Internal Program Review
Self-Study Report

Program Name
Interior Space Planning and Design

Credentials Offered
Associate of Arts – Program of Study: Interior Space Planning and Design - 22 credits
Advanced Certificate Environmental Design Studies – 22 credits

Self-Study Completed by:
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Date Completed:
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A. Introduction

The Interior Space Planning and Design Program at Helena College provides a distinctive curriculum with a career oriented approach. Within the Associate of Arts, students complete a program of study of Interior Space Planning and Design. Coursework includes the fundamentals of design, design analysis by the utilization of the design process, space planning and design with studios focused on residential, commercial, corporate, and environmental design where material selection and specifications relate to both residential and commercial design. Additional courses include CAD, lighting, construction documents, codes and regulations, professional practices and history of architecture and design.

Associates of Arts

The Associate of Arts at Helena College is a general transfer degree. Completion of an AA degree indicates the student has completed a course of study equivalent to the first two years of a bachelor's degree. AA students do not officially include a major or minor, however, students do complete a 22-credit study option. The curriculum consists of required courses over a two-year period that leads to an Associate of Arts with a program of study in Interior Space Planning and Design. Coursework includes the fundamentals of design, design analysis by the utilization of the design process, space planning, environmental studies, material specifications relating to both residential and commercial design, CAD, codes and regulations. Focus on environmental design products will be vital throughout each design course. The Associate Degree prepares a student to either successfully transfer to a four-year baccalaureate design program or compete for jobs in interior design and related fields.

Advanced Certificate in Environmental Design Studies

The Environmental Design Studies Advanced Certificate at Helena College provides a distinct curriculum that further supports interior design education. The Environmental Design Studies Advanced Certificate is designed to support the Helena College Associate of Arts which includes a program of study in Interior Space Planning and Design. The Advanced Certificate focus on environmental design materials, building products, specifications, codes and regulations, and knowledge of the LEED process (Leadership in Energy and Environmental Design) will be vital throughout studio courses. In addition, there are courses in history relating to materials, building products and design. After the completion of the Associate of Arts and the Advanced Certificate in Environmental Design Studies, a student will be prepared to successfully either transfer to a four-year baccalaureate design program or compete for jobs in interior design, environmental design and related fields.

B. Alignment with Mission, Strategic Goals and Core Themes

Interior Space Planning and Design Program Mission: To promote lifelong educational goals of learners, to provide comprehensive interior design education of the highest quality, to foster our connections with partners in the interior design community, to provide access to employment opportunities, and to be responsive to the growth of community and needs of the interior design profession.

Core Themes:

- Access and Support:
  Students will successfully apply the design process to all school projects. This prepares them for their internships and career.

- Academic Excellence:
  Students complete successfully rigorous design coursework using technical skills and creativity, as well as, demonstrate the knowledge of the importance of Health, Safety and Welfare issues in the design process. Students demonstrate the knowledge of compliance with codes and regulations as they relate to their design projects.

- Strengthen Community:
  Increase student enrollment for the career of design in the Helena area and beyond. Along with the recruitment staff, faculty visit the various high schools around the state to promote the design program at Helena College. Every semester, enrollment reflects this effort, for example, Fall 2017, we have one student from Deer Lodge, another from Townsend, both towns I visited last year. There is a strong employment need for designers in the community of architectural firms in Helena.

Strategic Plan Alignment:

- Student Success:
  Students secure an appropriate internship within the design community in Helena by presenting their successfully completed portfolio. Prior to their internship, students are challenged in their design school projects; floor plans, 3-d drawings, and successfully completing the design process with the understanding of elements and principles of design.

- Assess/Plan:
  Interior Space Planning and Design faculty plan yearly design program assessments, report at mid-cycle, and summarize at the year-end. Students portfolio illustrates the successfully completion of design coursework reflecting technical skills, and creativity.

- Attain Excellence:
  Interior Space Planning and Design faculty keep current with interior design issues, by attending conferences and completing required CEUs. This information is shared with the design students and how it relates to the student projects. The design faculty at Helena College are practicing architects and designers.   Real world design concepts and technologies are incorporated in student projects.

- Support Community:
  Provide outside curriculum experiences for design students in the Helena area businesses that support architecture and design.   Field trips for the students in and around Helena are learning opportunities. During the Materials and the Environment course, students travel to Bozeman to tour, Big Timberworks, an environmentally focused company. At this facility, student observe reclaimed downed trees and lumber repurposed in the construction of timber frame homes. Also, recycled stone, metals, and reclaimed counter materials are used in the construction. In Helena, students tour flooring, cabinetry design and finishes showrooms. Local business guest speakers come to the class and address materials which off-gas dangerous VOCs. Solutions and goals for the betterment of the environment, relating to architecture and design, are presented to the students. Students attend design conferences, (Neocon/Chicago), fundraise to be able to attend, and enroll in the study abroad course, and bring knowledge back to their coursework, and to the design firms students will be employed. As graduates and employees of architectural firms in Helena, graduates re-attend Neocon/Chicago, the largest architectural/design conference in America. On-going interaction with the design community and our graduates continues every year.

- Advance Institution:
  Interior Space Planning and Design program has an active Advisory Board consisting of architects and our design graduates whom advise us of the needs of the Helena Design Community. They all were active in the course development beyond

the "retired" one-year certificate. The Advisory Board supports the opportunity for a Bachelor's degree in Interior Design in Montana. We all hope.

- Develop Resources:
  Increase enrollment. Continue to promote the Interior Space Planning program to the high schools in Montana to increase enrollment in ISPD at Helena College. If enrollment increases, possible increase in course offerings from one section to two would be a possibility. Last year, 2016-2017, enrollment was at cap for the first semester of enrollment. Of the 10 students in the beginning design studio, we have five students retained for Fall 2017. This semester, Fall 2017, full first year classes, and hopefully, more than 50% of the students from the Introduction to Interior Design, and the Fundamentals studio will move forward to Spring studios in 2018. The national average of retention in architecture and design is 50%.

