University of Montana

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Department of Business Technology
2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be accessible electronically (including appendices).

MISSION STATEMENT

The Business Technology Department of The University of Montana-Missoula Missoula College's mission is to collaborate with local and regional businesses and industries to offer upskilling opportunities and prepare graduates to compete in and contribute to a dynamic global society. A significant effort has been made to respond to stakeholder feedback to ensure students are career-ready. The Business Technology department also focuses on transfer education opportunities through stackable degree paths that will prepare students for a baccalaureate degree, including certificates and associate degrees.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five Priorities for Action the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Student success and empowerment to build meaningful careers and pathways to further education (PFA 1, PFA 4).
   a. Business Technology Department requires that every student engage in an internship or apprenticeship
   b. Partnerships with Blackfoot Communications and Allegiance Benefit Plan Management for apprenticeships
   c. Career Readiness course and micro-credential that focuses on NACE competencies to prepare students to gain and maintain employment
   d. Transfer pathways to the Mountain Campus
   e. Micro credential offerings that support upskilling and stackable credentials
   f. Partnerships with AccelerateMT to create rapid training programs
   g. Faculty advisors who meet each student individually and give personalized advising
   h. Revamped internship process that provides an internship coordinator who will work with industry partners and faculty to place students and retrieve data
   i. Faculty act as mentors and support students in their degree path
   j. Cybersecurity rapid training to assist students who want to enter the workforce quickly
2. Ensure students are offered opportunities through the latest technology, partnerships with other campuses, and industry and faculty-driven to explore new platforms. (PFA 2)
   a. Online and remote options using the latest technologies
   b. Helena's partnership to reach a wide range of students
   c. Creation of Cybersecurity and Cloud Computing programs
   d. Hands-on vocational training paired with a general education curriculum
   e. Cloud computing and A.W.S. with an accredited instructor
   f. Cybersecurity renewed C.A.E.
   g. Middle school summer camp Gencyber program,

    h.   Collaboration on a Cybersecurity pathway with BMIS

    i.   Faculty attendance at workshops focusing on curriculum and hyflex delivery

    j.   Provide market-driven programs which actively engage students in the learning process

3. Faculty support, student success, retention, and career readiness (PFA 3)

    a.   Career readiness course and micro-credential to ensure employability

    b.   Reconstructed programs to ensure equitable workloads for faculty

    c.   Industry experts facilitate real-world experiences and support current faculty

    d.   Work-based learning coordinator hired to support internship and apprenticeship students

    e.   Increased faculty accessibility for students through the use of Zoom

    f.   Bimonthly program director meetings

    g.   Guided pathways were created to reduce excess credits and support students who wish to transfer to baccalaureate degrees

    h.   Culinary Arts students and faculty offered team-building experiences for Missoula College and Mountain Campus administration and faculty

    i.   Faculty develop close relationships with students as advisors and mentors

4. Ensure close ties between department and industry to support student career goals (PFA 4)

    a.   Department chair, program directors, and faculty have close ties to stakeholders

    b.   Partnerships with the Department of Labor and Experiential Learning and Career Services to create a course that supports workforce needs

    c.   All students in an Associate of Applied Science degree must complete an internship to graduate

    d.   Apprenticeship and internship opportunities every semester with Blackfoot Communications, I.T. Central U.M., Community Medical Center, and Providence

    e.   Organize class presentation from industry partners

    f.   Business Technology Department, ELCS, Department of Labor, Univision, Logjam, and Finn and Porter partnered for a student dinner to engage and celebrate the completion of the career readiness course

    g.   A.T.G., Department of Labor, Submittable, and E.L.C.S. partnered to offer a workshop that assisted students in honing their employment skills

5. Involvement in the community to expose the innovation and excellence offered at U.M. (PFA 5)

    a.   Participation in high school career fairs

    b.   Social media and Instagram presence

    c.   Continued recruitment efforts focused on high school students and industry through marketing materials and micro-credentials.

    d.   One-on-one conversations with industry partners that build relationships and innovative ideas

    e.   Progressively offering dual enrollment classes

    f.   Middle school Gencyber program

    g.   Creating professional and community partnerships, interpersonal relationships, and providing exposure to diverse populations.

STUDENT LEARNING GOALS and MEASUREMENT TOOLS

	Student Learning Goals	Graduate Survey	External Tools	Exams and Certifications	Class assignments/ Projects/portfolios	Internship Feedback

1.	Students will develop career readiness skills
	  a. Resume
	  b. Cover letter
	  c. Mock Interview
	  d. Linked In Profile
	  e. NACE competencies such as emotional intelligence, soft skills, communication skills, teamwork
	
	Business Technology students required to take BGEN 215 Career Readiness
		Data collected from the alumni survey	Job Scan reviews a resume paired with a job description and provides a score to give awareness to applicant tracking systems
			
			Mock interviews with job service/ELCS
				Microcredential in Career Readiness awarded to students who earn 80% and above in BGEN 215	Resume, cover letter, interview, reflections and employer panel
					
					Job Service employee conducts a mock interview and rates students on their performance on a scale of 1-5. The average score is 3.3
						Data collected from internship sites scoring students on their resumes, professionalism, communication, knowledge in the field.

