Business Math
M115 Probability and Linear Mathematics
M121 College Algebra
STAT216 Introduction to Statistics
Choose one of the following: 3
WRIT121T Introduction to Technical Writing WRIT101 College Writing
Accounting Technology Advising Option Credits 3
Total Semester Credits 15

Spring Semester
ACTG102 Accounting Procedures II 3
ACTG205 Computerized Accounting 3
BGEN220 Business Ethics and Social
Responsibility 3
CAPP156 MS Excel 3
Choose one of the following: 3
HR110T Career Development & Human
Relations
SOCI101 Introduction to Sociology PSYX100 Introduction to Psychology
Accounting Technology Advising Option Credits 3
Total Semester Credits 18
TOTAL CREDITS 33

Certificate of Applied Science
Entrepreneurship
Fall Semester

ACTG101 Accounting Procedures I 3
BGEN105 Introduction to Business 3
Choose one of the following: 3
M108T Business Math
M115 Probability and Linear Mathematics
M121 College Algebra
STAT216 Introduction to Statistics
Choose one of the following: 3
WRIT121T Introduction to Technical Writing WRIT101 College Writing
Business Technology Advising Option Credits 3
Total Semester Credits 15

Spring Semester

ACTG205 Computerized Accounting 3
BGEN220 Business Ethics and Social
Responsibility 3
BMGT210 Small Business Entrepreneurship 3
Choose one of the following: 3
CAPP156 MS Excel
CSCI172 Introduction to Computer Modeling
Choose one of the following: 3
HR110T Career Development and Human
Relations
SOCI101 Introduction to Sociology
PSYX100 Introduction to Psychology
Business Technology Advising Option Credits 3
Total Semester Credits 18
TOTAL CREDITS 33

Professional Certificate / Accounting and Business
Please Note:
Credits will vary and may require an earned degree in an approved related discipline.

Accounting Information Specialist*

ACTG101 Accounting Procedures I 3
Choose one of the following: 3
ACTG125 Quick Books
ACTG205 Computerized Accounting
ACTG211 Income Tax Fundamentals 3
Choose one of the following: 3
ACTG230 SABHRS
ACTG180 Payroll Accounting
BMIS270 MIS Foundations for Business 3
Choose one of the following: 3
CAPP156 MS Excel
CSCI172 Introduction to Computer Modeling
CAPP266 Advanced MS Excel 3
Total Semester Credits 21

Finance Specialist*

ACTG101 Accounting Procedures I 3
ACTG102 Accounting Procedures II 3
ACTG211 Income Tax Fundamentals 3
BFIN205 Personal Finance 3
BFIN265 Introduction to Business Finance 3
BGEN105 Introduction to Business 3
BGEN220 Business Ethics and Social
Responsibility 3
Total Semester Credits 21

Bookkeeping Specialist

ACTG101 Accounting Procedures I 3
ACTG102 Accounting Procedures II 3
Choose one of the following: 3
ACTG125 Quick Books
ACTG205 Computerized Accounting
ACTG180 Payroll Accounting 3
ACTG211 Income Tax Fundamentals 3
Choose one of the following: 3
CAPP156 MS Excel
CSCI172 Introduction to Computer Modeling
CAPP266 Advanced MS Excel 3
Total Semester Credits 21

(See Introduction for status of this PC)

Please Note:
Credits will vary and may require an earned degree in an approved related discipline.

Small Business Specialist*

ACTG101 Accounting Procedures I 3
Choose one of the following: 3
ACTG180 Payroll Accounting
ACTG205 Computerized Accounting
BGEN220 Business Ethics and Social
Responsibility 3
Choose one of the following: 3
BGEN201 Foundations of Business Ethics
BGEN235 Business Law
Choose one of the following: 3
BGMT210 Small Business Management
PSCI240 Introduction to Public Administration
Choose one of the following: 3
BMKT225 Marketing
BMKT240 Advertising
MART145 Web Design
TASK150 Customer Service Strategies 3
Total Semester Credits 21