C. Alignment with Community Needs (Academic Programs Only)

In terms of student graduate employment, every graduate of the ISPD program is working in architecture and design, or related art fields. Most Helena College design graduates are locally employed by Architectural/Design firms. Some graduates have left their first employment with an architectural firm, to open their own design firm in the community. Salaries at the firms are ranging from $17.00/hr and approximately starting at $30,000.00+ a year.   CAD skills play a role in the hourly rate.
Presently, every firm in Helena is very busy and will hire more designers from the HC design program next Spring. We actually do not have enough graduates to fill the need. That is now, and who knows when that will change. Building and design in our region is very very busy, however, the economy drives these career openings. I recently received an email from Missoula from a design firm asking for a graduate referral. I sent our student who is completing her BA at UM the information.
Over the years, the enrollment of students in the Interior Design Program has steadily grown. However, students that complete the design program coursework is still at about 40-50%. Many drop out. Everyone here at the college, advise the students that this is not a decorating program, yet we still lose students who are not wanting to commit, or leave the program for other reasons. This year, I see a strong full fundamental design studio of good students. We will see how they do at the end of Fall semester. It might be helpful to know that across the US, architectural and design programs only graduate about 50% or less of those students who begin the programs.
I continue to budget for travel around the state to the high schools presenting our excellent program. We need more students, and the community needs more graduates. Every year, I pick up a few students from my visits. This year, Townsend and Deer Lodge.

In terms of design student participation within the community, Helena College design students are interactive with our Helena community. Students are members of the student chapter of HBIA associated with the professional local chapter of HBIA. Students participate in the annual HBIA Home Show, exhibiting their student work to the community. This event is a fundraising event for the architectural/design trip to Neocon Chicago in June. Students participate in the two Helena Art Walks exhibiting at the invitation of Mosaic Architecture. In the past, students have participated in community meetings regarding the urban renewel of the downtown area. This past year, students participated in the renewal endeavors for the 6th Ward of Helena. The students were asked to look at existing spaces in the Sixth Ward for redesign, and repurpose facilities to support the 6th Ward's renewal vision and mission.

In addition, Interior Space Planning and Design program offers a study abroad course, taught by our adjunct instructor, Susan Winchip, PhD. The design course is offered to credit students across curriculums, and to the community of Helena. We are in our sixth year of offering the course. Trips to Rome, Florence, Venice, Paris, China, Prague, Vienna, Budapest, and Ireland and Scotland have been very successful. The interaction of the community members with the credit students is wonderful. In 2016, five design students attended within a total of 10 credit students. We have many repeat travelers that look forward to the comradery of the two groups. This is not a vacation, but a rigorous educational course. In 2018, we are traveling to Hong Kong and Taiwan.

D. Student Participation and Success

Students who graduate with the AA and the Advanced Certificate have completed advanced courses and studios, which give them skills to compete for careers in design at architectural/design firms. The Interior Space Planning and Design courses include six design studios and two CAD studios. The structure of design studios are different from lecture classes. Student projects and design process replicate studio work in the "real world". Client programs are generated by the student, with the design process is their guide. First phase, Programming, gathering the pertinent facts about the client and the project requirements. This is accomplished by research. In the real world, they are interviewing the client as well. This information is analyzed and applied to a specific footprint, or square footage for the design layout. The next phase of the design process is referred to as Conceptual Design. Conceptual design includes matrices, graphics applied to the footprint that represent adjacencies and circulation patterns, sketches, and architectural notes describing the concept of the design. Next, Design Development phase, the revised drawings, leading to final drawings, renderings, material selections, and architectural details. In phase 4, students develop a set of working drawings, non-structural, for example, dimension plans, elevations, lighting design plans, sections and details of architectural elements, finish plans and specifications of materials, furniture and equipment. The last phase of the design process is Building Site Observations. Most of the projects in the studios are not real life, and are not built. We like to say, our graduates do not learn how to fluff pillows, but learn the concepts and skill sets of Interior Architecture.

Students are encouraged to transfer to Universities and Colleges that offer a Baccalaureate in Interior Design. At the present time, these opportunities are out of state. Helena College has only had three students transfer for a baccalaureate degree in interior design or related art fields. One graduated from University of Idaho in Interior Design. This past Spring 2017, two Helena College graduates transferred, one to Carrol College, one to University of Montana for their Baccalaureate

degrees. The student at Carroll College will earn a BA in Liberal Arts, and the other Helena Graduate at University of Montana, a degree in Art.

Over the years, many attempts have been made to create an articulation agreement or a 2+2 with the MUS system. It has been a lot of hard work for four division chairs, 3 academic deans and myself. My advisory Board told me to give it a rest until 2018. I would like the BA for our students in the state, as most of our Helena College students are place bound here in the Helena region. It has to be a very creative articulation with most advanced courses offered here at Helena College, or on-line with the University offering the BA.

Efforts will continue.

See appendix A for full Program Review Data Summary

Student Participation and Success: 5 year average

Retention	70%
Course completion	76%
Graduation	30%
Degree production rates	51

Regarding the community success with our students, they volunteer for HBIA, for example, distributing booklets for the yearly Parade of Homes. Twice a year our students participate in the Helena art walk displaying and raffling off their artwork and other donated items. For the urban renewal of the downtown area, students designed and presented a conceptual gourmet market in an existing space off Last Chance Gulch. This past year, students participated in the renewal projects for the sixth Ward of Helena. We were asked to look at existing spaces in the Sixth Ward for the renewal vision and mission of the members of the community in the 6th Ward. Students were asked by Helena Industries to design a restaurant with a training kitchen for people with disabilities. Also, the members of the renewal committee asked for space designed for a train museum for the Historic Train Society, and a museum for the Lewis and Clark County Archives. The students presented to the community in May and the members thought the projects were awesome and real. We have been asked to return in the Spring 2018 and design more projects for the Sixth Ward. There are grants to move these designed projects forward to design/build. Fabulous!
For the credit students taking the Study Abroad Course, IDSN 293, this course relates to the History of Architecture and Design courses required for the Advanced Certificate. The final project is expressed through illustrations, drawings, pictures, and explanations as what they learned abroad. Topics are compared and contrasted include, but not limited to, Architectural and Design History, Cultural, and Economics of the various regions they traveled.

