Montana University System

PROGRAM REVIEW

Institution: Helena College University of Montana

Program Years: 2011-12

List of the programs reviewed: Accounting and Business Technology

Degrees Reviewed:

- Certificate of Applied Science: Bookkeeping
- Certificate of Applied Science: Small Business Entrepreneurship
- Associate of Applied Science: Accounting
- Associate of Applied Science: Small Business Management

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The Program Review Committee of Helena College University of Montana recommends the continuation of all programs within the Accounting and Business Technology program areas based on data findings and faculty recommendations.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Certificate of Applied Science: Bookkeeping

The information gathered during the internal review process signifies that the CAS in Bookkeeping has maintained a steady enrollment and meets the educational requirements of the community. Institutional data revealed that part-time enrollment has more than doubled the rate of full-time enrollment over the past two years. The completion rate of the CAS Bookkeeping program remains stable although low in head count.

Certificate of Applied Science: Small Business Entrepreneurship

Data collected during the internal review process revealed a low student interest level within the CAS of Small Business Entrepreneurship for FY 2009 and FY 2010. In FY 2011, the program experienced a significant increase in full-time enrollment. In further review of the data, this program, despite low headcount, has realized the second highest percentage of growth in new student intake in comparison to all other programs offered within the Accounting and Business Technology department.

Justification of Certificate Programs in Bookkeeping and Small Business Entrepreneurship

The Program Review Committee recommends the continuation of both Certificates of Applied Science. The CAS options allow students the opportunity to complete a program of study in one academic year and thus reach employment goals quickly. Although not statistically represented in this review, upon completion of a CAS, many students have gained academic confidence and choose to further their educational careers by transferring their CAS credits to either the A.A.S. degree in Accounting or the A.A.S. degree in Small Business Management.

Associate of Applied Science: Accounting

The information gathered during the internal review process signifies that the A.A.S. in Accounting continues to be a viable program. This program's demand is highly correlated to the articulation agreements with Montana Tech of the University of Montana. Helena College students who complete any one of the following degrees will receive a block transfer credit of 54 hours to Montana Tech: (1) All A.A.S. degrees, (2) A.A. in Accounting or

Business, (3) A.S. in Accounting Technology, Business Technology, or Computer Technology. In FY 2011, the data indicated that there was a 50% decrease in full-time student enrollment but a 44% increase in part-time enrollment. These data findings were not anticipated and were given merit during the review process. See proposed recommendations and action plans for this finding listed below under the heading entitled, "*Improving the 2P1 Perkins Grant Indicator for all A.A.S, A.A., A.S., and CAS options within the Accounting and Business Technology Department.*

Associate of Applied Science: Small Business Management

The information gathered during the internal review process signifies that the enrollment within the A.A.S. Small Business Management degree option has shown an overall increase of 10% during this review period. From FY 2009 to FY 2011, the program experienced a 200% increase in full-time student enrollment. In further review of the data, the retention and completion rates for this degree option are extremely low in comparison to the program's new student intake data. A full-time faculty member has been hired under the provision of the Perkins Grant to specifically address the 2P1 indicator. See proposed recommendations and action plans for these findings listed below under the heading entitled, "*Improving the 2P1 Perkins Grant Indicator for all A.A.S, A.A., A.S., and CAS options within the Accounting and Business Technology Department.*

Improving the 2P1 (Completion) Perkins Grant Indicator for all Accounting and Business Programs

After reviewing institutional data and feedback gathered from student evaluations, the following actions will be implemented to improve the retention and graduation rates of all A.A.S., A.A., A.S., and CAS options within the Accounting and Business program areas. Furthermore, the Perkins Grant proposal states that the Accounting and Business Technology Department must directly address the 2P1 completion indicator for the department. During this review process, this charge was looked at critically and the following measures will begin implementation Summer 2012 and/or Fall 2012 semesters. It is the hope of the department that these changes will increase the department's 2P1 indicator.

