

Helena College Academic Program Review

Year: 2023-24

Review: Accounting and Business Technology 2023-24

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Status: Cabinet_Feedback

Section 1: Program Review

Credentials:

A.A.S. Acc Tech, A.A.S. Bus Tech, C.A.S. Bookkp, C.A.S. Entr

Description:

No Program profile found

Mission Statement:

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

Mission Alignment:

The Accounting and Business program is offered fully online in an effort to meet the needs of students and expand the boundaries of our diverse community. The program offers certificate and degree options leading to both career and continued educational pathways, allowing learners to find an option that best meets their educational and career goals.

Additional Comments:

There have been significant changes in personnel within the program since the 2012 program review, which were noted in the 2017 program review. There was one consistent full-time faculty within the program through fall 2020 when that faculty retired. The second position has been filled off and on, but despite all efforts the program has not been successful in its search for a second full-time faculty. The second faculty position has either been filled with faculty that followed other opportunities or that weren't a good fit for the program. There were also a few failed searches or failed hiring attempts that left the second faculty position unfilled. The first faculty position was vacated beginning spring 2021 following the faculty retirement and we have not been fully staffed since that date. Recent hiring included a full-time accounting faculty from 2022 to 2024, however that will change beginning AY 2024-2025. The open business faculty is posted and we are hopeful for a successful hire. The open accounting faculty position will be filled with a current adjunct faculty who has accepted a one-year full-time contract for AY 2024-2025. Hiring is a high priority for this program and has been for the past several years.

Section 2: 5-Year Summary

Previous Recommendations:

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

Curriculum is reviewed annually to ensure relevance to industry and industry partners and to ensure seamless transfer. The implementation of academic pathways at Helena College requires this review be completed every year for the upcoming academic year. This program meets with its advisory council 1-2 times per year.

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

This recommendation focused on ensuring that certificate and degree titles aligned with workforce needs and also on researching options to move the program to a fully online format. The program was moved to a fully online format beginning in AY 2018-2019 and has been successful in this format. Certificate and degree titles are reviewed annually with the curriculum and there has been no indication of a need for title revision.

Recommendation: Encourage hiring of two additional permanent faculty.

Priority has been on filling the two open and funded faculty positions for this program. There has been no demonstrated need for the addition of a third faculty position in the program within the past six years.

Recommendation: Identify internship and guest speaker opportunities each semester.

Students in the AAS degree pathways have the option of completing an internship in their final semester. Students that choose an internship option are supported in finding and completing the internship by the program faculty and/or Division Director.

Guest speakers are invited based on the course content/needs and instructor.

Annual Work Plans:

Completion of annual work plan goals for the Accounting & Business program has been good with 93% positive progress. Goals from AY 2018-2019 through AY 2020-2021 were written and assessed by the full-time faculty attached to the program and are focused on revision of course materials, use of Classroom Assessment Techniques (CAT) in 2 courses, and inviting guest speakers to a class. Goals shifted beginning in AY 2021-2022 to reflect the needs of the program, including hiring a FT accounting instructor and hiring a FT business instructor. Goals were also focused on continuation of program promotion that began in summer 2021 through a GEERs grant, review and reshaping of the Accounting & Business Advisory Council, and review of the accounting and business curriculum. Hiring for the program remains a priority and is reflected in annual work plan goals when necessary.

Successes/Strengths:

1. Moving the program to a fully online format. This has been a successful change for the program and proved to be incredibly valuable when navigating the pandemic. Moving the program to a fully online format increased the reach of the program and proved to be important for Montana students when other 2-year colleges were either changing or terminating similar programs.
2. Promotion of the program. GEERs grant funding received in 2021 allowed for widespread promotion of the program in ways that hadn't been possible in the past. Promotion included TV commercials featuring the online format of the program, radio ads, social media, etc. While it's difficult to attribute fully to the marketing and promotion efforts, the program did see an increase in enrollment in AY 21-22 in business and in the overall program.
3. Adjunct instructors. The program has been fortunate to have adjunct instructors that are experts in their fields of accounting and/or business and that have been consistently teaching within the program. Maintaining a program in the absence of FT instructors is a difficult task made easier by the quality adjunct instructors attached to the program.
4. Community perception of the program. This is a highly regarded program in the Helena and surrounding communities with graduates working in all areas of accounting and business. The program has a newly re-established advisory committee in full support of the program and the education provided to students.
5. Common first semester: All degrees and certificates within the program have a common first semester which makes it easy for students to explore the accounting and business pathways in their first semester without losing any credits. This was implemented several years ago and has been a successful change to the program.

Challenges:

1. Creating and maintaining a sense of community in a fully online program in the absence of full-time instructors. This has been challenging and is an important aspect of the success of a program. Goals for this program review and for future annual work plans will focus on and try to address this challenge.

2. Hiring FT instructors for the program. This has been one of the biggest challenges for the program since the last academic program review was completed in 2017. Changes in program staffing, failed hiring searches, unfilled positions, and instructors not being a good fit for the program have generally plagued the program for about a decade. Recruitment in this program is challenging due to the following factors:

A. level of education, knowledge, and experience needed to teach within the program

B. need for an understanding of accounting and business at the two-year college level, which is different than at a 4-year level (this has caused issues in the past)

C. our inability to compete with salaries and wages available in this industry (we have been turned down by qualified instructors because we can't compete with what they make outside of higher ed.)

D. Number of qualified and interested applicants has decreased every year. Business openings in particular are draws for automatic application submissions through platforms like Indeed that result in incomplete applications and applicants that aren't actually applying for the position.

3. Community connection. Strength #4 above is getting more difficult to maintain without FT instructors attached to the program. This program relies heavily on its connection to the community and reputation within the community. Meeting workforce needs becomes difficult without FT instructors to continually review, revise, and create curriculum.

4. Assessment: Assessment of all types is being used in all courses throughout the program, however, it has been difficult to analyze assessment data for the program as a whole and make curricular changes based on that assessment data without FT instructors in the program.

Section 3: Student Learning

Credential Learning Outcomes:

Accounting Technology AAS

1. 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;

2. Prepare business payroll and personal income tax records;

3. Demonstrate a broad understanding of the business environment as it relates to legal, ethical, and economic issues;

4. Demonstrate competency in computer applications in maintaining accounting records;

5. Apply communication skills toward enhancing interpersonal relationships;

6. Demonstrate critical thinking and problem-solving abilities.

Assessment:

Assessment types vary between the two tracks within the program. Accounting relies heavily on assessment of accounting problems and practice sets, which are culminating projects that illustrate the principles of basic accounting procedures.

Discussion forums are used throughout the accounting program to incorporate and demonstrate the critical thinking and problem solving necessary within the discipline. Quizzes and exams are designed to assess students' accounting knowledge and learning as they progress through their courses and program. All accounting courses utilize a learning platform aligned with a textbook, like MyAccountingLab through Pearson. This allows students more opportunities to work through accounting problems and receive immediate feedback. It's also important to note that there are four core accounting courses within the program. Students learn the foundations of accounting in ACTG 101 and build upon and expand that knowledge as they progress through the other three courses in the sequence. Assessment types are similar in all four courses.

Business courses are different in nature and use different types of assessment. Writing in various forms is utilized throughout the program, from discussion forums to full business plans. Courses often utilize quizzes, exams, and papers as forms of assessment in courses. Analysis of case studies is another type of assessment used throughout the program, especially in courses like Business Law and Business Ethics.

Assessment, especially program assessment, has been difficult due to the lack of FT instructors in the program. The turnover of the FT positions and often unfilled positions make this a difficult area to manage because it really needs to be completed by the FT instructors in the program

Curriculum/Assessment Changes:

The biggest curricular change in the past six years was moving the entire program to a fully online format. Fully online format means that all courses are offered asynchronously and can be completed from any location with internet access. This format includes fully Online courses and Hyflex courses, both of which will be referenced in this program review. All courses within the program are offered in an Online or Hyflex course format, so the program can be completed asynchronously from any remote location. The program had been slowly moving in that direction with more than 50% of the courses offered in an online format when the change was made in AY 2018-2019. Adjusting to the new program format and the Hyflex course format, which was added around the same time the program moved online, has been the focus of the program the past several years. All Hyflex courses utilize Teams to allow students to attend optional classes remotely. All certificates stack fully into the corresponding degree option, allowing students to continue their education without any loss of credits. This has been a feature of the program for several years and will continue to be prioritized as the program moves into the future.

Internships have been utilized in the program for years. The pandemic disrupted the use of internships, both in the number of available internships for students and in student interest in completing an internship. Interest seems to be increasing and more students are looking for opportunities for work-based learning within their degree program.

COLS 101 First Year Seminar was added as a required course in all certificates and degrees within the program. The change was made in AY 22-23 and went into effect in AY 23-24. This change is one of the ways that the program is addressing the challenge of community within the online program. The course is designed to strengthen the academic skills of students, connect them to the campus resources and community, and assist them in solidifying their academic pathways. This is increasingly important in a fully online program and is intended to increase retention and completion.

Small curricular changes have been made within the past six years to non-core courses within the program, most notably with the CAPP computer applications courses. CAPP 154 MS Word, CAPP 153 MS PowerPoint, and CAPP 266 Advanced Excel have slowly been removed from the degree plans and are being inactivated as they are no longer offered. CAPP 156 Excel remains a required course in the Accounting certificates and degrees.

Future changes. The program needs to explore adding more social media and media arts training/opportunities within the Business certificates and degrees. Business students need a better understanding of how to use social media and media arts within all areas of business, so new courses or curriculum revision in existing courses is an important next step for the program. This aligns with the media arts courses now offered at Helena College and would help strengthen the enrollment numbers in those courses if required by the program. The addition of more media arts and social media curriculum in within the business program could also be appealing to prospective students. For the Accounting certificates and degrees, future changes could occur in the four-course accounting sequence. Discussions about whether ACTG 102 Accounting Procedures II is needed or whether any needed content could be incorporated into the other three core courses have occurred over the past two years and will continue with new FT instructors in the program. A curricular change of this nature will rely heavily on assessment and student outcome data.

Section 4: Alignment with Community Needs

Community Partnerships:

The Accounting & Business program values its community partners and collaborates with community partners when possible. Multiple businesses and organizations work with the program to promote open internship and job opportunities. The program has partnered with organizations offering free tax assistance to community members for the past several years, which also provided an opportunity for accounting students to complete internship hours while helping with the event. The free tax help clinics were disrupted by the pandemic but are now being offered on the Helena College Donaldson campus again. There are more opportunities to collaborate with community partners and organizations that still haven't been explored due to the program staffing issues. This will be a priority for the program in the future.