E. Student Learning Outcomes and/or Program Goals

Program Learning Outcomes: Associate of Arts – All learning outcomes (program and course) are based upon the guidelines of CIDA, Council for Interior Design Accreditation. CIDA accredits four-year programs across the United States.

Upon completion of the Associate of Arts with a program of study in Interior Space Planning and Design program graduates will be able to:

- Demonstrate knowledge of design fundamentals and their application to the practice of interior design by successfully completing exams and projects.
- Demonstrate knowledge of the concept and theory of design by successfully completing projects.
- Demonstrate the ability to apply the design process to interior design problems utilizing programming, conceptual schematics, and design development skills by successfully completing assignments and projects.
- Demonstrate knowledge of interior materials, specifications, and maintenance by successfully completing exams and projects.
- Demonstrate knowledge of "green" materials and specifications through successfully completing research projects and various studio projects.
- Demonstrate an ability to communicate information through competent skills in hand drawings and CAD drawings.
- Demonstrate presentation skills, including lettering, drawing, perspective and preparation of design boards and models.
- Demonstrate knowledge of the codes, regulations, and standards that protect the health, safety and welfare of the public by successfully completing assignments and projects.

Program Learning Outcomes: Advanced Certificate in Environmental Design Studies - All learning outcomes (program and course) are based upon the guidelines of CIDA, Council for Interior Design Accreditation. CIDA accredits four-year programs across the United States.

Upon completion of the Advanced Certificate in Environmental Design Studies, graduates will be able to:

- Demonstrate the ability to apply the design process by utilizing programming, conceptual schematics, space planning methods, and design development skills by successfully completing interior design projects.
- Demonstrate an understanding of the concept and theory of design by successfully completing projects.
- Demonstrate knowledge of history in interiors and furnishings by successfully completing assignments and exams.
- Demonstrate knowledge of ancient cultures as they relate to the present built environment by successfully completing projects and assignments.
- Demonstrate knowledge of regulations and codes as they relate to space planning interior spaces, and writing design material specifications by successfully completing projects.
- Demonstrate an ability to communicate information through competent skills in hand drawings and CAD drawings.

- Demonstrate presentation skills, including lettering, drawing, perspective, and preparation of design boards and models.
- Demonstrate knowledge of environmental issues as they relate to the present and future built environments by successfully completing projects and assignments
- Demonstrate an understanding of professional practice, project management skills, and sales and marketing tools as they relate to the practice of interior design by successfully completing assignments, exams, projects and a portfolio.
- Demonstrate knowledge of construction documents as they relate to the design process by successfully completing a set of construction documents.
- Demonstrate an understanding of the codes, regulations, and standards that protect the health, safety, and welfare of the public by successfully completing assignments and projects.

F. **Curriculum and Instruction (Academic Programs Only**
The Associate of Arts (AA) is a general transfer degree. Completion of an AA degree indicates the student has completed a course of study equivalent to the first two years of a bachelor's degree. AA students do not officially include a major or minor, however, students do complete a 22 credit program of study option.
Below is a list of all Interior Space Planning and Design courses which lead to the design option 22 credits of the AA, and the Advanced Certificate in Environmental Studies. Also listed is the elective, Study Abroad Course-3

ARTZ 105 – DRAWING   3

DDSN 118 CAD I   3

IDSN 101 INTRODUCTION TO INTERIOR DESIGN   3

IDSN 110 HISTORY OF INTERIOR DESIGN I   3

IDSN 111 HISTORY OF INTERIOR DESIGN II   3

IDSN 120 MATERIALS AND THE ENVIRONMENT   3

IDSN 125 LIGHTING THE ENVIRONMENT   3

IDSN 135 FUNDAMENTALS OF SPACE PLANNING   3

IDSN 230 INTERIOR ARCHITECTURAL CAD   3

IDSN 240 STUDIO I-RESIDENTIAL	3
IDSN 245 CONSTUCTION DOCUMENTS	3
IDSN 250 STUDIO II-COMMERCIAL	4
IDSN 252 STUDIO III- CORPORATE	4
IDSN 255 ENVIRONMENTAL DESIGN STUDIO	4
IDSN 275 PROFESSIONAL PRACTICES	3
IDSN 298 INTERNSHIP	2
IDSN 293 STUDY ABROAD	3

COURSE STATEMENT

DDSN118 - CAD I

Program/Department: Interior Space Planning and Design

Course Prefix/Number: DDSN118

Total Hours: 60   Lecture: 30   Lab: 30   Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): None

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

This course is an introduction to computer-aided design software using a 2D medium with emphasis on features, limitations and considerations associated with the commands and characters. Introduction to 3D.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Navigate the elements of CAD
- Create and modify basic shapes and objects, such as: lines, circles, arcs, and polygons and polylines
- Create and modify dimensions, dimension styles, line types, and line weights
- Apply basic CAD commands to Create 2D and 3D drawings
- Plot a drawing to scale in CAD
- Create a Title Block and Template using text, multi-line text, attributes and fields
- Create, manage and manipulate layers and layer states

- Create, import and export a user profile
- Create elevations, detailed floor plans, sections, lighting plans, reflected ceiling plans, electrical plans, and finish plans

COURSE STATEMENT

IDSN101 - INTRODUCTION TO INTERIOR DESIGN

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN101

Total Hours: 45   Lecture: 45   Lab: Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): None

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Design fundamentals are related to the study and practice of Interior Design. Students will be introduced to the career of interior design, the design process, elements and principles of design, and design concept. Other topics include materials, lighting, human factors, and space planning, environmental design, and health and safety design issues. Course will include lectures, media presentations, and class discussions.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Define interior design and the profession of an interior designer.

- Define and identify the steps of the design process.

- Define and relate the design fundamentals to the study and the practice of interior design.

- Explain the application of the design process and the manipulation of the elements and principles of design.