- **Issue of Concern:** Students want more evening and summer courses and full-time faculty members instructing night courses.
- **Response:**
    - Begin offering Principles of Microeconomics and Macroeconomics (ECNS 203) and Management (BMGT 235) during summer sessions
    - Fall 2012: Increase evening course offerings by at least 50%
    - A minimum of 12 program hours offered in the evening will be distributed among two full-time faculty members.

- **Issue of Concern:** Capstone courses are only offered during day sessions.
- **Response:** Beginning Fall 2013, Capstone courses will be made available during an evening session.

- **Issue of concern:** Lack of student advisement services during evening hours.
- **Response:** Beginning Fall 2012, group and/or independent student advising will take place after 5:00 pm. The implementation of this action plan is seen as a crucial part of department participation in capturing and upholding student retention rates. Not only will this help with student academic success, but the human component will add a personal touch in providing student care and customer service.

- **Issue of Concern**: Students are not fluent in using Excel and Access software.
- **Response:** Proposed development of a new course, Introduction to Computer Modeling, CSCI 172. This course would be specific to the Microsoft Office software programs Excel and Access. Many of the courses offered within the Accounting and Business Technology department require students to have more than a basic understanding and execution use these two applications. This class would be designed and tailored to lab experiences indicative of real-world scenarios. The addition of this course would aid in student retention, in that, a student who successfully completes this course

should perform at a higher level of excellence in classes that call for this area of knowledge and proficiency. In addition, these two applications are used frequently within the accounting and business industries.

- **Issue of concern:** Current degree programs within the Accounting and Business Technology department are too specific and concentrated. Students would like a broader and more generalized business degree option that delivers a viable stepping stone progression to a 4-year degree program.
- **Response:** When completing the department's program review, the department also compared and contrasted its existing A.A./A.S. programs to other local, state, and regional community colleges. As a result, the department found that it offers many of the same courses as the comparable institutions. However, faculty discovered that Helena College could design an A.S. program that would allow students seamless transfer into the University of Montana's School of Business Administration program in Missoula. Beginning Fall 2013, a new A.S. degree in General Business will be presented for approval by our accrediting councils. With the approval of such degree, Helena College will be able to market a new segment of students who wish to stay in Helena for their first two-years of college before transferring to Missoula. Helena College is already successful in capturing and retaining accounting and business students with degree offerings and articulation agreements with Montana-Tech. If Helena College is successful in attracting new students with the addition of a transfer initiative program agreement with University of Montana, Missoula, program retention and completion rates should increase. The department also plans to contact Montana State University to pursue a similar degree option.

- **Issue of Concern:** Lack of student feedback specific to program area.
- **Response:** Instructors within the Accounting and Business Technology department would like to develop a survey instrument Spring 2013 specific to courses offered within the A.A.S. degrees of Accounting and Small Business Management. A dependable, reliable, and valid survey is crucial in evaluating the department as a comprehensive whole, as well as, its ability in meeting student needs.

Program Goals FY 2013

Full-time faculty will meet at the beginning of FY 2013 to review 3-Year Program Goals. The goals will be based on assessment and research obtained from the Exit Interview, Advisory Council input, research from the Perkins Grant, and other assessment tools.

Provide Access and Support

- Goal: Develop transfer of an A.S. interest area for business with The University of Montana (FY 2013)
- Goal: Develop 3 new courses including E-Marketing, Introduction to Computer Modeling, SABHRS (FY 2014)

Demonstrate Excellence

- Goal: Attend and/or present at 3 local, regional or national education or accounting/business conferences (FY 2015)

Strengthen Community

- Goal: Survey Accounting and Business Technology Advisory Council about curriculum needs for local businesses. (FY 2013)
- Goal: Contact state of Montana SABHRS Bureau to develop an accounting class (FY 2013)
- Goal: Contact Carroll College to identify transferable accounting and business courses (FY 2013)

Develop Exit Interview

- Survey instrument featuring open-ended questions about the Accounting and Business Technology program.

- Administered at the completion of the program requirements in the capstone courses.