Advisory Board:

The current Accounting & Business advisory council includes the following members:

- Bonnie Johnson: Accounting faculty, bonnie.johnson@helenacollege.edu
- Robyn Kiesling: ED General Education & Transfer, robyn.kiesling@helenacollege.edu
- Chris Manos: MBAC and Helena College adjunct faculty (Business Law) Christopher.manos@helenacollege.edu or cmanos@mbac.biz
- Tom Burkart: Opportunity Bank tburkhart@oppbank.com
- Andrew Page: Page & Co Bookkeeping pagecobookkeeping@gmail.com
- Mike Walker: State of Montana Motor Vehicles Division and HC alumni mwalker@mt.gov
- McKinley Winkle: Helena Chamber and Helena WINS mwinkle@helenachamber.com
- Rachel Schanz, CPA and Helena College adjunct faculty (accounting) rachel.schanz@helenacollege.edu
- Andy Shirtliff, Mt. DLI Business Engagement Specialist andy.shirtliff@gmail.com
- Cari Schwen: Helena College adjunct faculty (accounting), Helena College ED Fiscal Services, and HC alumni cari.schwen@helenacollege.edu
- Jason Slead: Communications Director Mt. DoR jslead@mt.gov

Advisory council meetings have been hosted 1-2 times per year for the past 6 years. Membership for the council has changed over the years and was most recently revamped in AY 22-23 to the membership included in this review. This advisory council changes with the needs of the program and with new community partnerships. For example, a new connection was made with the Controller of Rocky Mountain Credit Union who is a graduate of the program. He will be added to the advisory council in AY 23-24 for the spring 2024 meeting. When the program is exploring larger curricular changes or new pathways, the advisory council is consulted and feedback is used to inform any program changes. The advisory council may also meet more frequently if big changes to the program or pathways are being explored and discussed. The program relies heavily on the feedback from its advisory council to ensure that graduates are meeting industry and workforce needs.

Section 5: Data Review

Enrollment/Annual Average FTE:

The program has seen a decrease in enrollment in all program credentials within the past 5 years. The decrease is most notable in the Accounting Technology AAS with a 5-year average of -61%. The program saw a significant increase in enrollment due to an increase in enrollment in the Business AAS pathway in AY 21-22 which could, at least partially, be attributed to the increased marketing and promotion of the program funded by the GEERs grant. It's difficult to say exactly what is leading to decreased enrollment in the program, and in the Accounting AAS in particular, but it is very likely influenced by the lack of or inconsistent FT instructors in the program over the past decade. It was also very likely influenced by the pandemic. It's possible that enrolment could be impacted negatively by the fully online format of the program, however, course completion rates and retention rates for the program are good, so students are generally successful while in the program. The decrease in the Accounting AAS enrollment should be explored further to assess what may be attributing to the trend.

Retention:

Retention in the program is good with the exception of the Accounting Technology AAS which is seeing a -26% decrease in the 5-year average. The overall retention rate for the AAS and the CAS are almost equal to the overall Helena College retention rate for the same areas. Course completion rates in all areas within the program are high as well and are consistent with the overall Helena College completion rates. The course completion rates have stayed pretty consistent over the past 5 years in all areas within the program.

Degree/Certificate Production:

The program is seeing a decrease in the number of degrees and certificates awarded, which aligns with the decrease in overall enrollment over the past five years. This also aligns with the total degrees awarded for Helena College data and the decrease realized from AY 19-20 through AY 21-22.

Market Analysis:

Job openings remain high for graduates of this program, with students moving into careers in private and public organizations and/or starting their own businesses. Job placement for this program remains equal to or exceeds the job placement for HC overall, with the exception of 2018. The starting salary for this program exceeds the starting salary for HC overall. Graduates of this program are successful in both career and transfer, with many continuing their education in 4-year programs. Jobs with Montana state agencies continues to be draw for this program.

Financial Impact per FTE:

Program expenditures per FTE are 37% less than the average HC program expenditure per FTE for the 5-year average for the program. Program expenditures per completion are also significantly less than the average HC program expenditure per completion, with a 57% difference between the two in the 5-year average. Total program revenue is continuously higher than the program expenditures, resulting in a 5-year average of \$10,453 overall HC revenue/FTE. This program's expenditures per FTE are \$4,958 vs. the average HC program expenditure per FTE which are \$8,131 (5-year average).

Other Comments:

Section 6: Resources

Faculty & Staff:

Name	Title	FTE	Years	Highest Education
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Professional Development:

Budget:

The five-year average FTE for the program overall is 39. The only costs associated with the program are personnel costs, which are the two FT faculty lines and any adjunct faculty needed to run courses. This program had only one FT faculty attached to the program in FY19, FY 22, and FY23 which drastically decreased costs associated with the program. The increase in adjunct instructors needed to run courses in the absence of a FT faculty is significantly lower than the cost associated with a FT faculty position. There were two FT faculty attached to the program in FY20 and FY21, so the total expenditures of around \$169,000 each year are a more accurate picture of the cost associated with the program.

This program has no CUR operating budget because there are no material or equipment costs outside of what is already provided to all academic programs by the College. This is a relatively low-cost program compared to other AAS programs on campus.

Resource Needs:

Personnel. Two FT faculty are needed for this program to realize its full potential and increase enrollment. Adjunct instructors are also needed to teach specialized courses or courses that can't be covered by FT faculty.

Marketing and promotion. This program is fully online and doesn't directly compete with other similar MUS programs so the College could explore promoting this program to a wider state audience. The online nature of this program requires more frequent promotion, including promotion directed at community business partners and working adult learners interested in upskilling or changing careers. An operating budget for increased marketing and promotion of the program, especially if/when the FT faculty positions are filled, should be considered.

Professional Development: New faculty typically need more PD, especially within the first few years of onboarding. This can range to PD specific to higher ed, to PD associated with teaching and learning. This is largely funded through three indexes: the associated division, the eLearning and faculty development department, and the PD committee. It also requires a lot of personnel time, with the division director, the director of eLearning and faculty development, and other staff and faculty that need to be included in onboarding efforts.

Section 7: Recommendations

Rec #	Title	Recommendation
1	Fully Staff the Program	<p>Key Recommendation: This program needs two FT faculty, one in Accounting and one in Business, to function and to focus on program curriculum, enrollment, retention, and completion.</p> <p>Rationale: This program and its students would be much better served with consistent FT faculty attached to the program. Program faculty have a direct impact on program retention, completion, and student success. They may also directly impact enrollment if they are participating in and/or leading recruitment efforts. Challenges in staffing were noted in the previous program review and are still challenging the program. Hiring two FT faculty for the program is the top priority so all recommendations made in this program review can be addressed.</p> <p>Success Target: Both FT faculty positions would be filled for the next five years. Turnover within the program would decrease and there would be some consistency with faculty within the program.</p> <p>Success Strategy: Revise position descriptions and job postings as needed to recruit qualified instructors. Promote the open positions to community partners and with Helena and the surrounding areas. This program will be best served by program faculty that can create and maintain relationships with community partners. A successful candidate will understand the local and regional workforce needs in accounting and business and the need for the program to align program curriculum to meet those needs. Utilize the recruitment pay authorized by the CBA to increase starting salaries for new faculty, when needed. Rethink the recruitment strategy if positions continue to go unfilled. Look for additional assistance and/or expertise if what we are always doing to post open positions and recruit faculty continues to result in failed searches and unfilled positions. Increase onboarding efforts to increase faculty connection to the program and the College. A new FT accounting instructor has been hired for AY 24-25 on a one-year contract while the open FT business instructor position is posted and will hopefully be filled for AY 24-25.</p> <p>Success Resource: Increased personnel funding if recruitment pay is utilized. Increased time and personnel within the division to increase onboarding efforts of newly hired faculty. Onboarding was heavily increased with the faculty hired in the Cosmetology program and this seems to have been positive. The time and the lift on these increased onboarding efforts were felt with the Division Director, the Director of eLearning & Faculty Development, and by PAC.</p> <p>Resp. Party: Accounting and Business Technology</p> <p>APRC Response:</p> <p>Cabinet Feedback: We fully agree with this recommendation. If hiring continues to be a challenge, we will need to determine how to continue this program.</p>
2	Increase Community Within the Program	<p>Key Recommendation: Efforts should be made to create a sense of community and connection within the online Accounting & Business program.</p> <p>Rationale: Creating a sense of community in an online program can be difficult but it is important to the success of the program and its students. Moving the program to a fully online format was a good move for the program, but the effects of the pandemic and the lack of FT faculty attached to the program have halted any efforts to focus on connecting students and creating community within the program. The better-connected students are to each other, to the program faculty, and to the College, the better we can retain and complete them.</p> <p>Success Target: Implement community-building activities and events within the program.</p>

		<p>Create more opportunities for student connection and creation of learning communities. The activities and the opportunities for connection/community can be tracked when implemented. Retention and completion will be monitored and tracked on a more regular basis by FT faculty and Division Director.</p> <p>Success Strategy: New FT accounting instructor (on a one-year contract) was hired with the understanding that building community within the program is a priority in AY 24-25. The new instructor also knows that they need to have a presence on campus and build relationships with the College and Helena communities. This will also be discussed as an expectation with any successful candidates for the open FT business instructor position. The program will focus on researching and implementing community-building activities beginning in AY 24-25. This will be reflected in the AY 24-25 annual work plan and could include the following:</p> <ul style="list-style-type: none"> •Program orientation: Orientation for all new accounting and business students held by the program faculty, Division Director, and other College staff. This is a pretty simple activity to plan and schedule and could positively impact students' connection to the program and understanding of what success looks like in an online program. This would be scheduled at the start of every fall and spring semesters. •Required meetings for each course at the start of the semester: Many online courses at other MUS institutions have required virtual meetings at the start of every semester. This meeting allows students to meet the instructor and the other students and can create community and connection within the course. This could be discussed and implemented as a requirement for all accounting and business courses within the program, including those taught by adjunct instructors. •Connection to FYS course in gateway program courses ACTG 101 and BGEN 105: There is an opportunity for connection between content presented and discussed in COLS 101 and content presented and discussed in ACTG 101 and BGEN 105 which are the gateway courses for all accounting and business students. Greater connection between the FYS course and the gateway courses in the program could have a positive impact on program connection and community. This would require instructors teaching the gateway accounting and business courses to connect with FYS instructors to have a better understanding of the course content and curriculum. •Use of faculty mentors FT faculty could discuss implementing a faculty mentor component to the program. This would be in addition to the advising that students are already receiving and would focus on connection to the program and industry/workforce. •Regular department meetings including adjunct faculty: Increased community within the program begins with increased connection and community between all program faculty. Department meetings were implemented in AY 23-24 and will be continued on a regular basis moving forward. They should be organized and led by the FT faculty in the department. <p>This recommendation is heavily reliant on the successful completion of recommendation 1. If recommendation 1 is not successful this work will pivot to the Division Director to plan, organize, and implement. If recommendation 1 is not successful and we are not able to hire FT faculty into the program, we are going to have to explore alternate options to increase adjunct faculty and/or staff connection to the program, such as paid contracts to contribute to this work.</p> <p>Success Resource: Personnel time to plan and implement new activities and events.</p> <p>Resp. Party: Accounting and Business Technology</p> <p>APRC Response:</p> <p>Cabinet Feedback: This is a very important component of program success. We would also recommend exploring whether or not there is value in promoting the two programs separately to create a more distinct identity for eah.</p>
3	Research Options to Enrich and/or Expand Program Offerings	<p>Key Recommendation: Research opportunities to enrich and/or expand current program offerings to meet workforce/industry needs and better prepare students for transfer and/or career.</p> <p>Rationale: The program has been heavily focused on maintaining existing curriculum and program offerings in the past several years. This is due to moving the program fully online, the pandemic, and the inconsistently filled FT faculty positions. There are opportunities for program enrichment and/or growth that should be explored to ensure that students are well prepared for transfer and/or their career upon program completion:</p> <ol style="list-style-type: none"> 1.Incorporating Media Arts courses into Business pathway: Business and media arts have a natural connection