- Explain the development of architecture and interior design as professions including technical and regulatory elements, historical, current, and future directions by successfully completing exams and/or projects.

- Demonstrate the ability to distinguish and apply the terminology utilized in the fields of architecture and interior design.

- Explain the basic principles of architecture and interior design including space planning through the study of the design process, design principles and elements, human perception, building materials, furniture selection, textiles, lighting, color, accessories, human factors and business considerations.

- Demonstrate the elements and principles of design by successfully creating an elements and principles project, and successfully completing exam questions.

- Demonstrate a design concept, for example, by creating a successful concept board.

- Demonstrate the diversity of needs and human factors, in planning space, by successfully completing exam questions and/or projects.

- Demonstrate the fundamentals of environmental design by successfully completing exam questions.

COURSE STATEMENT

IDSN110 - HISTORY OF INTERIOR DESIGN I ANCIENT - 1900

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN110

Total Hours: 45   Lecture: 45   Lab: Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): None

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Course surveys the historical relationship between Western interior architecture, furniture, and decorative arts from antiquity to the 19th century. Style development will be emphasized as it relates to people, social conditions, and political context. Lecture format with media presentations.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Identify modern architectural and decorative arts as influenced by the history of interior design from antiquity to 1900 A.D.

- Identify the historic, political, cultural, social, and religious events that have influenced the development of historical styles in architecture and interior design from antiquity to 1900 A.D.

- Identify individuals important in the history of design from antiquity to 1900 A.D. and analyze the diverse range of their contributions.

- Apply methods of construction, materials, design characteristics, and motifs to analyze why interiors, furniture and the arts were designed in their period style.

- Apply terms and concepts used in the study and practice of interior design and architecture.

- Demonstrate a basic knowledge of historical interior design as a foundation for professional design of historical restorations and traditional interiors.

COURSE STATEMENT

IDSN111 - HISTORY OF INTERIOR DESIGN II 1900 - CONTEMPORARY

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN111

Total Hours: 45   Lecture: 45   Lab: Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): None

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Course surveys the interiors, furniture, and the decorative arts from the Victorian period to the present. Style development will be emphasized as it relates to people, social conditions, political context, and technology. Lecture format with media presentations.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Identify, compare and contrast stylistic variations in architecture and interior design which have evolved as a result of the Industrial Revolution and other social and environmental influences.

- Identify the design relationships of concurrent periods (for example, English and American) to each other.

- Identify individuals important in the history of design of interiors, furniture and the arts, and analyze their contributions to the field.

- Demonstrate the significance of the influence of political, cultural, and social events on the design of interiors, furniture and the arts.

- Explain how and why interiors, furniture and the arts were designed in their period style in terms of construction technologies, materials, and design characteristics.

COURSE STATEMENT

IDSN120 - MATERIALS AND THE ENVIRONMENT

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN120

Total Hours: 45   Lecture: 45   Lab: Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN 101 or enroll concurrently in IDSN 101

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

This course introduces textiles and various interior materials and sources that would be selected, specified, installed, and maintained in an interior environment. In this course studies will include research and application of environmentally green products. Students will research the "green" appropriateness of textiles, materials for flooring, walls, ceilings, upholstery, millwork, and cabinetry. Introduces equipment, appliances, and how to measure, specify, and understand correct installation methods and product maintenance.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Apply information about the major fibers, their properties and how that relates to selection for appropriate end uses, by successfully completing exam questions and projects.

- Demonstrate the concept of sustainable resources, recyclable products, and environmental issues such as VOCs and LEED by successfully completing exam questions and projects.

- Describe the impact of interior materials on health and welfare, by successfully completing exam questions.

- Cite guidelines/criteria of varied pieces of federal legislation as they apply to materials, by successfully completing exam questions.

- Demonstrate knowledge of sources for materials and products by successfully completing exam questions and projects.

- Demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria, by successfully completing exam questions and projects.

- Demonstrate knowledge of installation methods (for example, carpet, resilient flooring, wall covering) by successfully completing exam questions and projects.

- Demonstrate knowledge of material maintenance requirements, by successfully completing exam questions and projects.

COURSE STATEMENT

IDSN125 - LIGHTING THE ENVIRONMENT

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN125

Total Hours: 45   Lecture: 45   Lab: Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): A "C-" or higher in DDSN118 and IDSN101

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

This course introduces lighting design for interior environments. Students explore human visual perception, properties of natural and artificial light, lighting devices and controls, and visual communication of lighting designs. Discussion regarding energy issues and selection of green products is throughout the course. This course includes application to specific design problems.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Compare the characteristics, advantages, and disadvantages of natural and artificial light sources.

- State the types of artificial light sources.

- State how size and watts, the efficacies, and the life expectancy are expressed with the various types of artificial sources, including new green products.

- Define the Color Rendering Index, and the Kelvin ratings of the various types of artificial sources.

- Define the various types of green products that are available for lighting applications.

- Define and identify the candlepower distribution curves of luminaires.

- Describe how design solutions and the environment affect and are impacted by lighting systems and power distribution systems.

- Demonstrate lighting design fundamentals, for example, by successfully completing test questions, and lighting exercises.

- Demonstrate knowledge of the selection and application of the various lighting luminaires for a specific design goal, by for example, completing specifications for a small lighting plan.

- Demonstrate knowledge of the selection and application of the various controls for a specific lighting design goal, for example, by successfully completing test questions.

- Demonstrate the ability to create a lighting design, by drawing or drafting a lighting or reflected ceiling plan to communicate the lighting design intent.

- Demonstrate the appropriate application of codes, regulations, and standards related to lighting by successfully completing test questions.

- Demonstrate the impact of lighting on health and welfare by successfully completing test questions.
- Demonstrate the impact of specifying and designing with green lighting products.