Accounting & Business Enrollment Fall 2009-2011

All Students	**2009**		**2010**		**2011**		**3 Year Change +/-**	
Enrollment Status	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Accounting & Business	8	13	42	30	42	32	425%	146%
Accounting Technology	40	16	21	14	20	23	-50%	44%
Small Business Management	21	29	14	18	23	27	10%	-7%
Bookkeeping	3	1	1	5	2	5	-33%	400%
Small Business Entrepreneurship	1		1		6	2	500%	N/A
Subtotal	**73**	**59**	**79**	**67**	**93**	**89**	**27%**	**51%**
Total	**132**		**146**		**182**		**38%**	
New Students*	**2009**		**2010**		**2011**		**3 Year Change +/-**	
Enrollment Status	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Accounting & Business	6	8	23	9	6	3	0%	-63%
Accounting Technology	7	3	1		5	3	-29%	0%
Small Business Management	3	5	2		9	5	200%	0%
Bookkeeping	1	1		2		3	N/A	200%
Small Business Entrepreneurship	1				2		100%	N/A
Subtotal	**18**	**17**	**26**	**11**	**22**	**14**	**22%**	**-18%**
Total	**35**		**37**		**36**		**3%**	
% of Total Enrollment	**27%**		**25%**		**20%**		**-7%**	

* New students includes first-time and transfers

Accounting & Business Degree Completion Totals
By Program
2008-2011

Program	AY 2008-2009	AY 2009-2010	AY 2010-2011
Accounting Technology	9	11	10
Small Business Management	5	15	5
Associate of Arts-Accounting**			
Associate of Arts-Business**			
Associate of Science-Accounting**			
Associate of Science-Business**			
Small Business Entrepreneurship	4	1	4
Bookkeeping	5	4	2
Total	**23**	**31**	**21**
Completions/100 FTE	**31**	**36**	**22**
UMH Completions/100 FTE	**21**	**19**	**18**

** The readily available data utilized for completions doesn't specify concentrations for AA/AS degrees

Montana University System

PROGRAM REVIEW

Institution: Helena College University of Montana

Program Years: 2011-12

List of the programs reviewed:

- Certificate of Applied Science: Carpentry
- Associate of Applied Science: Construction Technology

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The Program Review Committee of Helena College University of Montana recommends the continuation of all programs within the Construction Technology program areas based on data findings and faculty recommendations.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Certificate of Applied Science: Carpentry

The information gathered during the internal review process signifies that the CAS in Carpentry has shown a decline in enrollment. Institutional data revealed that full-time enrollment has declined by two-thirds over the past three years. The completion rate of the CAS Carpentry program is varied as year one and three reflect near 50% completion, while the year two completion rate is 100%. The program continues to meet the educational requirements of the community although reflects low FTE.

Justification of Certificate Program in Carpentry

The Program Review Committee recommends the continuation of the Certificate of Applied Science: Carpentry. The local Construction Industry shows a minor decline in residential construction through the review period which appears to have affected the enrollment and completion rates in the CAS certificate program. Previous reviews have shown steady enrollment during periods of stable to growing housing markets. It is recommended that the CAS continue throughout the economic recovery period and base continuation on the next review period.

The CAS option allows students the opportunity to complete a program of study in one academic year and thus provides an accelerated pathway to employment. Although not statistically represented in this review, upon completion of a CAS, many students have gained academic confidence and choose to further their educational careers by transferring their CAS credits to the Associates of Applied Science degree in Construction Technology.

Associate of Applied Science: Construction Technology

The information gathered during the internal review process signifies that the A.A.S. in Construction Technology has shown a significant decline in enrollment. Institutional data revealed that full-time enrollment has declined by 50% over the past three years and new enrollment has declined by 90%. The completion rate of the A.A.S. in Construction Technology program has an overall completion rate of 66%. The program continues to meet the educational requirements of the community although FTE has declined.

Justification of Associates of Applied Science: Construction Technology

The Program Review Committee recommends the continuation of the Associates of Applied Science: Construction Technology degree. The declining enrollment, although not statistically represented here in, is due to the development of similar programs across the state, the energy boom and associated need for labor in eastern Montana and western North Dakota, and the housing market for new starts decline in the western part of the state. Previous reviews have shown steady enrollment during periods of stable to growing housing markets.