that should be explored now that Helena College is developing and offering more media arts courses. There may be opportunities for new curriculum focused on social media marketing, enhanced web design, and graphic design that would strengthen the business offerings. There could also be new short-term certificate options that could be researched and created to meet the needs of existing entrepreneurs and program alumni.

2. New transfer and articulation opportunities: This program needs to reestablish connection to 4-year partner institutions. Existing articulation agreements need to be revisited and possibly revised and new pathways and/or articulations should be explored. The program can do a better job of highlighting all opportunities available for students, including the transfer and stackable credential opportunities.

3. Connection to local industry partners to explore workforce demand/needs are being met: This begins with FT instructors fully connecting with the program advisory council and with establishing relationships with local industry partners. There may be opportunities that have been overlooked or not possible due to the lack of FT faculty in the program. For example, Community Education has been working with Opportunity Bank to offer a banking certificate that may be worth exploring as a credit-opportunity for students.

Success Target:

1. Incorporate need to research opportunities for program enrichment and/or expansion into hiring process for FT faculty positions.
2. Utilize annual work plans to plan and capture the research and work needed.
3. Prioritize connecting new FT faculty to industry and transfer partners.
4. Utilize the advisory council for the program to get needed information about new opportunities.
5. Update, create, or revise curriculum as needed.

Success Strategy:

This recommendation is fully dependent on having both FT positions filled within the program. The onboarding of these new FT instructors is going to be more intensive than with other Gen Ed programs and will likely mirror the onboarding provided to the Cosmetology program faculty. Regular department meetings with the Division Director to make sure that faculty understand the program in its current form and with a focus on short-term and long-term program planning will be essential. Prioritizing faculty connection to industry partners and within the Helena and surrounding communities will also be a focus of department meetings and onboarding. This will likely take several years to fully implement; however, onboarding will begin immediately upon hire. It's important to note that this program has been tricky due to the online format. Most program faculty, both FT and adjunct, are not located in Helena. The open business position is posted with a preferred qualification of living in the Helena community and established connection to local industry partners, but there is a chance that the position could be filled by someone outside Helena or even in a different state. This is an important consideration and one of the reasons that onboarding and regular connection to these department faculty will be approached differently in the future.

This recommendation is heavily reliant on the successful completion of recommendation 1. If recommendation 1 is not successful this work will pivot to the Division Director to plan, organize, and implement. If recommendation 1 is not successful and we are not able to hire FT faculty into the program, we are going to have to explore alternate options to increase adjunct faculty connection to the program, such as paid contracts to contribute to this work.

Success Resource:

- Personnel time
- Department time
- Connection to industry partners and the community

Resp. Party:

Accounting and Business Technology

APRC Response:

Cabinet Feedback:

Great suggestions for program development

4	Evaluate Online Program	<p>Key Recommendation: Evaluate the effectiveness of the fully online program.</p> <p>Rationale: The fully online format of the program has not yet been evaluated to determine whether the format change was effective in meeting the needs of the students. Evaluation of the program format was discussed as a good recommendation with both the Program Review Committee and Dean's Cabinet.</p> <p>Success Target: Ideally would like to perform this program format evaluation within the next three years, to be completed by summer 2027. If that timeline is not possible, the evaluation will be completed within the next five years, before the next program review is due.</p> <p>Research options for evaluation of an online program to plan for needed quantitative and qualitative data. Ideally this would happen in AY 25-26 so the evaluation can occur in AY 26-27.</p> <p>Success Strategy: AY 24-25 and 25-26: Research options and data needs for evaluation of online program. AY 26-27: Evaluation year and data review. AY 27-28: Utilization of data to inform program changes, if needed.</p> <p>Success Resource: Personnel resources are needed for this evaluation. FT faculty, Division Director, adjunct faculty, Director of Institutional Research, Registrar's office, and students.</p> <p>Quantitative and qualitative data will be needed.</p> <p>Resp. Party: Accounting and Business Technology</p> <p>APRC Response:</p> <p>Cabinet Feedback: This recommendation was added based on feedback from the Dean's Cabinet. Institutionally, our decisions need to be informed by a thorough data review.</p>
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Section 8: APRC Committee Proposed Determination & Rationale

APRC Proposed Determination:

Continue

APRC Rationale:

Both the Executive Director and the APRC recognize the value of the Accounting & Business program at Helena College. It fills an important need in the Helena area and has the potential to reach students across the state, as it is the only online two-year accounting & business program in Montana. Inside Higher Ed reported in 2019 that more than half of online students live within 50 miles of the institution they attend online, indicating a preference for local education over larger online institutions on the other side of the country. There is also potential for integration with existing programs or growth into new areas, such as media arts and social media. This program aligns with current student desires for affordable, short-term, and stackable credentials. It is also well-suited for the development or expansion of credit for prior learning. Finally, the program does continue to generate revenue for the college, and both expenditure/FTE and expenditure/completion are lower than the college average.

The program cannot succeed or grow, however, without the involvement of two full-time faculty. Full-time faculty are essential to maintain a relevant curriculum, build community connections, and develop a sense of community among students in the program. The Executive Director has tried a variety of approaches to hiring and retaining full-time faculty, including recruitment pay, modifying job descriptions, and allowing the instructors to work primarily remotely, none of which have been successful. There was some discussion about the possibility of putting either accounting or business on moratorium to focus on the other, though no conclusion can be reached without further consideration of labor market and student achievement data. The Executive Director is feeling confident about current efforts to recruit a business faculty and the plan to appoint an accounting faculty for AY2425.

APRC Additional Feedback:

This program review has highlighted a risk that could affect any of the college’s career technical education programs. The Executive Director and APRC agree that the institution should begin thinking creatively about how to address the challenges in hiring full-time faculty in CTE programs and develop plans for maintaining high quality education when faced with this particular obstacle.

Section 9: Dean's Cabinet Feedback

Dean's Cabinet Approval of APRC Determination:

Approve APRC Determination

Overall Cabinet Feedback:

The Accounting and Business program has struggled to find full-time faculty for the past several years. In this next cycle, it will be important for us to find qualified instructors to move forward the recommendations for improvement.

Section 10: Final Determination for BOR Report

Final Determination for BOR Report:

Continue

Supporting Rationale:

Attached Files

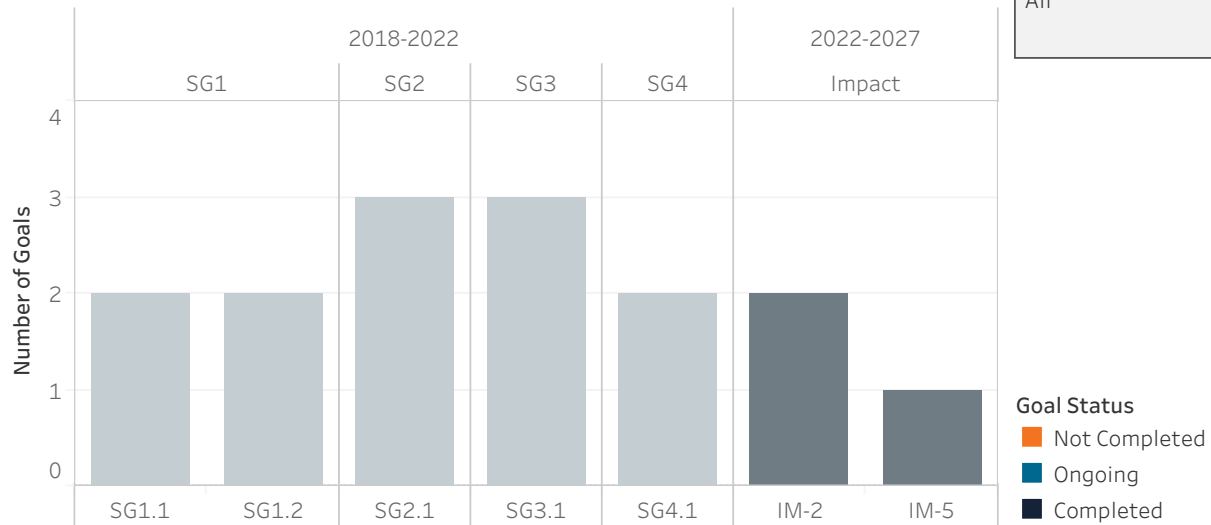
Attachment #	Attachment Title	Attachment URL
57	Data Summary	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=57
58	CT Program Review	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=58
59	Assess Matrix V1	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=59
61	Assess Matrix V1	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=61
62	ITP Curriculum Changes	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=62
63	Annual Work Plan 5-Year Summary	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=63
65	Assess Report	http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=65

Accounting & Business Technology | AY 2018-19 to AY 2022-23

Hover over a data point to see strategic goal objective or defining characteristic values.