COURSE STATEMENT

IDSN135 - FUNDAMENTALS OF SPACE PLANNING

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN135

Total Hours: 75   Lecture: 15   Lab: 60   Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN 101 or enroll concurrently in IDSN 101

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Students will learn how to plan spaces with graphic tools and techniques to communicate space planning and conceptual design through two-dimensional drawings, schematics, and three-dimensional models. This course introduces fundamental theories and processes for the organization and arrangement of spaces in the interior environment. Students will learn to examine space in terms of human behavior, their activities, and their built environment.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Apply and manipulate of the elements and principles to create successfully designed spaces by using the process of design, programs, schematics, drawings and models to develop a design theory or concept.

- Demonstrate research abilities and critical thinking in programming, criteria matrix development and interpretation, plan development with consideration of furniture arrangement, lighting, electrical services, HVAC and code as measured by completions of planning exercises and examinations.

- Apply quantitative reasoning to express space-utilization priorities, adjacencies and functions in sound and clear graphic presentations as measured through completion of planning exercise and examinations.

- Demonstrate strong competency in planning interior spaces.

- Communicate design concept, design development and intent by using correct architectural graphics in sketch format.

- Demonstrate graphic fundamentals by expressing design ideas and intent through graphic communication, (sketches, schematic floor plans, elevations), three-dimensional study models and oral presentations and critiques.

- Using ergonomics, anthropometrics and proxemics demonstrate the ability to design an environment that illustrates the relationship between human factors and the built environment; for example, design a project for people with special needs.

- Demonstrate the appropriate applications of fire and life safety principles, by generating a floor plan that illustrates knowledge of laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

COURSE STATEMENT

IDSN230 - INTERIOR ARCHITECHTURAL CAD

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN230

Total Hours: 60　　　　　　　　Lecture: 30　　　　　　　Lab: 30　　　Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): A "C-" or higher in DDSN118

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

This course is the application of construction architectural drawings using the power of CAD as the medium for drafting. This course utilizes working drawings to focus on scale to drawing parameters, symbol libraries, dimensioning, and drawing enhancements and also introduces CAD generated three-dimensional drawings.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Demonstrate the ability to graphically communicate design concepts and other contractual information to the client and others in the architectural and building professions using current CAD technologies as measured by successful completion of projects.

- Start and navigate the User interface, access menus, tools and online help as measured by successful completion of assignments.

- Create new drawing files, open existing drawings, save changes to existing drawings, and use a template to create new drawing files with standard and custom settings as measured by assignments.

- Define the drawing scale and drawing parameters and use layouts as measured by assignments.

- Create interior plans, elevations and sections and use layers to control the color, line type and visibility of objects in drawings as measured by assignments.

- Utilize techniques to present text, dimensions, notes, and titles for drawings and correctly place dimensions for various drafting standards and styles as measured by projects.

- Perform advanced editing commands to ensure quality and accuracy and to simplify the drawing process, increase drawing productivity, logically structure and avoid repetitive drawing as measured by projects.

- Create an architectural symbols library, use blocks and apply complex hatch patterns to create realistically rendered drawings as measured by the successful completion of projects.

- Demonstrate competency in creating and plotting a scaled set of architectural drawings and specifications as measured by the successful completion of assignments and projects.

- Design and create various 3-dimensional rendered drawings as measured by completion

of projects.

COURSE STATEMENT

IDSN240 - STUDIO I - RESIDENTIAL

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN240

Total Hours: 75   Lecture: 15   Lab: 60   Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): A "C-" or better in DDSN118, IDSN101, and IDSN135

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Students apply the problem-solving discipline of the design process and its application to residential design. Students develop concepts to achieve design goals and apply technical skills to their design solutions as they work on a variety of relevant interior design projects. Students apply the problem solving discipline of the design process and its application to residential design. Students develop concepts to achieve design goals and apply technical skills to their design solutions as they work on a variety of relevant interior design projects. This course focuses on environmental "green" interior materials and products that would be selected and specified in residential spaces. Studio format with 5 hours contact.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Demonstrate the ability to apply the Design Process, utilizing elements and principles of design by drawing schematics to develop a design concept.

- Apply the theory, principal and history of design to theoretical and real-life projects; diagram the design process using various schematics, and increased knowledge and understanding of residential construction and kitchen and bath systems.

- Write programs, design statements, concept statements to demonstrate an understanding of the design process and to validate design solutions relative to the objectives of the project program.

- Demonstrate the ability to apply drawing and technical skills to concepts and solutions for a residential design problem by successfully developing preliminary space plans and supporting design documents (e.g. preliminary sketches of elevations, lighting layouts, and preliminary materials selections).

- Demonstrate technical skills by measuring and producing "as-built" drawings, creating final presentations, and designing and drafting floor plans, reflected ceiling plans and interior elevations by hand or using CAD.

- Apply quantitative reasoning to produce contract documents and budgets.

- Demonstrate the ability to research, select and specify "green" products for residential projects by the successful preparation of a materials board.

- Demonstrate the ability to select furniture, materials, art and accessories by the successful preparation of a materials board.

- Demonstrate the ability to write specifications for furniture, equipment and architectural finishes with a finish plan to support the final design.

- Apply professional and ethical standard to create projects which promote the health, safety and welfare of a diverse public and protect natural resources.

- Examine human relations by observing professional design environments and successfully writing a document relative to an awareness of the responsibility to relationships in the workplace.

- Apply quantitative reasoning to produce contract documents and budgets.

- Demonstrate the ability to successfully complete a final project by the organization of conceptual and final drawings, arrangement of materials in a two dimensional presentation and the preparation of three-dimensional models to support an oral presentation and critique of a residential space.

- Develop opportunities to collaborate design and construction with the Construction Technology Program

COURSE STATEMENT

IDSN245 – CONTRSUCTION DOCUMENTS

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN245

Total Hours: 75   Lecture: 15   Lab: 60   Shop:

Credits: 3

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN250

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

This course is an introduction to Construction Documents, using Autodesk Revit software. Reinforce graphic communication skills using CADD, specifically producing a set of construction documents and specifications, using their own design project from a completed studio.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Produce a set of construction documents as working drawings, using industry-standard graphic conventions.
- Develop a clear, concise and correct graphic communication.
- Draw a clear, concise and correct dimension plan.
- Draw a clear, concise and correct electrical, telephone and data location plan.
- Draw a clear, concise and correct reflected ceiling plan.
- Draw a clear, concise and correct elevations.
- Draw clear, concise and correct construction sections and details.
- Draw a clear, concise, and correct finish plan with specifications for architectural materials.