Human Resource Specialist

ACTG101 Accounting Procedures I 3
Choose one of the following: 3
ACTG180 Payroll Accounting
ACTG205 Computerized Accounting
BGEN105 Introduction to Business 3
Choose one of the following: 3
BGEN220 Business Ethics and Social
Responsibility
BGEN236 Business Law II
BMGT215 Human Resource Management 3
BMGT235 Business Law 3
BMGT263 Legal Issues in Human Resources 3
Total Semester Credits 21

Management Information Specialist*

ACTG101 Accounting Procedures I 3
Choose one of the following: 3
ACTG180 Payroll Accounting ACTG205 Computerized Accounting
BGEN220 Business Ethics and Social
Responsibility 3
BMGT235 Management 3
BMIS270 MIS Foundations for Business 3
Choose one of the following: 3
CAPP156 MS Excel
CSCI172 Introduction to Computer Modeling
Choose one of the following: 3
CAPP266 Advanced MS Excel
STAT216 Introduction to Statistics
Total Semester Credits 21

(See Introduction for status of this PC)

Budget/Actual Report: FY 2013 – 2016

Fiscal Year	Line Item	Account Code	Approved Budget	Actual Expenditures	Final Budget Narrative
FY 2013	Contracted Services	62102	$300	$0	N/a
	Minor Supplies	62249	$3,100	$387	
	Travel	62405	$300	$55	
	Other	62801	$235	$0	
	Other	62817	$200	$0	
	Other	62899	$900	$0	
	Total		$5,035	$442	
FY 2014	Contracted Services	62102	$300	$0	Second faculty member not hired spring 2014 and A&BT Advisory council did not meet in person spring 2014, so supplies budget was not expended fully. UM allowed electronic submission for business plans; students supplied their spiral-bound version directly to the competition, so contracted services budget was not expended; travel for faculty to business plan competition was less than anticipate; travel budget was not fully expended; faculty member did not submit license renewal by e4nd of year, so was not reimbursed for professional dues, UM paid for lodging for students to state business plan competition, so the budget was not fully expended.
	Minor Supplies	62249	$3,100	$799	
	Travel	62405	$300	$151	
	Other	62801	$235	$0	
	Other	62817	$600	$20	
	Other	62899	$0	$0	
	Total		$4,535	$970	
FY 2015	Contracted Services	62102	$300	$0	Budget/Actual variances due to: Students did not choose to participate in the state-wide business competition this academic year. QuickBooks was billed at less than budgeted amount. Faculty did not travel out of Helena this academic year nor request reimbursement of accounting dues. Unbudgeted amount was for food for Advisory Council which was approved by Division Chair.
	Minor Supplies	62249	$1.000	$690	
	Travel	62405	$200	$0	
	Other	62801	$500	$0	
	Other	62817	$0	$25	
	Other	62899	$0	$0	
	Total		$2,000	$715	
FY 2016	Contracted Services	62102	$300	$0	Budget/Actual variances due to: Students did not choose to participate in the state-wide business competition this academic year. QuickBooks was billed at less than budgeted amount. Faculty did not
	Minor Supplies	62249	$1,000	$702	
	Travel	62405	$200	$0	
	Other	62801	$0	$0	

	Other	62817	$0	$0	travel out of Helena this academic year nor request for reimbursement of accounting dues.
	Other	62899	$0	$0	
	Total		$1,500	$702	

Appendix D:
Accounting and Business Technology
Program Review Data Summary

Alignment with Community Needs (AAS/CAS Only)

Data Definition:	Current MT	Projected MT	Current U.S.	Projected U.S.			Program Notes	Source
A. Provide the total number of projected job openings from related occupations for Montana and the U.S. 2014-2024	16,169	18,353	N/A	N/A			ACTG AAS, BUS AAS, Bookkeeping CAS, Entrepreneur CAS, HR spec	Montana Research & Analysis Bureau/Bureau of Labor Statistics
B. Provide percent change in job openings for related occupations for Montana and the U.S. 2014-2024		13.5%		N/A			bookkeeping/accounting/auditing clerks, HR assistants, payroll clerks	
C. Provide the median hourly wage or annual salary for related occupations	$32,092		N/A				account/bill collectors, brokerage clerks, tax preparers, tellers	