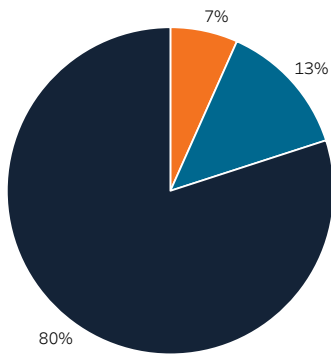
Click on a data point to see the associated action items.

Detailed Strategic Plan Alignment

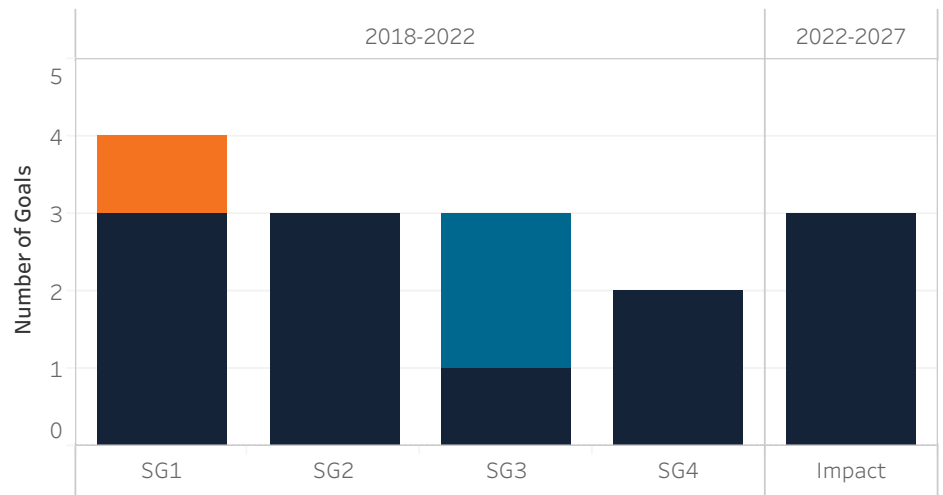


Overall Goal Status

93% positive progress



Strategic Plan Alignment and Goal Status



AWPs

Area	Year	Goal #	Sgo/Dc	Action Item	
Accounting and Business Technology	2018-19	1	SG1.1	<ul style="list-style-type: none"> • Create 1 new or significantly revised course offering; • Add 1 new scheduling option; • Correspond/meet with 1 higher education on articulation. 	Comple..
		2	SG2.1	<ul style="list-style-type: none"> • Administer 1 C.A.T. in 2 courses; • Apply 1 effective teaching tool in 2 classrooms based on research; • Participate in 2 professional development activities. 	Comple..
		3	SG3.1	<ul style="list-style-type: none"> • Invite 1 guest speaker to a class; • Survey A&BT Advisory Council regarding curriculum needs; • Secure 2 student internships. 	Ongoing
	2019-20	1	SG1.1	<ul style="list-style-type: none"> • Create 1 new or revised course material/textbook; • Identify 1 new scheduling delivery option; • Align with 1 higher education on articulation/mapping. 	Not Comple..
		2	SG2.1	<ul style="list-style-type: none"> • Administer 1 C.A.T. in 2 courses; • Apply 1 effective teaching tool in 2 classrooms based on research; • Participate in 2 professional development activities. 	Comple..
		3	SG3.1	<ul style="list-style-type: none"> • Invite 1 guest speaker to a class; • Survey A&BT Advisory Council regarding curriculum needs; • Secure 2 student internships. 	Ongoing
	2020-21	1	SG1.2	<ul style="list-style-type: none"> • Create 1 new or revised course material/textbook; • Identify 1 new scheduling delivery option; • Align with 1 higher education on articulation/mapping. 	Comple..
		2	SG2.1	<ul style="list-style-type: none"> • Administer 1 C.A.T. in 2 courses; • Apply 1 effective teaching tool in 2 classrooms based on research; • Participate in 2 professional development activities. 	Comple..
		3	SG3.1	<ul style="list-style-type: none"> • Invite 1 guest speaker to a class; • Survey A&BT Advisory Council regarding curriculum needs; • Secure 2 student internships. 	Comple..
2021-22	1	SG4.1	Hire a FT Business Faculty for the program.	Comple..	

AWPs

Area	Year	Goal #	Sgo/Dc	Action Item	
Accounting and Business Technology	2021-22	2	SG4.1	Hire a FT faculty for Accounting Program.	Comple..
		3	SG1.2	Continue marketing and promotion of Accounting & Business program that started in summer 2021 using GEERs funding.	Comple..
	2022-23	1	IM-2	Assess the composition of the current Business and Accounting Technology Advisory Council Members. Ensure that there is representation from major industry and employers within the community.	Comple..
		2	IM-5	Review the Accounting Technology curriculum to ensure it is providing the necessary skills for our students whether they enter the workforce or choose to transfer and continue their education at ..	Comple..
		3	IM-2	Determine how the Accounting Technology curriculum supports the new program in Cosmetology	Comple..

Assessments Meeting Target

Accounting & Business Technology AY1920 to AY2223

Assessment Activity by Term

Row Labels	Sum of Count Term	Sum of Count Term	Average of Term	Average of Term
	Assessment	Assessment Met Target	Assessment Percent Complete	Assessment Percent Met Target
201970	189	0	0%	0%
202030	102	43	24%	20%
202050	0	0	0%	0%
202070	78	39	26%	17%
202130	96	35	24%	28%
202150	0	0	0%	0%
202170	115	45	22%	36%
202230	142	14	6%	6%
202270	150	1	5%	1%
202330	124	0	0%	0%
202350	18	0	0%	0%
Grand Total	1014	177	13%	12%

Assessment Activity by Course - All Courses with Term Assessments

Count Term Asses (Multiple Items)

Row Labels	Sum of Count Term	Sum of Count Term	Average of Term	Average of Term
	Assessment	Assessment Met Target	Assessment Percent Complete	Assessment Percent Met Target
ACTG101	165	7	9%	4%
ACTG201	60	17	40%	28%
ACTG202	90	21	33%	23%
ACTG211	40	7	25%	18%
ACTG215	33	9	33%	27%
ACTG298	51	8	22%	29%
BFIN265	56	26	50%	46%
BGEN105	234	20	7%	13%
BGEN220	82	13	23%	31%
BGEN298	28	4	14%	14%
BMGT210	60	16	37%	47%
BMGT235	24	5	25%	21%
BMIS270	7	1	100%	14%
BMKT225	70	16	38%	40%
BMKT240	14	7	50%	50%
Grand Total	1014	177	24%	23%

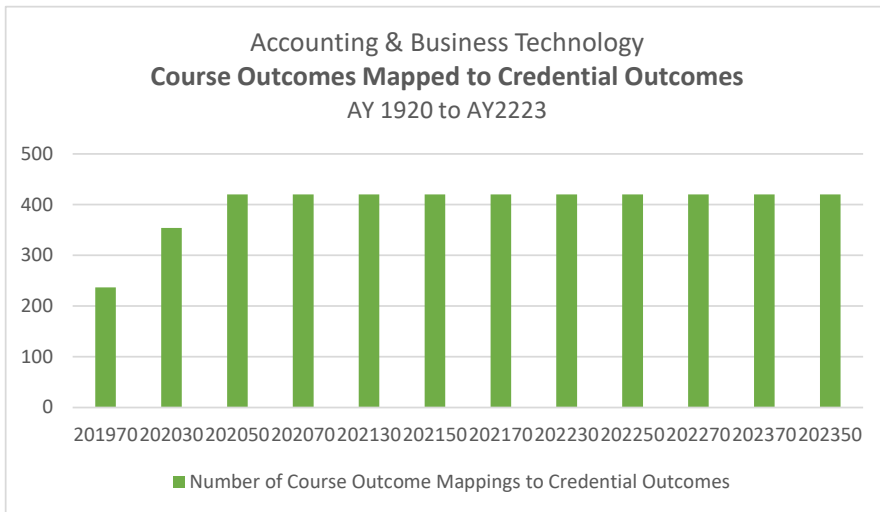
Assessment Activity by Course - All Courses

Row Labels	Sum of Count Term	Sum of Count Term	Average of Term	Average of Term
	Assessment	Assessment Met Target	Assessment Percent Complete	Assessment Percent Met Target
ACTG101	165	7	9%	4%
ACTG102	0	0	0%	0%
ACTG180	0	0	0%	0%
ACTG201	60	17	40%	28%
ACTG202	90	21	33%	23%
ACTG205	0	0	0%	0%
ACTG211	40	7	25%	18%
ACTG215	33	9	33%	27%
ACTG292	0	0	0%	0%
ACTG298	51	8	22%	29%
BFIN265	56	26	40%	37%
BGEN105	234	20	7%	13%
BGEN220	82	13	15%	20%
BGEN235	0	0	0%	0%
BGEN292	0	0	0%	0%
BGEN298	28	4	14%	14%
BMGT210	60	16	37%	47%
BMGT215	0	0	0%	0%
BMGT235	24	5	17%	14%
BMGT263	0	0	0%	0%
BMIS270	7	1	25%	4%
BMKT225	70	16	30%	32%
BMKT240	14	7	33%	33%
CAPP131	0	0	0%	0%
CAPP153	0	0	0%	0%
CAPP154	0	0	0%	0%
CAPP156	0	0	0%	0%
CAPP266	0	0	0%	0%
Grand Total	1014	177	13%	12%

Learning Outcome Mapping

Accounting & Business Technology AY1920 to AY2223

TermCode	Number of Course Outcome Mappings to Credential Outcomes
201970	237
202030	354
202050	420
202070	420
202130	420
202150	420
202170	420
202230	420
202250	420
202270	420
202370	420
202350	420



ACTG BUS Assessment Report

Assessments Completed by Term

Accounting & Business Technology AY1920 to AY2223

Term Code	Count Planned Assmnts	Count Term Assmnts	Complete Term Assmnts	Complete Term Assmnts	Count Section Assmnts	Complete Section Assmnts	Complete Section Assmnts
201930	0	0	0	0%	0	0	0%
201970	0	136	0	0%	191	0	0%
202030	102	83	54	65%	109	78	72%
202050	80	0	0	0%	0	0	0%
202070	134	73	62	85%	80	62	78%
202130	157	68	41	60%	68	41	60%
202170	188	77	35	45%	95	45	47%
202230	185	55	14	25%	55	14	25%
202270	180	104	7	67%	150	7	47%
202330	180	111	0	0%	124	0	0%
Average	151	71	27	44%	85	31	41%
Average excludes terms with 0 planned assessments							

Definitions	
Planned Assessment	Assessment planned, can be reused each term until inactivated
Term Assessment	All section assessments roll up into one term assessment
Section Assessment	Assessment administered in one section (may have more than one section assessment if more than one section taught in a semester, will roll into one term assessment)
Complete Assessment	Assessment administered and results entered in database. All section assessments must be completed in order for term assessment to be marked complete

Summary of Curriculum Changes

Accounting & Business Technology AY1819 to AY2223

Count of ShortName Type of Change	AY		
	1920	2223	Grand Total
Curriculum Revision	1	3	4
Grand Total	1	3	4

All Curriculum Change Activity

Accounting & Business Technology AY1819 to AY2223

Signature	FullName	ShortName	Category	AY	CreationDate
Barbara J. Yahvah	Curriculum revision for MIS FOUNDATIONS FOR BUSINESS	Revision to BMIS270	Curriculum Revision	1920	12/23/2019
Robyn Kiesling	Curriculum revision for INTRODUCTION TO BUSINESS	Revision to BGEN105	Curriculum Revision	2223	10/19/2022
Robyn Kiesling	Curriculum revision for MARKETING	Revision to BMKT225	Curriculum Revision	2223	10/19/2022
Robyn Kiesling	Curriculum revision for MANAGEMENT	Revision to BMGT235	Curriculum Revision	2223	10/19/2022

ACTG BUS Assessment Matrix

No results for other terms not listed

Entrepreneurship and Bookkeeping had no results.