2.	Students will learn content to pass certifications in I.T. and Health Information Coding Specialty	Data collected from alumni and employers through advisory board meetings and surveys		Students are required to complete exams: for example CCNA, C.P.C. Target score: Above 70%	Successfully complete practice exams	
3.	Students will obtain a vast understanding of marketing as taught through a combination of several courses focusing on:	Data collected from alumni	Facebook, Instagram, Dreamweaver		All courses focus on the skill development of marketing	Internship supervisory evaluations are tabulated

Student Learning Goals	Graduate Survey	External Tools	Exams and Certifications	Class assignments/ Projects/portfolios	Internship Feedback
a. Principles of Marketing b. Social Media c. Website		Utilized as a comparison and training platform		through assignments and projects Principles of Marketing BMKT 240 Websites MART 232 Social Media activities BMKT 262	according to six categories
4. Students will analyze the various areas relating to business sustainability a. Conventional versus natural capitalism b. Impacts on the ecosystem c. Culinary perspective d. Ecological footprint				Class papers and discussion forums	Internship supervisory evaluations are tabulated according to six categories
5. Students will apply their knowledge of Accounting Procedures a. Double-entry accounting. b. Analyzing, journalizing, and posting transactions; trial balance, worksheet, financial statements, and		Use of spreadsheets and other accounting software	Unit exams covering introductory procedures Target score 70 percent and above	Use of practice sets to teach the methodology of accounting Target score 70 percent and above	Internship supervisory evaluations are tabulated according to six categories

Student Learning Goals	Graduate Survey	External Tools	Exams and Certifications	Class assignments/ Projects/portfolios	Internship Feedback
adjusting/closing procedures, accounting systems, and cash control.					
6. Students taking BGEN 105S will develop a business plan		Present business plan to members of the industry		Discussions and business plan development	
7. Students will earn a transferable business degree that may include many of the lower core business courses and continue to the College of Business	Data collected upon graduation	Number of students who continue their education	A.S. or A.A.S. in Business Management awarded		Internship supervisory evaluations are tabulated according to six categories.
8. All Business Department students will complete an internship	Data collected from alumni	ELCS data		Complete interview for internship	Internship supervisory evaluations are tabulated according to six categories
9. Students will use technology to gather, compile and analyze financial data and prepare financial statements. Graduates will analyze source documents, extricate data, and complete individual income tax forms manually and using tax software.		Accounting software		Accounting Technology students complete a comprehensive portfolio that compiles resume, cover letter and internship performance,	Internship supervisory evaluations are tabulated according to six categories

Student Learning Goals	Graduate Survey	External Tools	Exams and Certifications	Class assignments/ Projects/portfolios	Internship Feedback
				and examples of technical expertise and communication capacity	

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
Alumni surveys were difficult to retrieve and had low participation	As required by Culinary and Legal Studies accreditors, the Business Department needs to disseminate its alumni surveys. Multiple efforts make it difficult to track without a local platform. The modification is to create surveys using submittable and isolating the results at Missoula College.
Culinary arts students have high attrition in the first year. The culinary faculty believe it is due to the demanding kitchen and dining room schedule. This year we attempted a new model.	The culinary faculty have modified the curriculum and did not impose additional hours associated with coffee bar and café without some credit assignment. The modification was hiring work-study students and collaborating with other programs to help run the program. In Spring 2023 the graduation rate is expected to more than double from last year. We also expect higher levels of retention for the AAS degree. Last year we had 4 students return. The expectation would be to have at least 10 return.
The legal studies program has had low enrollment, yet it is a highly sought-after position according to the Bureau of Labor Statistics	The Legal Studies program maintained A.B.A. approval, changed to a Certificate of Applied Science degree, and paired with an A.A. or AS degree with a Business Management concentration. We have targeted students across Montana and recruited several post-baccalaureate students using the program as a launch pad for law school. The result has been an increase in enrollment from 4 students in 2018 to almost 20 students.
Low enrollment in several programs such as Hospitality Management, Administrative Management, Social Media Management, I.T. These programs wer put in moratorium	Through the "Reimagine Project," programs were put in the moratorium and combined with hopes to increase business enrollment and reduce the complexity of degrees. Students have indicated during advising appointments that the fewer degree paths are less complicated. It allows for easier degree path pivoting if necessary. The result has been awarding more certificates and higher retention rates
Data shows that the highest number of transfer students were business majors from Missoula College	Common core classes, and lower business core courses in A.A.S. degrees were adopted to create better transferability.