Data Definition:	Year 1 11/12	Year 2 12/13	Year 3 13/14	Year 4 14/15	Year 5 15/16	5 Year Ave	Program Notes	Source
D. Provide 5 years of in-field job placement rates for all program graduates	63%*	51%*	76%* 55%*	N/A	N/A	63%	Three year average *Employed **Employed in related field	Helena College Graduate Survey, OCHE Perkins Data, MUS-MTDOLI Data
E. For applied programs with program admission provide five years of student application totals	N/A	N/A	N/A	N/A	N/A	N/A		Program Records
F. For applied programs with program admission provide five years of students accepted totals	N/A	N/A	N/A	N/A	N/A	N/A		Program Records

Student Participation and Success

Data Definition:	Year 1 11/12	Year 2 12/13	Year 3 13/14	Year 4 14/15	Year 5 15/16	5 Year Ave	Program Notes	Source
A. Provide 5 years of transfer rates to 4-year colleges (AA/AS)								Institutional Research
B. Provide program capacity (headcount)	N/A	N/A	N/A	N/A	N/A	N/A	Capacity is course-based	Institutional Research
C. Provide 5 years of enrollment (unduplicated headcount)	205	188	155	130	109	157		Institutional Research

D. Provide 5 years of enrollment (FTE)	109.8	100.1	79.5	66.1	56.1	82.3	Total AB course credits/15	Institutional Research
E. Annual percentage of program capacity	97%/76%	73%/80%	70%/69%	69%/62%	55%/51%	73%/68%	% course capacity fall/spring	Institutional Research
F. Provide 5 years of retention rates for full-time students	68%	52%	40%	53%	35%	50%	Entering students returning	Institutional Research
G. Provide 5 years of retention rates for part-time students	62%	59%	46%	53%	38%	52%	the following fall (2010-15)	Institutional Research
H. Provide 5 years of successful program course completion rates.	86%/82%	79%/83%	79%/75%	78%/77%	80%/81%	80%/80%	Pass or C- or better each term	
I. Provide 5 years of graduation rates for full-time students *rate of students graduating within 150% of completion time*	43%	25%	29%	32%	13%	28%	Entering fall cohorts 2008-12	Institutional Research
J. Provide 5 years of graduation rates for part-time students *rate of students graduating within 150% of completion time*	16%	21%	19%	5%	0%	12%	Entering fall cohorts 2009-12	Institutional Research
K. Provide 5 years of annual degree & certificate completions	38	37	39	50	34	40	Credentials awarded each AY	Institutional Research
L. Provide 5 years of degree production rates – *proportion of degrees/certificates granted as percentage of headcount*	35	37	49	76	61	49	# of completers per 100 FTE	Institutional Research
M. Provide 5 years of pass rates on occupation/industry specific licensing or certification exams (as applicable)	N/A	N/A	N/A	N/A	N/A	N/A		Program Records
Fiscal and Physical Resources								
Data Definition: Instructional costs include salaries, operations, grant funding, and gifts/donations from partners	Year 1 FY12	Year 2 FY13	Year 3 FY14	Year 4 FY15	Year 5 FY16	5 Year Ave	Program Notes	Source
A. Provide 5 years of instructional cost/student (FTE)	$1,740	$1,376	$1,065	$1,241	$1,820	$1,448	H03010/FTE	Institutional Research/ Finance

B. Provide 5 years institutional expenditure/student (FTE)	$6,353	$7,473	$7,639	$8,109	$8,425	$7,600	Total Budget/FTE	Institutional Research/ Finance
C. Provide 5 years of instructional cost/graduate	$5,028	$3,724	$2,172	$1,641	$3,003	$3,114	H03010/Completions	Institutional Research
D. Provide 5 years institutional expenditure/graduate	$29,196	$36,963	$30,245	$32,436	$26,742	$31,116	Total Budget/Completions	Institutional Research
E. Provide 5 years of student program fees-fund balance(s)	N/A	N/A	N/A	N/A	N/A	N/A	Fees	Finance/Program Records
F. Provide 5 years of student program fees-student costs	N/A	N/A	N/A	N/A	N/A	N/A	Fees	Finance/Program Records
G. Provide five years of tuition revenue/student (FTE)	$326,655	$328,728	$200,499	$176,950	N/A	$258,208	Ave Tuition Revenue X FTE	IPEDS Finance Report