The program is evaluating strategies to meet the changing needs of the construction industry and the community. Developing green building and engineering technology pathways are being considered. In addition, the program supports the implementation of the UM Western Industrial Technology program housed at Helena College. The Western students are enrolled in Construction Technology courses as part of their degree requirements. It is recommended that the A.A.S. continue throughout the economic recovery period and the retooling evaluation and base continuation on the results of next review period.

Program Goals FY 2013

Full-time faculty will meet at the beginning of FY 2013 to review 3-Year Program Goals. The goals will be based on assessment and research obtained from the Exit Interview, Advisory Council input, research from the Perkins Grant, and other assessment tools.

Provide Access and Support

- Goal: Research and develop available transfer to A.S. interest areas options for Engineering Technology and green building programs (FY 2013)

Demonstrate Excellence

- Goal: Attend professional development opportunities to assist with curriculum development and revision

Strengthen Community

- Goal: Update the program to meet current and future industry and community needs
- Goal: Actively participate in the Rigorous Programs of Study and Big Sky Pathways initiatives.
- Goal: Search out transfer opportunities to four year institutions (FY 2013)

Capture retention and completion data

- Create an open ended survey for CAS: Carpentry and Construction Technology programs to capture data associated with transfer, retention, and completion. The data will be utilized in the curriculum evaluation.

Construction Technology Enrollment Fall 2009-2011

All Students		2009		2010		2011	3 Year Change +/-	
Enrollment Status	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Carpentry CAS	3	0	6	0	1	0	-67%	0%
Construction Technology AAS	16	2	19	2	8	3	-50%	50%
Subtotal	**19**	**2**	**25**	**2**	**9**	**3**	**-53%**	**50%**
Total		**21**		**27**		**12**		**-43%**
New Students*		**2009**		**2010**		**2011**	**3 Year Change +/-**	
Enrollment Status	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Carpentry CAS	2	0	5	0	1	0	-50%	0%
Construction Technology AAS	10	0	5	0	1	0	-90%	0%
Subtotal	**12**	**0**	**10**	**0**	**2**	**0**	**-83%**	**0%**
Total		**12**		**10**		**2**		**-83%**
% of Total Enrollment		**57%**		**37%**		**17%**		**-7%**

* New students includes first-time and transfers

Construction Technology (150% Completion Time for Fall 2008 Cohort)

Program	Entering Cohort*	Degrees Earned	Graduation Rate
Carpentry CAS	2	1	50%
Construction Technology AAS	5	2	40%
Total	**7**	**3**	**43%**
UMH Overall	**447**	**118**	**26%**

*Entering cohort includes new, transfer and readmit students that entered in the fall 2008 semester

Construction Technology Degree Completions (2008-2011)

Program	AY 2008-2009	AY 2009-2010	AY 2010-2011
Carpentry CAS	1	1	2
Construction Technology AAS	8	3	6
Total	**9**	**4**	**8**
Completions/100 FTE	**4**	**2**	**3**
UMH Completions/100 FTE	**21**	**19**	**18**

** The readily available data utilized for completions doesn't specify concentrations for AA/AS degrees

Construction Technology Retention (Fall 2008-Fall 2011)

Program	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11
Carpentry CAS	50%	100%	40%
Construction Technology AAS	62%	60%	66%
UMH All Students	54%	53%	61%

% of students enrolled returning in subsequent fall semesters

Montana University System

PROGRAM REVIEW

Institution: Helena College University of Montana

Program Years: 2011-12

List of the programs reviewed:

- Certificate of Applied Science: Interior Space Planning and Design
- Associate of Arts – Program of Study: Interior Space Planning and Design

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Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The Program Review Committee of Helena College University of Montana recommends the continuation of all programs within the Interior Space Planning and Design program areas based on data findings and faculty recommendations.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

The Interior Space Planning and Design program areas of study are continuing to develop. Although the program has a low FTE and head count, the community is becoming aware of the program's existence. Through innovative strategies, the faculty is raising awareness of the employment opportunities the design field has to offer. One notable example is the study abroad course which is being implemented this AY. Through internships, the students are creating market viability for licensed designers with in Montana. The program's Advisory Council expressed satisfaction in regards to the students' skill set and commented on the feedback from the local architectural firms who are embracing the validity of design professionals as essential components of their operations.