Learning Goal results	Modifications made to enhance learning
	In an effort to reduce excess credits in business courses, Business & Technology aligned with the College of Business

FUTURE PLANS FOR CONTINUED ASSESSMENT

Institutional (U.M. and Missoula College) and Program goals increase enrollment, improve retention, and increase graduation rates.

- o Methodical in our course offerings to maximize enrollment and collaboration by implementing guided pathways.
- o Identify "Light my fire" business courses
- o Timely and consistent professional advising, advising checklist, student orientation
- o Review returning enrollment lists, set up navigate campaigns.
- o Regularly monitor student success and provide feedback through Navigate
- o Use Degree Works to analyze graduation progress, analysis tools, and document petitions
- o Advise to include summer courses in student academic plan
- o Provide support to locate supervised internships, apprenticeships, and jobs for the student. Assessment: Review reports to determine sites that are "Intern friendly" or have a high demand for interns
- o Time and attention are spent by faculty to ensure students have a transferable education. Assessment: Faculty hold advisory board meetings biyearly.
- o Focus on students earning certificates while they are on their two year path.

The University of **Montana**

Office of the Provost and Vice President for Academic Affairs

Accounting Technology Program
Missoula College's Business Technology Department

Academic Year 2022 Assessment Report

MISSION STATEMENTS
The mission of the *Accounting Technology program* is to prepare graduates to meet the needs of the business and nonprofit community in collecting, maintaining, analyzing and reporting accurate and timely financial data.

STUDENT LEARNING GOALS

Students graduating with an Accounting Technology AAS degree will have knowledge, skills and abilities appropriate and applicable to serve as a full charge bookkeeper in a small enterprise, as a staff accountant in a larger organization or as a paraprofessional in a CPA firm. In order to achieve this, students will:

1. Use technology to gather, compile, reconcile and analyze financial data and prepare financial statements. Graduates will analyze source documents, extricate data and complete individual income tax forms, both manually and using tax software.

2. Be prepared to communicate extensively with vendors, clients, and employees, as well as convey budgetary and accounting information to nonfinancial colleagues and managers.

3. Serve as key players in projections, cash forecasting and budgeting, and provide appropriate financial input to aid in business decision making. Graduates will develop and apply flexible solutions to business challenges through the use of spreadsheet applications and utilize accounting information to aid in planning operations, controlling activities, and making decisions.

4. Perform assigned tasks with a high degree of professionalism and ethical commitment and contribute to an environment where corporate social responsibility is practiced.

"Make clear the value proposition of a University of Montana education ...... Emphasize the connections among career success, the core skills we develop in our students, and the academic strength of our programs"

- The Program Director, in conjunction with advisory committee, has developed a program that directly trains students for placement in local community. Certificate program recently developed and approved by ASCRC to train entry-level clerks. This was done in conjunction with the Accounting Tech Advisory Committee
- The Program Director administers informal graduate surveys. Merging those results with entry level wages embedded in the apprenticeship (guaranteeing $15-17/hour), the Program Director can safely say that 100% of graduates that want to work in the regional area get hired at a living wage. It is also estimated that 30% of Accounting Tech graduates immediately or eventually move to UM College of Business Administration for a BSBA.
- Internship employers surveyed indicated a 4.7/5.0 satisfaction rate (2018 – last survey taken) with Accounting Technology students. "Meeting students where they are"

- The Program Director engages in not only all the individual advising, but is deeply involved in internship placement, selection of candidates for the registered apprenticeship (in collaboration with the Department of Labor & Industry), and works with students/employers to procure permanent job placement.
"Invest in two-year education"

- The Program Director has developed flexible "return-to-learn" pathways that foster workforce development, including the DOLI Registered Apprenticeship
  "Define coordinated pathways from two-year campus programs to Mountain Campus four-year programs"

- The Program Director worked with UM College of Business to sign an MOU for AA-Business students and created a 5-semester 'pathway' for students hoping to matriculate from AAS-Accounting Tech to BSBA Accounting. Approximately 1/3 of students in the A.a.s. program matriculate to College of Business.
  "Recommend and help to develop two- and four-year workforce education programs that address the needs of our community"

- The Accounting Tech program excels at workforce development as evidenced by the program becoming the first in the state to register a formal apprenticeship program in "finance" category with MT/DOLI. Additionally, regional employers indicated that they wanted a Certificate program for entry-level A/P, A/R or P/R paraprofessionals. One was designed with their input and approved by ASCRC in October 2018.

STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

Measurement Tool

A. *Embedded Classroom Activities* - Complete case studies, written papers and exams, technical practice sets and assignments and communicate analytical and technical information, both collectively and individually

B. *Student Portfolios* - Accounting Technology students complete a comprehensive portfolio that compiles resume, cover letter and internship performance and examples of technical expertise and communication capacity

C. *Internships and Apprenticeships & Subsequent Final Supervisor Evaluation* - Internship supervisory evaluations are tabulated according to six categories

D. *Entry Exams* - Missoula College entrance/placement evaluations administered for appropriate placement in writing/mathematics

D. *Advisory Committee* - The Accounting Technology Advisory Committee reviews curriculum, reviews programmatic accomplishments and challenges and offers industry guidance to strengthen program

	Measurement Tool			
F. *Student Course Evaluations* -Students complete course evaluations for each course, each semester				
G. *Graduate Surveys* - Graduate surveys are administered by the Office of Career Services (prior to 2009); positioning in the community validates program conte workforce needs are being delivered				
1. Use technology to gather, compile and analyze financial data and prepare financial statements. Graduates will analyze source documents, extricate data and complete individual income tax forms, both manually and using tax software.	A, B, C, F			
2. Be prepared to communicate extensively with vendors, clients, and employees, as well as convey budgetary, accounting and sustainability information to nonfinancial colleagues and managers.	A, B, C, D, F			
3. Serve as key players in projections, cash forecasting and budgeting, and provide appropriate financial input to aid in business decision making. Graduates will develop and apply flexible solutions to business challenges through the use of spreadsheet applications and utilize accounting information to aid in planning operations, controlling activities, and making decisions.	A, B, C, D, F			
4. Perform assigned tasks with a high degree of professionalism and ethical commitment and contribute to an environment where corporate social responsibility is practiced.	A, B, C			

AREAS FOR IMPROVEMENT
1. Increase informal contact with local employers to supplement formal Advisory Committee meetings to ensure that current industry needs or standards are met. Escalate student exposure to local professional accounting community, both formally and informally. 2. Integrate computerized accounting projects throughout the curriculum rather than just in capstone. 3. Assess success of "soft skills" coursework added to program.
FUTURE PLANS FOR ASSESSMENT
1. Increase informal contact with local employers to supplement formal Advisory Committee meetings to ensure that current industry needs or standards are met. Escalate student exposure to local professional accounting community, both formally and informally. 2. Integrate computerized accounting projects throughout the curriculum rather than just in capstone. 3. Assess success of "soft skills" coursework added to program. 4. Key employers reviewing curriculum through annual apprenticeship assessment 5. Continued compilation of internship placement evaluations 6. Ongoing Advisory Committee input
Results: Program Director, Lisa Swallow, places 100% of her student interns at supervised internship sites. Lisa communicated with and carefully tracks students enrolled in the program. She determines why a student does not continue and continues communications in an effort toward return, if possible.

Key: "I"=Introduced; "D"= developed/reinforced, with opportunities to practice; "M"=mastery that is demonstrated (often at the senior or exit level); "A"=assessment evidence collected

Courses	Data compilation and financial statement preparation	Communicate effectively	Coordinate projections, cash forecasting and budgeting	Practice corporate social responsibility
COMX111A/WRIT101/WRIT121		I		
ACTG 101	I, D			I
ACTG102				
ACTG 202		D	I, D, A	D
ACTG 180		D, A		D
ACTG 211				D
ACTG 250		A, M	A, M	A
BGEN160		D, A, M		I, D, A
BGEN101		D, A		D, A
ACTG298		A		A

Office of the Provost and Vice President for Academic Affairs

UNIVERSITY OF
MONTANA

Department of Business & Technology, Business Management

Academic Year 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.

MISSION STATEMENT
The mission of the *Business Management program* is to prepare graduates to meet the needs of the business and nonprofit community by coordinating and managing projects, resources and technology through accurate and timely communication, organization and leadership.

DEPARTMENT/PROGRAM OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES
ADMINISTRATIVE MANAGEMENT PROGRAM OBJECTIVES: • Communicate effectively, both verbally and nonverbally to enhance and manage organizational and interpersonal relationships with teams, the public, and customers • Ethically use the tools of technology to create and organize business documents for effective online and print publications using strong visual composition techniques

- Coordinate and manage projects, resources, and technology needs
- Assume leadership, organizational and communication roles
- Locate, evaluate, and interpret applicable primary and secondary sources to solve problems and make business decisions
- Understand, appreciate, and recognize opportunities of diverse populations and cultures
- Plan for career development by creating standard employment documents and honing personal presentation skills