COURSE STATEMENT

IDSN250 - STUDIO II - COMMERCIAL

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN250

Total Hours: 90   Lecture: 30   Lab: 60   Shop:

Credits: 4

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN240 or consent of instructor

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Students apply the problem-solving discipline of the design process and its application to public/commercial design. Students develop concepts to achieve design goals and apply technical skills to their design solutions as they work on a variety of relevant interior design projects, which could include office, medical, and/or retail environments. A portion of this course focuses on environmental "green" interior materials and products that would be selected and specified in public studio. In this course, students will learn codes, regulations and laws as they relate to public interiors and will create appropriate working drawings for their projects.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Apply the Design Process, utilizing elements and principles of design by drawing schematics to develop a design concept.

- Write programs, design statements, concept statements of the design process validating design solutions relative to the objectives of the project program.

- Apply drawing and technical skills to concepts and solutions for a public design problem by developing preliminary space plans and supporting design documents (e.g. preliminary sketches of elevations, lighting layouts, and preliminary materials selections).

- Complete a floor plan that illustrates compliance of codes, laws and regulations as they relate to egress, accessibility, fire and life safety principles, and ADA law in protecting the health, safety, and welfare of the public.

- Develop and draw final design documents (e.g. floor plans with furniture layouts, dimension plans, lighting designs, electrical and data location plans, axonometric drawings and models.)

- Research, select and specify "green" products for public and commercial projects by preparing a materials board.

- Select architectural finishes and materials, furniture, freestanding and system, and equipment by preparing of a furniture and materials board.

- Write specifications for furniture, equipment and architectural finishes with a finish plan to support the final design.

- Complete a final project by the organization of conceptual and final drawings, arranging of materials in a two dimensional presentation and preparing of three-dimensional models

to support an oral presentation and critique of a public space.

COURSE STATEMENT

IDSN252 - STUDIO III - CORPORATE

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN252

Total Hours: 90   Lecture: 30   Lab: 60   Shop:

Credits: 4

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN250 or consent of Intructor

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Students apply the problem-solving discipline of the design process and its application to corporate design. Students develop concepts to achieve design goals and apply technical skills to their design solutions as they work on a variety of office spaces. A portion of this course focuses on environmental "green" interior materials and products that would be selected and specified in a corporate studio. In this course, students will learn codes, regulations and laws as they relate to office interiors. Students will develop appropriate working drawings for an office space. Studio Format.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Apply the Design Process, utilizing elements and principles of design by drawing schematics to develop a design concept.

- Write programs, design statements, and concept statements validating design solutions relative to the objectives of the project program.

- Apply drawing and technical skills to concepts and solutions for an office space design problem by developing preliminary space plans and supporting design documents (e.g. preliminary sketches of elevations, lighting layouts, and preliminary materials selections).

- Complete a floor plan that illustrates compliance of codes, laws and regulations as they relate to egress, accessibility, fire and life safety principles, and ADA law, to protect the health, safety and welfare of the public.

- Develop and draw final design documents (e.g. floor plans with furniture layouts, dimension plans, lighting designs, electrical and data location plans, axonometric drawings and models.)

- Research, select and specify "green" products for a variety of projects by the successful preparation of a materials board.

- Select architectural finishes and materials, furniture, freestanding and system, and equipment by preparing a furniture and materials board.

- Write specifications for furniture, equipment and architectural finishes with a finish plan to support the final design.

- Complete a final project by the organization of conceptual and final drawings, arranging of materials in a two dimensional presentation, and preparing three-dimensional models to support an oral presentation and critique of a corporate space.

COURSE STATEMENT

IDSN255 - ENVIRONMENTAL DESIGN STUDIO

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN255

Total Hours: 90   Lecture: 30   Lab: 60   Shop:

Credits: 4

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN252

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Students apply the problem-solving discipline of the design process and its application to design. Students develop concepts to achieve design goals and apply technical skills to their design solutions as they work on a variety of office spaces. This course focuses on environmental "green" interior materials and products that would be selected and specified in various interior spaces. In this course, students will learn to design with materials and methods that support green building concepts.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Apply a Design Process, utilizing elements and principles of design by drawing schematics to develop a design concept.

- Apply critical thinking to appropriately write a design program, design/concept statements of the design process validating design solutions relative to the objectives of their project's program.

- Apply drawing and technical skills to concepts and solutions to a variety of design problems by developing preliminary space plans and supporting design documents (e.g. preliminary sketches of elevations, lighting layouts, and preliminary materials selections).

- Complete a floor plan that illustrates compliance of codes, laws and regulations as they relate to egress, accessibility, fire and life safety principles, and accessibility (ie: ADA) to protect the health, safety and welfare of the public.

- Develop and generate (digital or analog) presentation documents (e.g. floor plans w/ furniture layouts, dimensioned plans, sections, elevation, lighting designs, electrical and 3-D drawings and models as applicable to the project).

- Research, select and specify "green" and/or sustainable products/methods for a project by preparing a materials board.

- Select and write specifications for architectural finishes and materials, furniture, and equipment that supports a green building concept by preparing a furniture and materials board.

- Demonstrate knowledge of LEED certification by the appropriate selection and specifications of building materials, equipment and furniture appropriate with LEED goals.

- Complete a final project by organizing and presenting conceptual and final drawings,

arranging materials in a two dimensional presentation, and preparing three-dimensional models to support an oral presentation and critique of interior spaces.

COURSE STATEMENT

IDSN275 - PROFESSIONAL PRACTICES

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN275

Total Hours: 90   Lecture: 30   Lab: 60   Shop:

Credits: 4

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN250

Diversity: No

General Education Core: No

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Introduces the concept of the business and professional management of an interior design practice. Topics include resume writing, marketing skills and creation of a portfolio. Students learn about working with showrooms, personnel in a design firm, and clients.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Complete a business plan and marketing strategies for business management of an Interior Design Firm

- Describe the scope and range of the Interior Design profession.