The reports do not reflect very many results due to the lack of mappings from course outcome to credential outcome.

I would recommend completing mapping for all courses and completing course assessments.

ACTG BUS Assessment Matrix

Accounting Technology A.A.S.

2022-23 Pathway

Courses	Sequence in Pathway	Last Term Assessed	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
ACTG101	1	202170						
BGEN105	1	202170	R I		R I		R	I
BGEN105	1	202030						
ACTG205	2	202170						
ACTG102	2	202030						
ACTG205	2	202030						
BGEN220	2	202030						
BGEN220	2	202170	R I		R I			
ACTG180	3	202170						
ACTG201	3	202170						
ACTG211	3	202170						
BGEN235	3							
ACTG202	4	202030						
ACTG215	4	202030						
ACTG298	4	202030						
BFIN265	4	202030	I	I	I	I		I

Observations
All outcomes assessed at least introductory level at least once in pathway.
3 of 6 outcomes assessed at reinforced level at least once in pathway.
0 outcomes assessed at mastery level
13 out of 16 courses did not have any assessed course outcomes mapped to credential outcomes.

Outcome 1	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;
Outcome 2	Prepare business payroll and personal income tax records;
Outcome 3	Demonstrate a broad understanding of the business environment as it relates to legal, ethical, and economic issues;
Outcome 4	Demonstrate competency in computer applications in maintaining accounting records;
Outcome 5	Apply communication skills toward enhancing interpersonal relationships;
Outcome 6	Demonstrate critical thinking and problem-solving abilities.

ACTG BUS Assessment Matrix

Business Technology A.A.S

2022-23 Pathway

Courses	Sequence		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
	in Pathway	Last Term Assessed						
ACTG101	1	202170						
BGEN105	1	202170	I R	I	R		R	I
ACTG205	2	202170						
BGEN220	2	202170	I R	I R				
BMGT215	3	202170						
BMIS270	3	202170						
BMKT225	3	202170	I	I	I	I	I R	I R
BMKT240	3	202170		R	I		R	R
BGEN235	3							
BFIN265	4	202230	I	I	I	I		I
BGEN298	4	202230						
BMGT210	4	202230						
BMGT235	4	202230						
BMGT263	4	202230						

Outcome 1	Identify the fundamentals of launching and maintaining a small business;
Outcome 2	Describe how external forces of economic resources, legal constraints, and global
Outcome 3	Demonstrate competency in business principles required in marketing, management,
Outcome 4	Demonstrate competency in computer applications in developing business documents;
Outcome 5	Apply communication skills toward enhancing interpersonal relationships;
Outcome 6	Demonstrate critical thinking and problem-solving abilities.

Observations
All outcomes assessed at least introductory level at least once in pathway.
5 out of 6 outcomes assessed at reinforced level at least once in pathway.
0 outcomes assessed at mastery level.
Outcome 3 is assessed at the reinforced level before it is assessed at the introductory level in the pathway.
Outcome 5 is assessed at the introductory level after it has been assessed at the reinforcement level in the pathway.
13 out of 18 courses did not have any assessed course outcomes mapped to credential outcomes.

Bookkeeping C.A.S.

2022-23 Pathway

Courses	Sequence in Pathway	Last Term Assessed	Outcome 1	Outcome 2	Outcome 3	Outcome 4
ACTG101	1	None				
BGEN105	1	None				
ACTG102	2	None				
ACTG205	2	None				
BGEN220	2	None				

Observations
No record of mapped assessed outcomes during review period.

Outcome 1	Demonstrate knowledge of accounting principles and practices required for profit accounting by analyzing source documents, recording
Outcome 2	Demonstrate a broad understanding of the business environment as it relates to accounting;
Outcome 3	Demonstrate competency in computer applications;
Outcome 4	Demonstrate communication skills and problem-solving abilities.

Entrepreneurship C.A.S

2022-23 Pathway

Courses	Sequence	Last Term	Outcome 1	Outcome 2	Outcome 3	Outcome 4
	in	Assessed				
ACTG101	1					
BGEN105	1					
ACTG205	2					
BGEN220	2					

Observations
No record of mapped assessed outcomes during review period.

Outcome 1	Identify the fundamentals of launching and maintaining a small
Outcome 2	Describe how external forces of economic resources, legal constraints, and global competition relate to the small business environment;
Outcome 3	Demonstrate competency in computer applications in maintaining business records;
Outcome 4	Apply communication skills toward enhancing interpersonal business relationships.

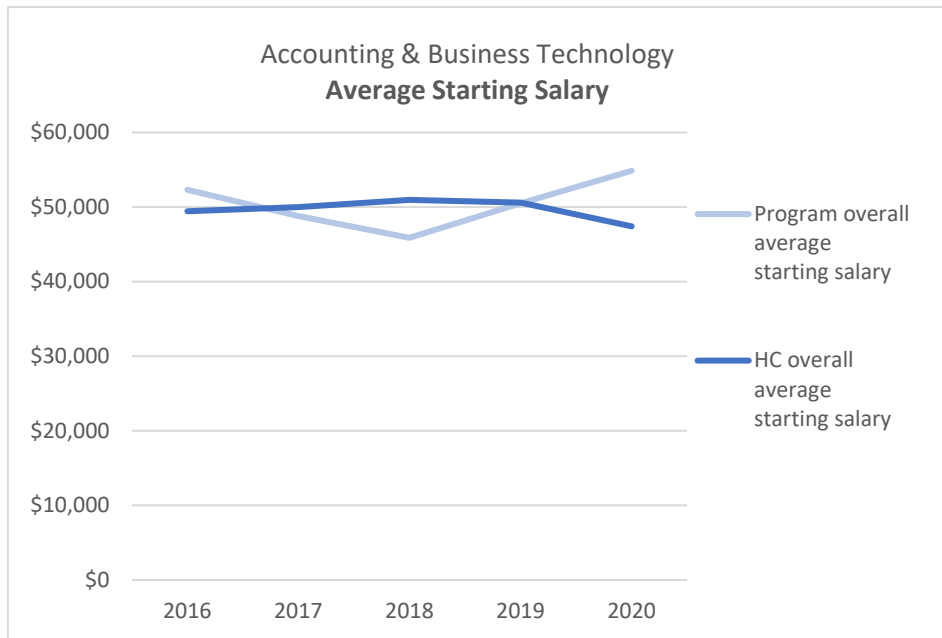
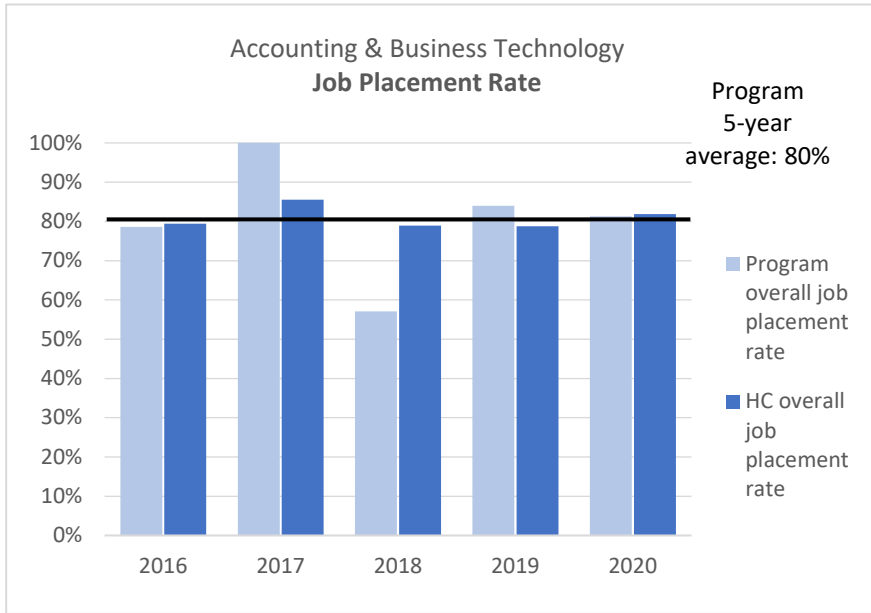
Program Review Data Summary - Accounting & Business Technology								AY 2018-19 to AY 2022-23	
Market Analysis - Accounting Technology AAS									
Metric	Current MT (2020)	Projected MT (2030)	Annual Projected MT	Current U.S. (2022)	Projected U.S. (20302)	Annual Projected U.S.		Program Notes	Source
Job openings from related occupations	5,750	6,610	630	1,980,100	2,118,200	168,800	Total for all occupations	See "Occupations" tab	Career OneStop, U.S. Dept. of Labor
Percent change in job openings for related occupations		10%			5%				
Median hourly wage/annual salary for related occupations	\$56,529 annual	\$29.93 hourly		\$73,900 annual	\$35.56 hourly	Average for all occupations			
Market Analysis - Bookkeeping CAS									
Metric	Current MT (2020)	Projected MT (2030)	Annual Projected MT	Current U.S. (2022)	Projected U.S. (20302)	Annual Projected U.S.		Program Notes	Source
Job openings from related occupations	9,540	10,110	1,140	2,054,400	1,919,700	213,100	Total for all occupations	See "Occupations" tab	Career OneStop, U.S. Dept. of Labor
Percent change in job openings for related occupations		4%			-7%				
Median hourly wage/annual salary for related occupations	\$46,418 annual	\$22.32 hourly		\$49,605 annual	\$23.85 hourly	Average for all occupations			