1. *Place Student Success at the Center of all We Do:*

- Program Dual Enrollment course offerings; MART214 Digital Publishing & Design, MART232 Interactive Web II, (10-15 head count), and Department offerings add BGEN105S Introduction to Business, ACTG101 Accounting Procedures I, 29% program courses available through DE.
- Through Dual Enrollment (Sentinel HS), students can earn a CAS in Business Media Design (33 credits) while in high school by taking department dual enrollment and online general education courses. (One DE CAS completion).
- Created Pathways with local high schools for Business.
- Improved matriculation, retention year one to year two, and consistent graduation.
- Offer fully online Certificate of Applied Science in Customer Relations, reaching students locally, regionally, nationally, and internationally. Students earn a certificate independent of or while working toward a two-year degree.
- 100% of second year Administrative Management curriculum available online through Missoula College, hybrid.
- AMGT298 Administrative Management Internship. Successful students must demonstrate satisfactory performance in two areas of the internship, classroom employment preparation and supervised work. Students work 90 hours in a supervised professional environment where the Internship Supervisor and student intern mutually create three program specific learning goals with measurable objectives. The internship classroom component requires students to attend employment seminars on resumes, cover letters, applicant tracking systems, interviewing, wage and hour requirements, and basic business. Supervisor ratings for program students averaged 94% (4.72/5), rated on dependability, attitude, relationships, self-management, and learning with 92% program students completing internship.

2. *Drive Excellence and Innovation in Teaching, Learning, and Research*
- Presentation of the professional website published on student web server, viewable by potential employers, demonstrates student technical and file and content management skill to successfully incorporate responsive web design, cascading style sheets for custom/consistent layout, consistent and accessible navigation, attractive and accessible design (banner/header, navigation, footer, tables, text and image elements, organization and reading pattern, W3C accessibility, contrast, alignment, repetition, proximity), internal and external links, and custom imagery. See internal peer and faculty assessment data below.
- CAS Business Media Design and AAS Administrative Management, Social Media Management concentration collaboration with journalism, media arts and communication studies through curriculum requirements, transfer education.
- Created advising bridge through Applied Arts for students to obtain AAS in Administrative Management, Social Media Management Option, and transition to four-year Communication Studies, School of Arts and Media (Journalism and Media Arts).
- Infrastructure: multiple opportunities for online learning, hyflex, and model sustainability.

3. *Mission First, people always*; Invest in professional development; Invest in relationships (resulting in efficiencies and outreach)

- Program marketing: brochure, CAS and AAS information fliers, Career Exploration presentation for certificate and degree options, yearly Advisory Committee meeting; communicate regularly with Academic Advising Office.
- Improved program course efficiency by offering courses once/year.
- Program students earn livable wage ($14.27/hour), about 1.2 year payback
- Demonstrated program need: local job search reveals Business Management jobs remain unfilled beyond 30 days, Bureau of Labor Statistics indicates declining growth due to technology to substitute or supplant some positions, and consistent hiring to replace workers who transfer to other occupations or retire, salary is above the median for all occupations.

4. *Partner with Place*
- MART214 Digital Publishing & Design, final project/exam newsletter incorporates (1) student writing, two articles describing aspects of favorite place, (2) research describing elements challenging sustainability of favorite place, (3) photographs and/or charts showing favorite place (4) design layout for attractive newsletter/newsletter components for print, (5) success using design elements: contrast, repetition, alignment, proximity, (6) presentation of favorite place and personal design critique of printed newsletter (professional voice, loudness, clarity, appearance), (6) assessment of peer newsletters. See internal peer and faculty assessment data below.
- MART232 Interactive Web II, the first two projects require students to create a personal portfolio intended for online and based on place and professionalism. Students write html code and cascading style sheets to design seven web pages regarding their background as related to academic path, proficiency with technology, place based recreational activities, resume, volunteerism—detail for two locations where they volunteer, contact.

STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

	Communication effectiveness and leadership	Proficiency in technical application and managing projects	Business problem solving and critical thinking	Cultural and diversity awareness	Awareness of and practical experience in administrative management careers

1. Embedded Classroom Activities: Complete case studies, written papers and exams, technically proficient and accurate business documents, and successfully communicate information intended for an audience via print, online, and oral.	COMX250, BMGT245, COMX115S, COMX111A, COMX140L, WRIT101, WRIT 121, MART214, MART232, BMKT265	CAPP120, CSCI172, CAPP154, MART214, MART232, ITS221, BMKT265	COMX250, CSCI172, M105/115, BGEN105S, BGEN235, ACTG101, WRIT121, BMGT245, ITS221, MART232, MART214, BMKT265 BGEN220E	COMX250, BGEN105S, BMGT245	COMX250, BGEN105S, BMGT245, BMGT235 MART214, MART232, BMKT265, BGEN191/215 AMGT298
2. Industry Standard Exam – MOS Specialist: MS Word. (course no longer taught)					
3. Placement: Positioning in the community validates program content. The Program Director maintains an active role in the viability and program effectiveness through student internship placements in the community. Program Director maintains a list of internship placements, supervisor notations, contact information and announced jobs.	AMGT298, BGEN191/215	AMGT298, BGEN191/215	AMGT298, BGEN191/215	AMGT298, BGEN191/215	AMGT298, BGEN191/215
4. Internships & Subsequent Final Supervisor Evaluation: Internship supervisory evaluations are compiled and analyzed.	BMGT298, BGEN191/215	BMGT298, BGEN191/215	BMGT298, BGEN191/215	BMGT298, BGEN191/215	BMGT298, BGEN191/215