- Identify the education requirements, Interior Design Professional Organizations, and Professional exam and licensures of an Interior Designer.

- Create a resume, letterhead, cards, and portfolio for marketing strategies.

- Write client contracts and letters of agreement for scope of services, fees for services and purchasing product.

- Identify Interior Design resources and networks for the profession of an Interior Designer.

- Describe the responsibilities of an Interior Designer regarding ethics and professionalism.

COURSE STATEMENT

IDSN293 - STUDY ABROAD

Program/Department: General Education

Course Prefix/Number: IDSN293

Total Hours: 45   Lecture: 0   Lab: 0

Credits: 3

Co-requisites: None

Prerequisite(s): None

Diversity: Yes

Honors: Yes

Grading Criteria: Letter

Experiential Learning: Yes

COURSE DESCRIPTION:

The study abroad experience enables an in-depth study of subjects reviewed in the following curriculums: business, history, interior space planning & design, art, architecture, economics, anthropology, sociology, psychology, environmental science, world literature, government, and communication. Globalization has a tremendous impact on every profession. Corporations, small businesses, as well as individuals work with people with diverse heritages, cultures, histories, languages, customs, attitudes, and values. This situation is enhanced by the rapid advancements in the technologies used to support virtual teams. An intensive on-site study of a country's business practices, history, culture, art, architecture, geography, religion, government, communication, and economy within the context of the global marketplace is critical to enhance career opportunities, intercultural relationships, and professional responsibilities.

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of a country's business practices, history, culture, art, architecture, geography, religions, government, communication, and economy within the context of the global marketplace.

- Compare and contrast the cultures and business practices of Western and non-Western regions of the world.

- Identify business practices and protocols from a global perspective.

- Develop an awareness of global diversities to enhance intercultural relationships.

- Explain how history and cultural variances in attitudes, values, and beliefs affect international business practices.

COURSE STATEMENT

IDSN298 - INTERNSHIP

Program/Department: Interior Space Planning and Design

Course Prefix/Number: IDSN298

Total Hours: 90   Lecture: Lab: Internship:90

Credits: 2

Co-requisites: None

Prerequisite(s): A "C-" or higher in IDSN252

Diversity: No

General Education Core: Yes

CLEP/AP: No

Experiential Learning: No

Challenge: No

COURSE DESCRIPTION:

Provides "real-life" experience in an approved design firm where students are able to apply knowledge and skills learned in their courses. Students work in settings relevant to their future employment plans. Course includes directed learning and required internship hours.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Select an internship employment setting that supports their professional goals.

- Reinforce skills learned in Interior Design classes.

- Demonstrates responsibility in their role as an intern, in the importance of working with clients, in the development of new skills, and in the importance of personal ethics.

- Compose various documents regarding their time working at a professional design firm, for example, a letter to the employer confirming their duties, and a written self-evaluation including results of the Internship experience.

- Receive a satisfactory performance evaluation from the Internship employer.

Curriculum for the Associate of Arts:
Program Option of Study Interior Space Planning and Design

Required:
ARTZ 105 Visual Language-Drawing   3 credits
DDSN 118   CAD I   3
IDSN 101 Introduction to Interior Design 3
IDSN 120 Materials and the Environment 3
IDSN 125 Lighting the Environment   3
IDSN 135 Fundamentals of Space Planning 3
IDSN 230 Interior Architectural Drawing 3
IDSN 240 Residential Studio I   3
IDSN 250 Commercial Studio II   3
IDSN 298 Internship   2

Curriculum for the Advanced Certificate in Environmental Design Studies

Some courses listed below require prerequisites from the Associate of Art, Program of Study ISPD

IDSN 110 History of Interior Design I – Ancient to 1900	3 credits
IDSN 111 History of Interior Design II – 1900-Contemporary	3
IDSN 245 Construction Documents	3
IDSN 252 Corporate Studio III	4
IDSN 255 Environmental Studio	4
IDSN 275 Professional Practices	3
IDSN 298 Internship	2

G. Faculty/Staff Profile

One fulltime faculty
Karen Raphael-Conley, NCIDQ, IIDA
California State University Long Beach
Bachelor of Arts, Master of Arts-Interior Design

The majority of adjunct faculty hold a Masters of Architecture or Master of Arts in Interior Design, some hold a Bachelor of Arts in Interior Design.

Interior Space Planning and Design Program has an active Advisory Board consisting of four Architects in the Helena Design Community, and two design graduates, one employed by an architectural firm in Helena, the other self-employed as an Interior Designer in Helena. The board meets twice a year and discusses curriculum, career opportunities, and the ever pending articulation.

H. Fiscal and Physical Resources
See Appendix A
In terms of Instructional costs for the Interior Space Planning and Design Program, I refer to Appendix A.
Some of the instructional costs are for classroom supplies are for paper for the plotter, ink for the plotter, boards for advanced studio presentations to architects and designers in the design

community, and presentations which involve the community members, for example, the 6th ward. Included in the ISPD budget is monies for marketing to the high schools around Montana. Every year, I visit schools, and present our design program, showing the high school students our student projects. High school students, teachers and counselors are very impressed. Our Helena College recruitment counselor was recently at a career day in the middle of the state, and he reported six students came running over and said they remembered me and can hardly wait to enroll at Helena College in design. This is good news. It is a slow process, building a program, however, every year I do see one or two students from some of the high schools I visited in our courses.

We have five adjunct faculty members now that our program has expanded from the one-year certificate of yesteryear. All adjunct faculty are active in the field of design or architecture in the Helena Design community.