Certificate of Applied Science: Interior Space Planning and Design

The information gathered during the internal review process signifies that the CAS in Interior Space Planning and Design has shown a 25% decline in new student enrollment. The continuous enrollment reflects 800% growth in FTE and 300% in part time students. The completion rate of the CAS is 6% of the total institutional certificate completion rate. Retention with in the program is 62%. The program continues to meet the educational requirements of the community although reflects low new student enrollment.

Justification of Certificate Program in Interior Space Planning and Design

The Program Review Committee recommends the continuation of the Certificate of Applied Science: Interior Space Planning and Design. The increasing part time enrollment indicates the program is attracting non-traditional students into the program. This continuing trend will result in increasing enrollment and completion evidenced over the next review cycle.

The CAS option allows students the opportunity to complete a program of study in one academic year and thus provides an accelerated pathway to employment. Although not statistically represented in this review, upon

completion of a CAS, many students have gained academic confidence and choose to further their educational careers by transferring their CAS credits to the Associate of Arts program of study or complete the advanced certificate in Environmental Design Studies.

Associate of Arts – Program of Study

The Associate of Arts program of study data reflected zero enrollments for the review period. The data for the next review period is showing an increasing trend in enrollment and retention. For AY 11-12 three new students enrolled and AY 12-13 fall enrollment for students is nine, including five new students, one transfer from the CAS, and retention of the three AA students from AY 11-12.

Justification of Associates of Applied Science: Construction Technology

The Program Review Committee recommends the continuation of the Associates of Arts program of study. The lack of enrollment during the review period in not reflective of the current enrollment trend. The program is evaluating marketing strategies to increase awareness of this program with in the design industry and the community. An articulation agreement with the University of Idaho developed a pathway of transferability, of which, two students have utilized. It is recommended that the A.A. continue and base continuation on the results of next review period.

Program Goals FY 2013

Full-time faculty did meet at the beginning of FY 2013 to review 3-Year Program Goals. The goals are based on assessment and research obtained from the Exit Interview, Advisory Council input, research from the Perkins Grant, and other assessment tools.

Provide Access and Support

- Goal: Increase enrollment by actively marketing the program to Montana high schools, creating an online presence, and providing alternative scheduling.

Demonstrate Excellence

- Goal: Continue to develop transferability with four year institutions
- Goal: Continue to develop employment opportunities for graduates through professional organizations and local architectural firms

Strengthen Community

- Goal: Provide outside curriculum experiences for design students through field trips for student learning; attend design conferences in the US, travel to Europe (Italy) for Architectural, Design and Cultural exposure.

Interior Space Planning & Design Fall 2008-2011

All Students	2008		2009		2010		2011		Change +/-	
Enrollment Status	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Certificate of Applied Science	1	3	11	1	7	8	9	7	800%	133%
Total		**4**		**12**		**15**		**16**		**300%**
New Students*	**2008**		**2009**		**2010**		**2011**		**Change +/-**	
Enrollment Status	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Certificate of Applied Science	0	2	5	0	4	1	2	2	-60%	0%
Total		**2**		**5**		**5**		**4**		**100%**
% of Total Enrollment		**50%**		**45%**		**33%**		**25%**		**-25%**

* New students includes first-time and transfers

Interior Design & Space Planning Graduation Rates

Program	Fall 2008 (150%)	Fall 2009 (150%)	Fall 2010 (150%)	Fall 2011 (100%)
Interior Design & Space Planning	0%	0%	0%	0%
UMH Overall	26%	30%	30%	17%

150% Graduation Rate represents 3 semesters to complete a certificate and 6 semesters to complete an associate degree

Interior Design & Space Planning Certificate Completions

Program	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012
Interior Design & Space Planning	3	0	0	2
UMH Certificates Overall	51	35	43	34