Employment Outcomes									
Metric	2016	2017	2018	2019	2020	5-Yr Avg	5-Yr Trd	Program Notes	Source
Program number of graduates	28	13	14	25	16	19	-43%	Total number of graduates in discipline in MUS report	MUS Student Success Dashboard (Student Success in Workforce tab)
HC number of graduates	160	138	147	179	127	150	-21%	Total number of graduates in MUS report	MUS Student Success Dashboard (Student Success in Workforce tab)
Program overall job placement rate	79%	100%	57%	84%	81%	80%	3%	Students employed in Montana 1 year after graduation	MUS Student Success Dashboard (Student Success in Workforce tab)
HC overall job placement rate	79%	86%	79%	79%	82%	81%	2%	Students employed in Montana 1 year after graduation	MUS Student Success Dashboard (Student Success in Workforce tab)
Program overall average starting salary	\$52,317	\$48,797	\$45,880	\$50,527	\$54,865	\$50,424	5%	Average for all program graduates 1 year after graduation	MUS Student Success Dashboard (Student Success in Workforce tab)
HC overall average starting salary	\$49,454	\$49,977	\$50,965	\$50,580	\$47,414	\$49,653	-4%	Average for all graduates 1 year after graduation	MUS Student Success Dashboard (Student Success in Workforce tab)

Discipline: Business, Management, Marketing, and Related Support Services

Majors: Accounting and Related Services & Business Operations Support and Assistant Services

Completed 12/5/2023



Program Review Data Summary - Accounting & Business Technology **AY 2018-19 to AY 2022-23**

Enrollment									
Unduplicated Annual Enrollment	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	51	34	27	27	20	32	-61%		Institutional Research
Bookkeeping CAS	3	3	2	5	2	3	-33%		Institutional Research
Business Technology AAS	40	27	22	32	32	31	-20%		Institutional Research
Entrepreneurship CAS	4	5	5	5	3	4	-25%		Institutional Research
Program Overall	103	69	56	69	57	71	-45%		Institutional Research
Helena College	1,906	1,797	1,730	1,845	1,815	1,819	-5%		Institutional Research

Annual Average FTE	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	30	21	13	11	11	17	-63%		Institutional Research
Bookkeeping CAS	2	1	1	2	1	1	-50%		Institutional Research
Business Technology AAS	24	16	11	16	17	17	-29%		Institutional Research
Entrepreneurship CAS	3	2	3	2	1	2	-67%		Institutional Research
Program Overall	58	40	30	34	31	39	-47%		Institutional Research
Helena College	805	747	658	659	674	709	-16%		Institutional Research

Course Completion Rate - all students; see Misc Data Collection Tab for HC vs dual credit breakdown									
	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	5-Yr Avg	5-Yr Trd	Notes	Source
Core Year 1	77%	73%	75%	71%	74%	74%	-3%	Courses required for all credentials	Institutional Research
Core Year 2	76%	80%	85%	79%	78%	80%	2%	Courses required for Y2 of both AAS	Institutional Research
Accounting Year 1	79%	89%	90%	87%	81%	85%	2%	Courses required for Y1 ACTG	Institutional Research
Accounting Year 2	79%	91%	95%	85%	87%	87%	8%	Courses required for ACTG AAS	Institutional Research
Business Year 1	81%	80%	68%	71%	77%	75%	-4%	Courses required for Y1 BUS	Institutional Research
Business Year 2	88%	86%	85%	86%	86%	86%	-2%	Courses required for Y2 BUS AAS Y2	Institutional Research
Program Overall	80%	80%	81%	76%	79%	79%	-1%	All courses req. for prog. credentials	Institutional Research
Helena College	85%	87%	86%	81%	86%	85%	1%		Institutional Research

Retention									
Entering cohort	AY 1718	AY 1819	AY 1920	AY 2021	AY 2122	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	19	18	8	5	14	13	-26%		Institutional Research
Bookkeeping CAS	2	0	3	0	4	2	100%		Institutional Research
Business Technology AAS	14	12	10	5	17	12	21%		Institutional Research
Entrepreneurship CAS	3	2	2	3	4	3	33%		Institutional Research
Program Overall	38	32	23	13	39	29	3%		Institutional Research
Helena College	512	431	468	336	465	442	-9%	New, readmit, and transfer; fall and spring entering cohorts combines	Institutional Research

Retention Rate AAS Fall to Fall or Spring to Spring	AY 1718	AY 1819	AY 1920	AY 2021	AY 2122	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	42%	78%	63%	80%	71%	67%	29%	Completed/retained at institution	Institutional Research
Business Technology AAS	57%	50%	40%	0%	53%	40%	-4%	Completed/retained at institution	Institutional Research
Program Overall	48%	67%	50%	44%	61%	54%	13%	Completed/retained at institution	Institutional Research
Helena College	54%	54%	51%	51%	52%	53%	-2%	Completed/retained at institution	Institutional Research

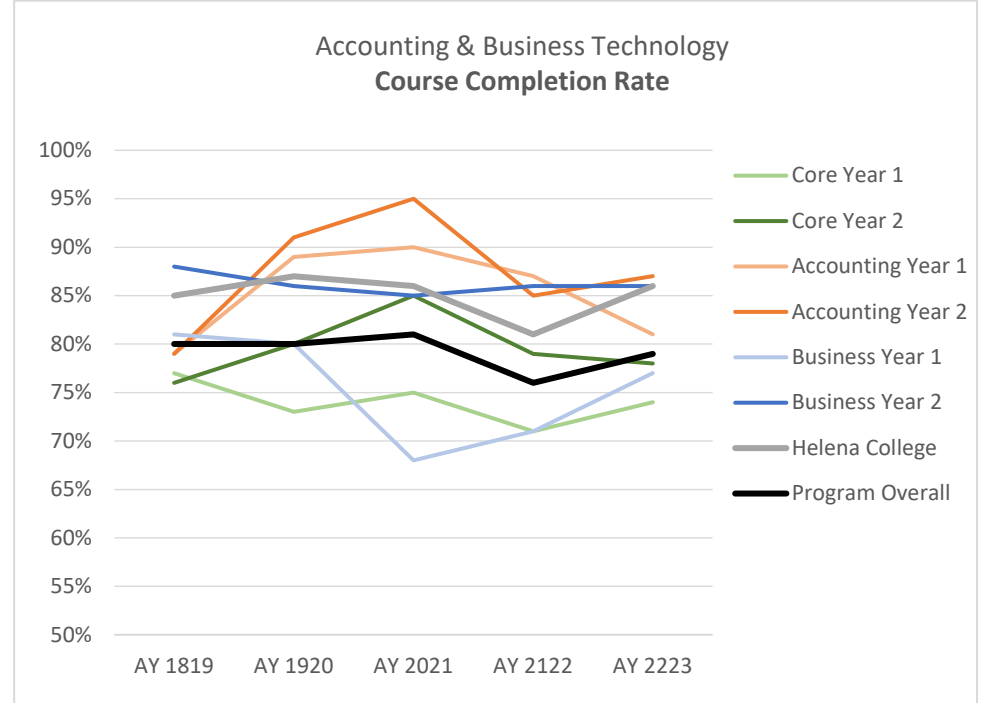
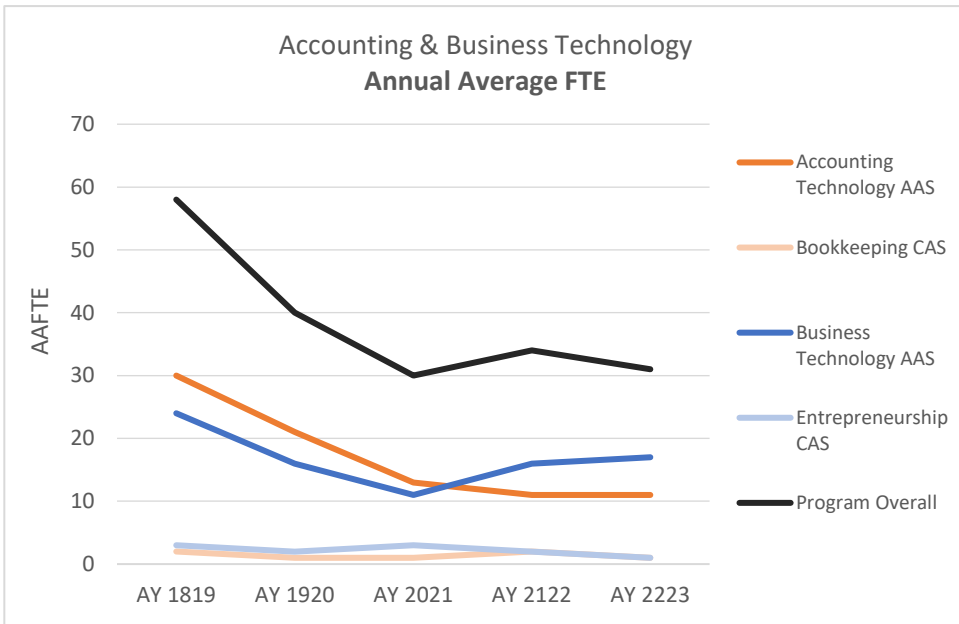
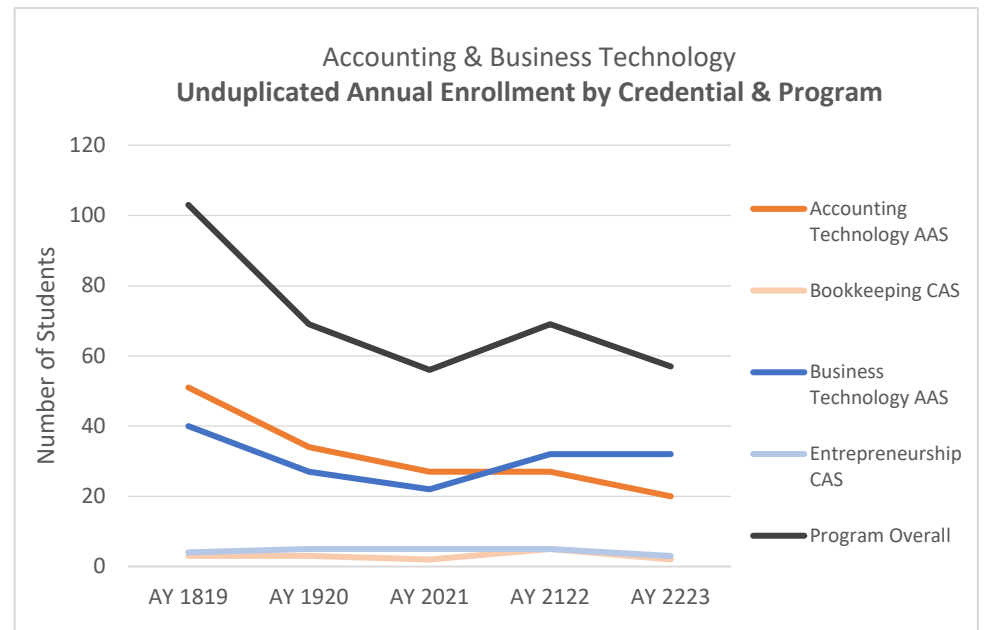
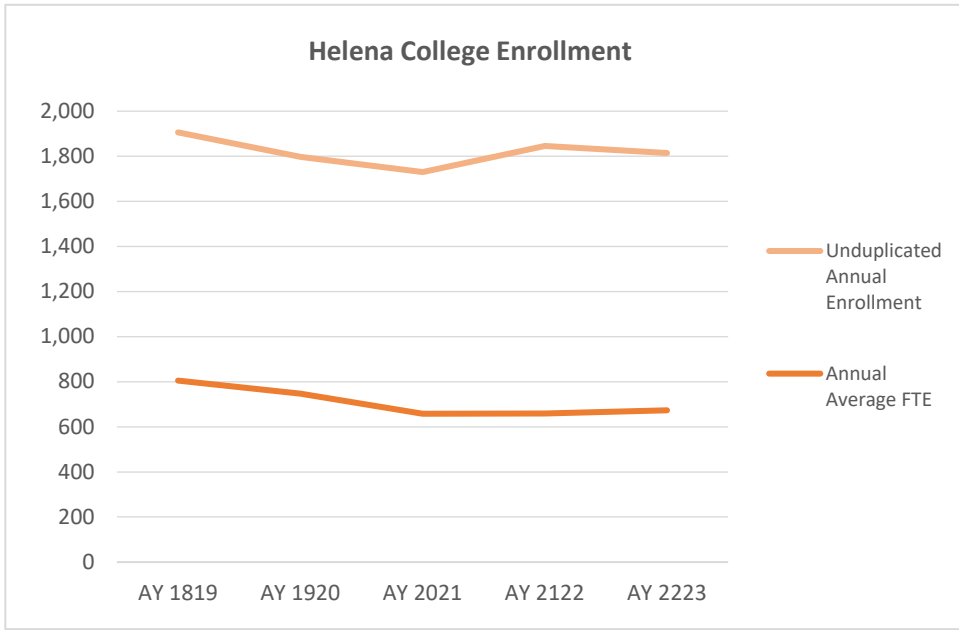
Retention Rate CAS Fall to Spring or Spring to Fall	AY 1718	AY 1819	AY 1920	AY 2021	AY 2122	5-Yr Avg	5-Yr Trd	Notes	Source
Bookkeeping CAS	100%	n/a	100%	n/a	100%	100%	0%	Completed/retained at institution	Institutional Research
Entrepreneurship CAS	33%	50%	100%	67%	25%	55%	-8%	Completed/retained at institution	Institutional Research
Program Overall	60%	50%	100%	67%	63%	68%	3%	Completed/retained at institution	Institutional Research
Helena College	69%	70%	69%	70%	68%	69%	-1%	Completed/retained at institution	Institutional Research