5. Student Internship Portfolio and employment documentation. Program Director maintains.	BMGT298, BGEN215	BMGT298, BGEN215	BMGT298, BGEN215	BMGT298, BGEN215	BMGT298, BGEN215
6. Student Course Evaluations: Students complete course evaluations for each course, each semester. Program Director reviews feedback and acts responsively to improve courses.					
7. Graduate Surveys: Graduate surveys done by Program Director, low participation rate, challenge to contact, small survey sample determined livable wage ($14.27/hour), about 1.2 year payback.					
8. Advisory Committee: The Administrative Management Advisory Committee reviews curriculum, reviews programmatic accomplishments and challenges and offers industry guidance to strengthen program. Curriculum revised regularly through committee recommendations, noted below.					
9. Internal Course Assessments: Created to gauge effectiveness of teaching layout and design principles such as first impression, contrast, organization/navigation, balance, repetition, alignment, proximity and awareness of target audience	MART214, MART232	MART214, MART232	MART214, MART232	MART214, MART232	

RESULTS AND MODIFICATIONS

Advisory Committee	• Discussion on how to market and communicate value of program's certificates and associate degrees (continuous yearly) • Goal completed for AAS Business Management and CAS Business Media Design and CAS Customer Relations program information fliers. • Add Career Readiness BGEN215. • Challenges in retaining students and increasing enrollment and graduates (continuous). • Work creatively with mountain campus toward goal of increasing graduates in CAS and AAS programs (2+2 and advising bridges). Continued goal. • Continue to pursue Pathways and dual enrollment opportunities. • Better access to and use of data. • Modified internship approved – added career readiness course/credits, updated seminars, combination management, processes and evaluations through Experiential Learning and Career Success.
Student Course Evaluations and Internal Course Assessments	• Textbook(s) required now available free through O'Reilly Resources, MART214 course timeline modifications, added instruction and video on Moodle resulting in fully online or hybrid opportunity and pandemic hyflex solution, software version updates. • Internal course assessments example MART214 indicate teaching effectiveness using Likert scale. MART214 real estate assessment revealed "positive" and "somewhat positive" 90% and better for first impression, repetition and alignment, with contrast 86%, proximity 81%, and the concept of balance the most challenging for students to master at 59%. Assessment demonstrates more effective/ineffective examples of balance are needed. Contrast was a challenge previously, and students have shown improvement. Results for MART232 revealed more deficiency/challenges in design by individual website rather than across the board. Content (appears a complete website, breadth and depth) and attractive/effective layout concerns include use of proximity and using visual cues to add clarity and organization, and inconsistency lowered scores. • Overall, student course evaluations average good/excellent.

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. **Review Career Readiness course assessments and Internship Supervisor Evaluation Assessment to assess soft skills – look for gaps.**

2. **Search for Graduate Survey solution used across college suited to student participation, distribute with ease, analyze for curriculum gaps.**

3. **Continue existing and build on pre-assessment and post-assessment tools (ex: BMGT245, MART214, MART232, COMX250).**

4. **Continue to pursue 2+2 and create advising bridges, BAS or four-year pathway.**

5. **Research Adobe application industry certifications – would like to research Adobe industry certification test for an application, such as Photoshop, Dreamweaver, InDesign.**

6. **Increase enrollment, retention, graduation (continuous goal).**

7. **Research service learning opportunity – to incorporate service learning or curriculum to practice customer service as partner with Big Sky Culinary Institute**

UM Curriculum Mapping Template
AAS Business Management Degree

Required Course (Name and Number)	Communication effectiveness and leadership:	Proficiency in technical application and managing projects:	Business problem solving and critical thinking:	Cultural and diversity awareness:	Awareness of and practical experience in administrative management careers:	:	:
BGEN105S	i		D	I	D		
BGEN220E			D				
BMGT245	D		D	I	D		
CAPP154		D	D		I		
CSCI172		D	D				
COMX115S	I			I	D		
COMX250	D	D	I	I	I		
M105/115			I				
BGEN215	D,A	I	I		M,A		
WRIT101	D				D		
ACTG101/130	D	I,D	I,D		I,D		
WRIT121	D		D				
BMGT235	D		D		D		
COMX111A	D				D		
MART214	D	D, M, A	D		I		
MART232	D	D, M	D		I		
ITS221		D	D				
BMGT298	D, A	D, A	D,A	D	M,A		
ECNS 201			I, D, A				
KEY:							
I = Introduced							
D = Developed/reinforced, with opportunities to practice							
M = Mastery			25				
A = Assessment evidence collected							