I. Recommendations and Preliminary Implementation Plan

Recommendation and Implementation Plan: Secure an articulation agreement with a MUS institution for a Baccalaureate degree in Interior Design. Our Advisory Board would like this endeavor completed. It is tricky because most of our students are place bound in the Helena area. In the past attempts, the goal was to have the advanced design studios and design coursework taught here at HC, and the advanced general education coursework taught on-line through the MUS institution offering the degree. A few years ago, I wrote a four-year degree, and with the help of the academic dean came very close to this dream. University of Idaho, and Washington State University would love to have our students, however, not many of our design graduates will go out of state. Try again this year.

Recommendation and Implementation Plan: Continue involvement with our design students and our community. The community projects, art walks, and Home Show have allowed our community to see what we do, and where to find our graduates when they finish. I just referred a graduate to a community member who emailed me last week for architecture and design help with his home. The community members often will say to me, I did not even know this program existed. Clearly, the community is becoming aware.

Recommendation and Implementation Plan: Increase enrollment. Continue to market to the high schools in Montana. My visits do bring some students to Helena College. One or two a year. We are hoping these students come from other towns, not Helena, and will return there and work within their design community. Our first beginning studio has a cap of ten, and the course has been full for the past few years with always a couple from outside Helena.

Recommendation and Implementation: Review curriculum and outside learning experiences for the design program. Our Advisory Board has recommendations for coursework every meeting. In addition, our local adjunct instructors bring the latest and greatest from the "real world of architecture and design" to the classroom. Every student, in the second semester and the second year of their AA, and in the Advanced Certificate in Environmental Studies, present to a professional crit team twice during the semester, and at their final project presentations. Students learn each semester the great, the good, and the not so good about their projects as they move through the semester. Excellent information for the student. And for the instructors, as to where their project perimeters should be updated.

Program Review Data Summary

Helena College has a wonderful Interior Space Planning and Design Program. Those who know about it, enroll, attend and graduate are getting great jobs at local architectural firms as designers. One firm has remodeled to include not just a designer, but a design department complementing the architects and engineers at the firm. This is a huge change from five years ago. Then, it was an effort to educate the architects in Helena to know "what" to do with a degreed designer. It was a huge leap to prove our design graduates do not decorate, but rather would bring to their firms a solid partnership of design skills, both creative and technical to their architectural firms.

Numbers are growing, especially, the academic year 2016-2017, and this present Fall 2017. We never know our retention, but these students seem to want to be successful and embrace a rigorous curriculum for a career in design. Every student who completes their internship have either been employed by the firm they interned, or employed in related fields in Helena. The student intern evaluations from the architectural firms are steller.

The major goal for all of us in ISPD and HC is to complete an articulation agreement with a MUS institution. The architects in Helena, hire our graduates because they are aware of the good education and the final portfolio. However, if our graduates move out of state, they need their BA. The students know the importance of the four-year degree, and tell me they are committed to earn it wherever they move.

Students know Helena College and the design program is a good education. They are aware of the graduates of Helena College design programs preparing for their professional exam, NCIDQ, and in some states this lead to licensing. The AA and the Advanced Certificate give them the skill sets for this exam. Students are aware graduates are associate members of IIDA, or ASID and actively studying and preparing for their exam with these professional organizations. The Baccalaureate is not there yet, but through their education and three years of experience, they are eligible for this NCIDA qualification, after successfully completing the exam. We should be very proud of them.

Students will continue to be active in the community in any way they are asked. Involvement with HBIA and the building industry is an important component of student success. As graduates, they return to the college to sit for crit sessions for student projects. The students in the studios, love this encouragement and positive criticism from members of the design community.

In summary, I could go on and on about how good this three-year trek through design education is. Almost every day, I hear from someone, either on campus, our adjuncts, or in the community mention they cannot believe how talented our design students are. If they complete, they all have a great career ahead of them.

K. Appendix (Additional data or exhibits)
Appendix A

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 2015-2025 and the U.S. 2014-2024	88	97	58,900	61,100		ACTG AAS, BUS AAS, Bookkeeping CAS, Entrepreneur CAS, HR spec	Montana data (MTDLI)
B. Provide percent change in job openings for related occupations for Montana and the U.S. 2015-2025		+10%		+4%		bookkeeping/accounting/auditing clerks, HR assistants, payroll clerks	US Data (USDOL)
C. Provide the median hourly wage or annual salary for related occupations	$32,300		$48,800			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	50%	N/A	N/A	N/A	N/A	N/A	*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)	0%	0%	0%	0%	0%	0%	Entering fall cohorts 2009-13 (FT)	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)	16/4	4/9	4/10	1/10	2/9	5/8	Certificate/AA	Institutional Research
D. Provide 5 years of enrollment (FTE)	9	7	5	6	8	7	Total IDSN course credits/15	Institutional Research
E. Annual percentage of program capacity	49%/31%	32%/22%	24%/23%	42%/26%	35%/34%	36%/27%	% course capacity fall/spring	Institutional Research
F. Provide 5 years of retention rates for full-time students	100%	100%	50%	100%	0%	70%	Entering students returning	Institutional Research
G. Provide 5 years of retention rates for part-time students	50%	0%	0%	0%	0%	10%	the following fall (2011-16)	Institutional Research
H. Provide 5 years of successful program course completion rates.	69%/75%	61%/87%	69%/75%	46%/73%	67%/72%	62%/76%	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*	17%	33%	0%	100%	0%	30%	Entering fall cohorts 2009-13	Institutional Research
J. Provide 5 years of graduation rates for part-time students *rate of students graduating within 150% of completion time*	0%	0%	0%	50%	0%	10%	Entering fall cohorts 2009-13	Institutional Research
K. Provide 5 years of annual degree & certificate completions	3	6	5	2	1	3	Credentials awarded each AY	Institutional Research
L. Provide 5 years of degree production rates – *proportion of degrees/certificates granted as percentage of headcount*	33	86	100	22	12	51	# 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)	$7,188	$9,569	$13,575	$10,143	$7,708	$9,637	H06011/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	$21,567	$11,164	$13,575	$30,429	$61,668	$27,681	H06011/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	$26,775	$22,988	$12,610	$16,062	$19,344	$19,556	Ave Tuition Revenue X FTE	IPEDS Finance Report