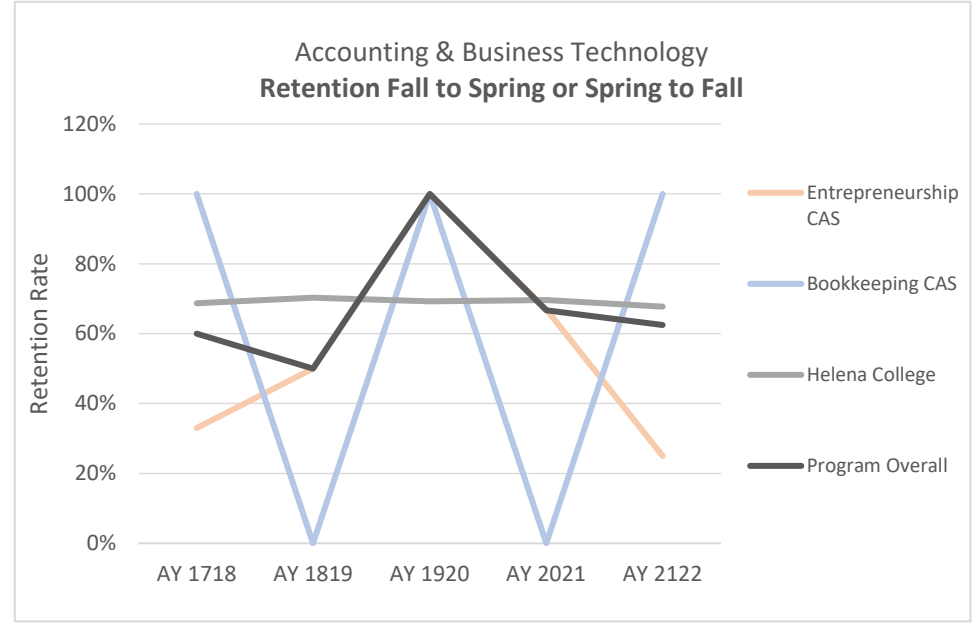
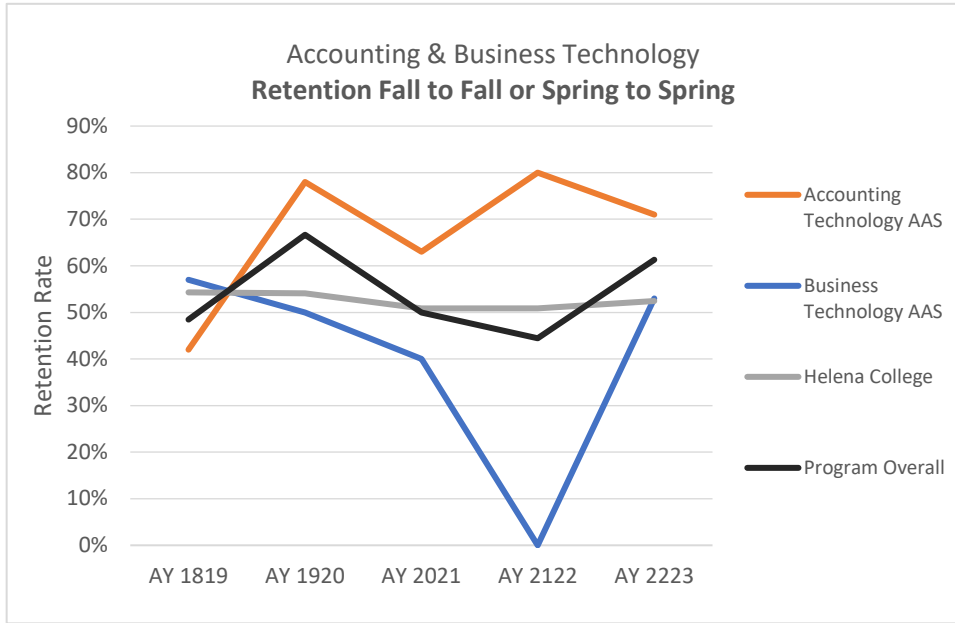
Completions									
Degrees/Certificates Awarded	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	11	8	9	8	6	8	-45%	Duplicated	Institutional Research
Bookkeeping CAS	14	6	6	7	10	9	-29%	Duplicated	Institutional Research
Business Technology AAS	11	7	4	6	6	7	-45%	Duplicated	Institutional Research
Entrepreneurship CAS	12	6	2	5	7	6	-42%	Duplicated	Institutional Research
Program Overall	48	27	21	26	29	30	-40%	Duplicated	Institutional Research
Helena College	289	228	210	209	242	236	-16%	Duplicated	Institutional Research

Degree Production Rate	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	45.8	50.0	81.8	50.0	35.3	53	-23%		Institutional Research
Bookkeeping CAS	466.7	300.0	200.0	350.0	1000.0	463	114%		Institutional Research
Business Technology AAS	45.8	43.8	36.4	37.5	35.3	40	-23%		Institutional Research
Entrepreneurship CAS	400.0	300.0	66.7	250.0	700.0	343	75%		Institutional Research
Program Overall	82.8	67.5	70.0	76.5	93.5	78	13%		Institutional Research
Helena College	35.9	30.5	31.9	31.7	35.9	33.2	0%	Number of degrees awarded (unduplicated) for 100 AAFTE	Institutional Research

150% Graduation Rate - AAS	AY1516	AY1617	AY1718	AY1819	AY1920	5-Yr Avg	5-Yr Trd	Notes	Source
Accounting Technology AAS	14%	36%	16%	33%	63%	32%	49%	Entering students (fall and spring) graduating within 3 years	Institutional Research
Business Technology AAS	16%	22%	29%	17%	22%	21%	6%	Entering students (fall and spring) graduating within 3 years	Institutional Research
Bookkeeping CAS	0%	0%	50%	n/a	0%	13%	0%	Entering students (fall and spring) graduating within 3 semesters	Institutional Research
Entrepreneurship CAS	25%	100%	0%	50%	50%	45%	25%	Entering students (fall and spring) graduating within 3 semesters	Institutional Research
Program Overall	15%	31%	22%	28%	36%	26%	21%	Entering students (fall and spring) graduating within 150% of time to complete program	Institutional Research
Helena College	26%	30%	31%	32%	29%	30%	3%	Entering students (fall and spring) graduating within 150% of time to complete program	Institutional Research