Culinary Arts/Food Service Management/Hospitality Management Programs
Academic Year 2022 Assessment Report

MISSION STATEMENT

Big Sky Culinary Institute provides professional knowledge, skills, and excellence through dynamic learning experiences, while remaining affordable and accessible to all students. We achieve this with our values of diversity, ethics, critical thinking, community involvement, leadership, and life-long mentoring.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION:

6. **PF1: Place Student Success at the Center of All We Do**
   a. Advising/Mentoring
      i. Prospective and current students meet individually—in person, email, zoom, or by phone—with Program Director upon entering the program and before registration every semester to discuss curriculum paths appropriate for individuals.
      ii. Faculty consistently mentor students during their tenure in the program(s) by small class and lab sizes, personal teaching methods, participating in small field trips/dinners, and engaging in networking events such as guest speakers, competitions, and conventions.
      iii. Faculty continue to mentor alumni through
   b. Flexible Learning Environments
      i. Shortened Certificate program from 3-semesters to 2-semesters and shorter lab days to allow for working students and students with families.

       ii.   Remote lecturing to lessen time commuting and to allow for flexibility in schedules

  c. Strengthening Student Support

       i.   Curriculum in Culinary Arts/Food Service Management educates students on holistic nutrition and importance of food and wellness as well as advanced principles in food safety and security.

       ii.   Providing accommodations for students with dietary restrictions and preferences (vegan, vegetarian) so they can taste and practice cooking techniques.

       iii.   AAS Degree options requires variable credit internship participation at locations that correlate to the student's career goals upon graduation.

  d. Retention

       i.   During the past academic year, retention has gone from 30% to 80% by restructuring courses and providing individualized advising.

7. **PF2: Drive Excellence and Innovation in Teaching, Learning, and Research**

  a. All programs focus on hands-on vocational training in addition to well-rounded general education curriculum that prepares students for realistic scenarios they may face while on the job. Soft-skill courses have been built in to all classes to help prepare students for career readiness. In addition, students are now required to build an online portfolio of the work during their tenure in the programs to help with employment opportunities upon graduation.

  b. Culinary and Food Service Management Programs participate in multiple entrepreneurial efforts. Programs operate a student and faculty run restaurant (Blackfoot Café), coffee kiosk (Iris Coffee Bar), and organizes private events for the UM/MC community, MUS community, and the Missoula community.

8. **PF3: "Mission First, People Always."**

  a. Invest in Leadership

       i.   Students in culinary arts participate in community service activities by working with local non-profits to provide culinary education to under-served groups and learn about food activism after COVID.

       ii.   Graduating students organize multiple events with industry chefs/managers/professionals to promote advanced managerial and leadership skills.

       iii.   Students work with a licensed addiction counselor to understand the food service industry's concerns and hardships and recognize addiction issues in co-workers and peers. They are taught how to seek help and different groups that help support mental health and well-being in the industry.

       iv.   Faculty are required to maintain certification levels with continuing education in the fields of study and are recommended to follow the guidelines of teaching, scholarship, and service.

9. **PF4: Partner with Place**

  a. Student Experiences and Engagement in Montana

       i.   Students in culinary arts participate in community service activities by working with local non-profits to provide culinary education to under-served groups and learn about food activism after COVID.

  ii. AAS Degree options require variable credit internship participation at locations that correlate to the student's career goals upon graduation. The goal is to keep graduates in Montana, where industry professionals and managers are difficult to recruit.

 b. Community Partnerships

  i. The Big Sky Culinary Institute participates in community partnerships and community-building events. BSCI hosts many campus-wide workshops for wellness and nutrition. Faculty provide demonstrations to community organizations and secondary education programs specializing in family and consumer sciences. In addition, the Programs started a pilot community series offering cooking courses that provides those who are interested in the culinary arts but do not wish to pursue formal education or wish to work in the industry.

  ii. Advisory Board meetings are held twice-yearly and include industry professionals from across the state, community members, University administrators, faculty, staff, alumni, and current students.

  iii. Partnership with MCT to provide cookies for shows

10. **PF5: Proudly Tell the UM Story**

 a. Alumni and Life-Long Mentoring

  i. Alumni are welcomed and asked to participate in community teaching events, talks for the students about post-graduation, and to participate in luncheons and events.