Interior Design & Space Planning Retention (2008-2011)

Program	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11
Interior Design & Space Planning	33%	57%	62%
UMH All Students	54%	53%	61%

% of students enrolled returning in subsequent fall semesters

Enrollment Reflecting Current Trends (2008-2012)

	AY 0809	AY 0910	AY1011	AY1112	**AY1213**
CAS	4(2)	12 (7)	15 (8)	16 (5)	**6 (0)**
AA	0	0	0	3 (3)	**9 (5)**

New Enrollment in Parenthesis

Montana University System

PROGRAM REVIEW

Institution: Helena College University of Montana

Program Years: 2011-12

List of the programs reviewed:

- Water Quantity Associate of Applied Science
- Water Quality Associate of Applied Science

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Based on the recommendations of the Water Resources Advisory Council and the results of the Annual Program Review, Helena College University of Montana recommends the continuation of the Water Resources Program as the program continues its retooling in order to facilitate greater program enrollment, retention, and graduation while seeking wider employment opportunities for graduates.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

Associate of Applied Science: Water Quantity and Water Quality

The Water Resources Program is a relatively recent addition to the science offerings at Helena College. Graduates of the program are fully prepared to enter the water resources industry and contend with a variety of water issues including: 1) the basics of water resources, 2) use of GIS and map interpretation, 3) water collection and analysis, 4) knowledge of surface and ground water, 5) interpretation of water policies, 6) technical report writing, and 7) field methods. These two programs were originally developed to serve as a flexible continuing education option for technicians already employed by regulatory agencies, the Water Resources Program has suffered from low full-time student enrollment as a result and continues to display low graduation rates. Additionally, the online nature of the program places more pressure on students to learn and develop real job skills including field methodology and the use sophisticated computer software via distance learning. Program enrollment has grown since its inception in the Spring of 2010 of seven (7) to a high of thirteen (13) in the Fall of 2011. Currently, only eleven (11) degree-seeking students are enrolled in the program (see Table 1).

Overall, the Water Resources Program Review indicates that the program is struggling. However, the program is now receiving the attention of a full-time faculty member who has seen to the reinstatement of the Water Resources Advisory Council and has begun implementing their recommended changes. Reestablished communication to industry, governmental, and non-profit agencies around the local and regional area has given the Water Resources Program renewed attention and has garnered internship opportunities for current students. Additional efforts aimed at increasing student enrollment and retention include the development of a sister Geoscience program to offer a Professional Certificate in Geoscience Technology (beginning Fall 2012), reintroducing the program to currently employed water resource technicians through directed promotion, and development of an on-campus student-led water resources organization.

Improving the 3P1 Perkins Indicator for Water Quantity and Water Quality AAS Degree Programs

Helena College has hired a Water Resources Instructor/Program Coordinator as specified in the 3P1 Student Retention or Transfer Indicator of Carl D. Perkins Grant 71. However, due to personnel turnover in this position, student enrollment, retention, transfer, and persistence in the program are yet to improve. However, intense efforts to address the very low number of program students and negative enrollment trend have begun anew and include close collaboration with existing marketing and outreach. Current efforts to increase enrollment/retention and improve existing curriculum in the program include:

- Increasing program resources by enlarging the physical collection of materials and samples available by Water Resources and Geoscience Technology Program students
- Creating four new courses aimed at increasing the marketable skills developed in the program by students
- Creating a Geoscience Technician Certificate as an additional educational opportunity for Water Resources students to develop additional technical skills such as pedagogy, geological field methods, spatial science technology, and remote sensing
- Renewing and creating connections between local, state and federal agencies directly involved with water management including the DNRC, DEQ, EPA, NPS, BLM, USFS, USGS agencies
- Increase program awareness and exposure to organizations involved in water resources including governmental agencies, tribal alliances, water and sewer districts, conservation groups, watershed organizations, and non-profit science and monitoring groups
- Active recruitment of potential program enrollees with three local high schools in Helena, Montana
- Creation of a Water Resources Advisory Council composed of industry and government leaders in the field of water resources
- Clarifying program goals and objectives to Helena College staff who participate in student recruitment and advising
- Critical review of Water Resources Program curricula with input from Advisory Council
- Creating internship opportunities for students with the USFS, USGS, Montana FWP, and two local private environmental science/engineering firms
- Seeking program input from private consulting organizations around the state

Additionally, the Water Resources Instructor/Program Coordinator will be responsible in developing and maintaining industry connections with major environmental science and water resources organizations beyond state boarders.