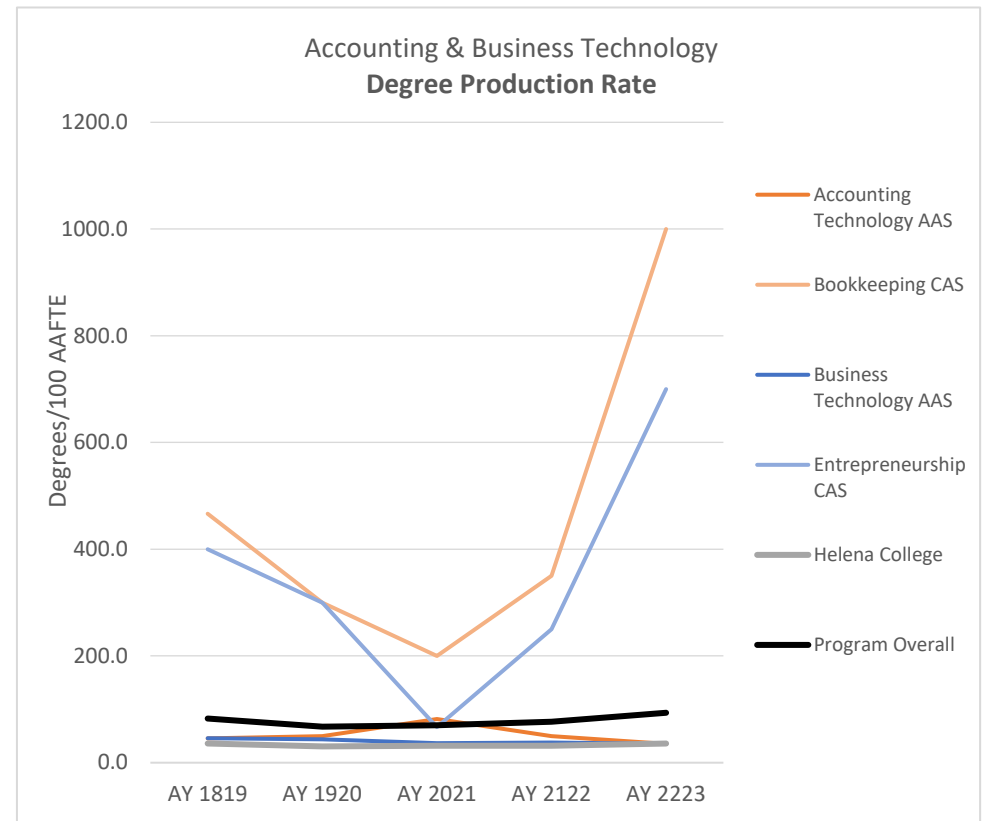
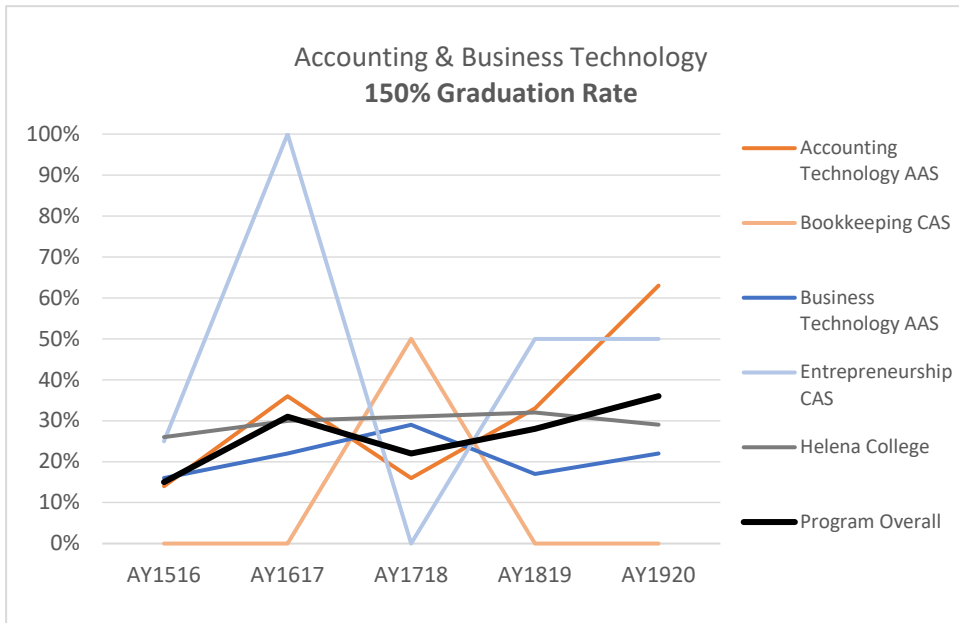
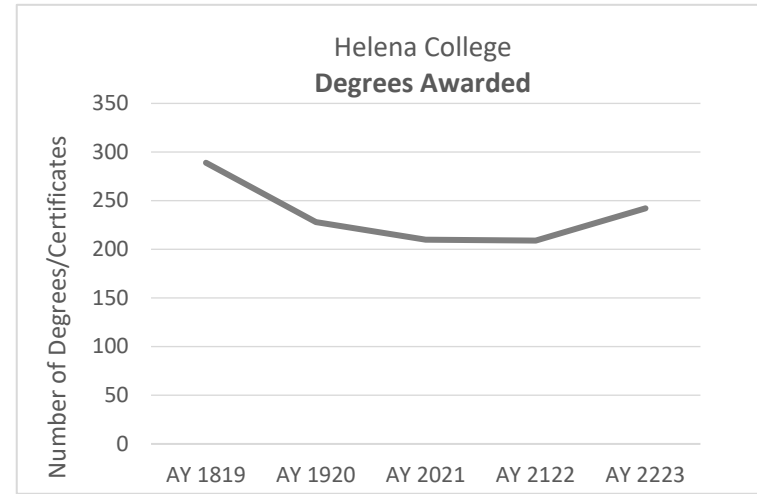
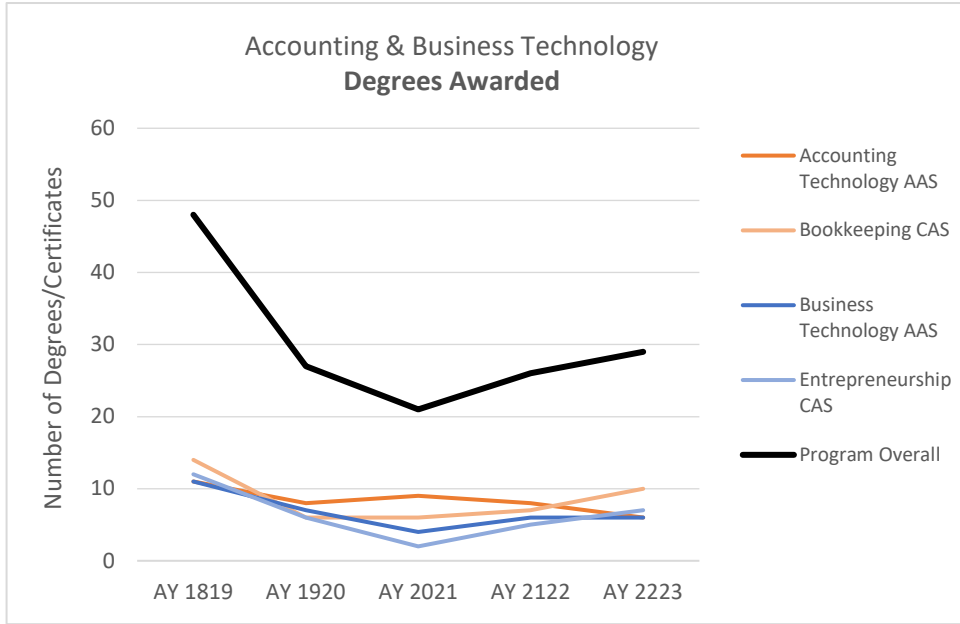
Completed 12/4/2023





Student Participation & Success

ACTG BUS Program Data Summary by Credential 2023



Definitions

Term	Abbreviation	Use	Defintion	Source	Date added/ updated
150% graduation rate		Standard	Percentage of students graduating within 150% of normal time to completion for the degree.		10/19/2022
Academic Year	AY	Standard	Summer, fall, and spring terms (e.g. AY 2020-21 includes summer 2020, fall 2020, and spring 2021)	MUS Enrollment Reporting Procedures	
Annual average full-time equivalent	AAFFTE	Standard	Calculated in the following way: (Fall Official FTE + Summer Official FTE + Spring Official FTE)/2. See also Full-time equivalent.	MUS Enrollment Reporting Procedures	3/17/2022
Calendar Year	CY	Standard	One year from January to December		10/19/2022
Cohort		Standard/IP EDS	A specific group of students established for tracking purposes.	IPEDS Glossary	3/17/2022
Course completion rate		Standard	Percent of students earning a passing grade in a course. May also be counted as credit hours. Does not include incompletes, audits, or missing grades. See also Pass.		3/17/2022
Credential course completion rate		Standard	Percent of students earning a passing grade in a course required for a credential. Incompletes, audits, and missing grades are not included.		10/19/2022
Degree production per 100 AAFTE		Standard	Number of degrees awarded in an academic year divided by the AAFTE for the same year, multiplied by 100. Allows for longitudinal comparison of degrees awarded while taking into account changes in enrollment. Also called "degree production rate"		3/17/2022
Degree production rate		Standard	Number of degrees awarded in an academic year divided by the AAFTE for the same year, multiplied by 100. Allows for longitudinal comparison of degrees awarded while taking into account changes in enrollment. Also called "degree production per 100 AAFTE."		10/19/2022

Entering cohort		HC	All new first-time, transfer in, and readmit/returning students, usually in a fall semester.		12/8/2023
Expenditure/Completion		HC	Program expenses (personnel, operating, and adjunct salaries) divided by number of degrees awarded for the academic year		10/19/2022
Expenditure/FTE		HC	Program expenses (personnel, operating, and adjunct salaries) divided by FTE for the academic year		10/19/2022
Fiscal Year	FY	Standard	One year as defined for financial reporting, from July 1 to June 3		10/19/2022
Full-time equivalent	FTE	Standard	Calculated for a term by dividing total credit hours earned at the end of term (EOT) by 15.	MUS Enrollment Reporting Procedures	3/17/2022
Headcount		Standard	Count of students. See also Unduplicated or duplicated.		12/8/2023
Job placement rate		MUS, HC	Percent of graduates employed in Montana in the first year after graduation	Montana University System Student Success Dashboard	12/8/2023
Pass		Standard	Grade of Pass or minimum letter grade of C-		3/17/2022
Percent program capacity		Standard	Calculation = (Unduplicated Annual Enrollment) / (Program Capacity)		10/19/2022
Program capacity		Standard	Maximum number of students a program can accommodate in one academic year (first year maximum + second year maximum)	Program records	10/19/2022
Retention		Standard	Percentage of fall entering cohort returning for either the subsequent spring or subsequent fall semester. May also be percentage of spring entering cohort returning for subsequent fall or spring semesters (less common)		12/8/2023
Unduplicated		Standard	Each student is counted only once (count of unique students)		3/17/2022