

Montana University System
PROGRAM REVIEW

Institution: **Helena College University of Montana**

Program Years: **AY 2018-19 to AY 2022-23**

List of the programs reviewed:

- Accounting & Business Technology
 - Automotive Technology
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Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

- The Academic Program Review Committee and Dean's Cabinet recommends the continuation of the Accounting & Business Technology program, with a mid-cycle check-in.
 - The Academic Program Review Committee and Dean's Cabinet recommends the continuation of the Automotive Technology program.
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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.

ACCOUNTING & BUSINESS TECHNOLOGY

Credentials: AAS Accounting Technology, CAS Bookkeeping, AAS Business Technology, CAS Entrepreneurship

The Accounting & Business Technology program 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 located 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. The 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. The program does continue to generate revenue for the college. Both expenditures/FTE and expenditures/completion are lower than the college average.

Despite the relevance and value of the program, enrollment and completions have lagged since the COVID-19 pandemic. The college has struggled to recruit and retain faculty for this program, which impacts the program's ability to recruit, support, retain, and ultimately graduate students. It has also made it difficult to maintain relationships with employers and 4-year institutions.

The main priority for the program over the next five years is to identify strategies to recruit and retain two full-time faculty, as it has struggled in this area for some time now. Without these faculty, the program will struggle to accomplish two other goals: increasing the sense of community within the program and

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identifying avenues for enriching or expanding offerings. Possible avenues for expansion include media arts, as mentioned above, as well as identifying new transfer and articulation opportunities with four-year schools in the state. Additionally, the program plans to evaluate the effectiveness of moving the program to be fully online. Faculty and the division director will collect and analyze quantitative and qualitative data to ensure students are performing well and are satisfied with the quality of instruction.

AAS Accounting Technology	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5-Year Average
Unduplicated annual enrollment (headcount)	51	34	27	27	20	32
Average annual FTE	30	21	13	11	11	17
Retention rate (Fall to fall)	42%	78%	63%	80%	71%	67%
Degrees/certificates awarded	11	8	9	8	6	8
150% graduation rate	14%	36%	16%	33%	63%	32%
CAS Bookkeeping	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5-Year Average
Unduplicated annual enrollment (headcount)	3	3	2	5	2	3
Average annual FTE	2	1	1	2	1	1
Retention rate (Fall to spring or spring to fall)	100%	n/a	100%	n/a	100%	100%
Degrees/certificates awarded	14	6	6	7	10	9
150% graduation rate	0%	0%	50%	n/a	0%	13%
AAS Business Technology	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5-Year Average
Unduplicated annual enrollment (headcount)	40	27	22	32	32	31
Average annual FTE	24	16	11	16	17	17
Retention rate (fall to fall)	57%	50%	40%	0%	53%	40%
Degrees/certificates awarded	11	7	4	6	6	7
150% graduation rate	16%	22%	29%	17%	22%	21%
CAS Entrepreneurship	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5-Year Average
Unduplicated annual enrollment (headcount)	4	5	5	5	3	4
Average annual FTE	3	2	3	2	1	2
Retention rate (Fall to spring or spring to fall)	33%	50%	100%	67%	25%	55%
Degrees/certificates awarded	12	6	2	5	7	6
150% graduation rate	25%	100%	0%	50%	50%	45%

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AUTOMOTIVE TECHNOLOGY

Credentials: AAS Automotive Technology, CAS Automotive Technology, CTS Hybrid Vehicle Services

The Automotive Technology program has produced a significant number of graduates for Helena and surrounding communities over the years, its advisory board is engaged, and its value to the college is obvious. The program struggles, however, to retain both faculty and students. Many students earn their CAS in the first year and go to work full-time instead of returning for their second year of the program. A new work-based learning model launched in AY1920, but it has not increased retention as expected. In the final year under review for the program, the college partnered with the Montana State Prison to pilot a CAS in Automotive Technology under Second Chance Pell. Although not part of the review period, the program has continued in AY2425, which will be the final year of the pilot.

To address the issues presented above, the program has three goals for the next five years. During the program review process, conversations around the second year of the program reiterated its value. Automotive Technology faculty will explore ways to improve retention within the first year of the program and between the first and second years of the program. A number of strategies to both promote the importance of the AAS and support student success in the second year have already been identified.

While the program has recently filled one vacant instructor position, the program would like to work more proactively to recruit and retain faculty going forward. In addition to enabling the program to admit new students every fall and provide education needed for all three credentials, having two full-time faculty enables the program to build community, continuity, and prioritize continuous improvement.

Finally, the program hopes to explore other curriculum delivery and class schedule options to provide opportunities for high school students to attend Automotive Technology courses at the college. Local shops and new dealerships have indicated a shortage in qualified technicians, and young students are more concerned than ever about getting to work in as little time as possible, so the program is looking to collaborate with local high schools, possible with after-hours credits available to high school students or a change to the course schedule.

Given the value of the program to the community and faculty interest in finding creative solutions to the issues facing the program the college has no reservations about continuing the program.

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Automotive Technology Program Overall	AY 1819	AY 1920	AY 2021	AY 2122	AY 2223	5-Year Average
Program capacity	15	30	30	30	40	32
Unduplicated annual enrollment (headcount)	10	18	24	18	28	20
Percent program capacity	66%	60%	80%	60%	70%	61%
Average annual FTE	7	14	23	19	27	18
Retention rate	0%	43%	75%	63%	57%	48%
Credential course completion rate	96%	79%	86%	89%	90%	88%
Degrees/certificates awarded	5	0	6	13	14	8
150% graduation rate	67%	50%	100%	21%	58%	59%