Program Goals FY 2013

Provide Access and Support

Goal: Hire a full-time Water Resources/Geoscience Faculty member that will remain during summer semesters beginning July 2012.

Comments: As a full-time position, the Water Resources/Geoscience Faculty will provide extended access and support to water resources students by acting as principal advisor and point-of-contact for those seeking employment and internships. Additionally, this full-time position will allow the Water Resources/Geoscience Faculty to direct the outreach, development, and review of Water Resources

Program while actively assisting Helena College staff in the targeted recruiting of future students into program.

Goal: Establish and approve an "Association of Future Geoscientists" through ASUMH by December 2012.

Comments: Development and approval from the Associated Students of Helena College of an on-campus, student-led, and instructor guided Geoscience/Water Resources association will increase support for program students by providing a centralized organization to foster a sense of school spirit and investment in academic program. Formal recognition of program monies would then be available through ASUMH for community service and student development projects.

Demonstrate Excellence

Goal: Develop, and present for approval, an allied Geoscience Technology Program to the Montana Board of Regents by September 2013.

Comments: The allied Geoscience Technology Program will parallel the Water Resources Program and concentrate more significantly on exploration geoscience. Both programs will remain closely allied due to the overlapping nature of curriculum and industry opportunities and provide greater latitude to course offerings for water resources students.

Goal: Present Water Resources Program to water related organizations around the state beginning June 2012.

Comments: Presentations given by Water Resources Faculty will increase current program exposure around the state by describing program offerings, student outcomes, and continuing educational opportunities to geoscience and water resources related organizations. These presentations will be targeted and seek to correct a dearth of program awareness in the community for Helena College's Water Resource Program.

Strengthen Community

Goal: Develop a community participation activity during the Annual Lake Helena Watershed Festival in partnership with the Lake Helena Watershed Group, DNRC, and the Lewis and Clark Conservation District in August 2013.

Comments: Development of a community participation segment to the existing Annual Lake Helena Watershed Festival will allow community members the opportunity to tag-along with water professionals and Helena College Water Resource students taking water samples and stream-flow measurements while learning about local water issues and watershed health. In addition to learning about Helena's water issues, community members develop a greater appreciation for Helena College and the Water Resources Program.

Goal: Foster greater participation of Water Resources Program students through volunteering and community participation beginning September 2012.

Comments: Develop faculty-led participation in Lewis and Clark County volunteer water monitoring service, litter pick-up, and RMDC's Spirit of Service. In association with "Association of Future Geoscientists," water resources students and faculty will participate in community improvement projects such as Lewis and Clark County's Volunteer Water Monitoring Service and Rocky Mountain Development Council's Spirit of Service project to help low-income homeowners with yard work and maintenance.

Table 1: Student Information

Indicators (over 3-year span)

Headcount (unduplicated):

	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Total Students	**7**	**11**	**12**	**13**	**11**

Number of Students in program: Eleven students are currently in the Water Resources Program.

Outcomes

Program major enrollment/trend data (over past three years):

Total Water Resources Students	**Spring 2010**	**Fall 2010**	**Spring 2011**	**Fall 2011**	**Spring 2012**	**2 YR +/-**
Freshman	5	7	6	6	6	20%
Sophomore	2	3	5	6	4	100%
Postbac		1	1	1	1	0%
Total	**7**	**11**	**12**	**13**	**11**	**57%**
New WR Students	**5**	**5**	**2**	**0**	**0**	**-100%**
Student Inquires	6	7	0	3	1	-83%
Applications	4	6	3	10	N/A	150%