  ii. Alumni actively reach out to faculty for mentoring, recommendations, and positions, as culinarians are never finished learning and will always be part of the family.

 b. Actively engaged Social Media and Redesigned Website

STUDENT LEARNING GOALS and MEASUREMENT TOOLS

Student Learning Goals:

1. **Hands-On/Technical Training:** *Students will be able to demonstrate basic cooking techniques in the following areas: hot food, cold food, charcuterie, baking and pastry.*

2. **Leadership/Manager Training:** *Students will apply exceptional leadership skills in communication, organization, mentoring, and the soft-skills required for being in a management position.*

3. **Safety and Sanitation:** *Students will have the advanced understanding and practice in sanitation and safety in the food service industry.*

4. **Entrepreneurial/Business Understanding:** *Students will know the fundamentals of basic business practices and entrepreneurial skills as they relate to the hospitality industry in the following areas: lodging, food service/restaurant management, and tourism.*

5. **Ethical/Sustainability/Global Awareness:** *Students will be able to integrate ethical and sustainable practices in kitchen/hospitality management when dealing with cultural expectations and/or differences, environmental factors (such as food waste, food ethics, and sustainability), and industry trends.*

Measurable Tools:

A. American Culinary Federation (ACF) Required Competencies for Accreditation for 2-year Culinary Schools (See Appendices)
B. National Restaurant Association Educational Foundation—Certified Food Protection Manager (ServSafe), ServSafe Alcohol, ServSafe Allergens
C. Practical Examinations mirrored after professional practical exams given by the ACF for certification and continuing education
D. Embedded Classroom Activities: research papers, written exams, oral presentations, guest speakers, field trips, attendance, and participation.
E. Internship or Externship
F. On-line and/or Written Portfolio: Culmination of work created during tenure in program, which also includes career readiness paperwork (resume, cover letter, letters of recommendation/reference).
G. Entry-Exams: Given as part of the application process for the University of Montana to dictate general education strengths and areas that may need improvement or further study.

Other means of measurable tools that are not directly linked to student goals during attendance in the program:

- *Advisory Board*
- *Student Evaluations*
- *Student Surveys (both current student and alumni/graduate surveys)*

Student Learning Goals	Measurable Tools
10. **Hands-On/Technical Training**	**A, C, D, E, F**
11. **Leadership/Manager Training**	**A, D, E, F**

Student Learning Goals	Measurable Tools
12. **Safety and Sanitation**	A, B, C, D, E
13. **Entrepreneurial/Business Understanding**	A, D, E
14. **Ethical/Sustainability/Global Awareness**	A, B, D, E

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
Hands-on/Technical Training: Given the specific rubrics required by the ACF, required competencies are assigned and taught out. However, given the nature of the area of study, it is difficult to maintain a subjective and consistent means for grading. The Program Director has established a grading rubric for lab courses that allows for consistent grading during labs as well as practical exams during the hands-on courses and between instructors. Weekly quizzes, practical exams, and projects are also given to assess technical skills and knowledge.	The daily rubrics and consistency of courses has greatly helped the learning and consistency of assessment over the last two years. Students are learning techniques before service, allowing for mistakes and discussion based on techniques.
Leadership and Manager Training: Students are assessed based on participation and daily lab organization. In addition, students participating in work-based learning are assessed on rubrics focusing on soft-skills (organization, team-work, etc.) and leadership/management skills, in addition to technical skills. Students are also participating in community events and classes that provide written evaluations from participants outside the organization to give practical assessment of skills.	Efforts continue to provide more leadership and management training throughout the two degree offerings for culinary arts. Partnerships with licensed counselors have started to provide a holistic approach to leadership in wellness and support in the hospitality industry, which is historically an industry that is fraught with addiction and mental health concerns. Students are participating in discussions that help provide different resources for themselves, colleagues, and peers, as well as recognizing warning signs and working conditions that are inappropriate and not beneficial to well-being and thus, the bottom line.

Learning Goal results	Modifications made to enhance learning
Safety and Sanitation: This objective is taught from day one until graduation. However, students are given a nationally proctored exam with the NRAEF. Average pass rate is 80%, but students are not allowed to progress in the kitchen stations without passing the exam. Thus, for graduating students, the pass rate is 100%	It would be beneficial to offer both an online and face-to-face option for this course for students who may have trouble with online classes. However, with the need to be a self-starter, it pushes this need to study for the exam more so than relying on information from an instructor. Also, it would be beneficial to give this exam at the end of the students' tenure in the program to allow for multiple teaching methods to aid in the retention of information.
Entrepreneurial/Business Understanding: Students choosing to pursue the AAS take a variety of business-based courses throughout their tenure in the program. Assessment ranges from quizzes/tests, projects (such as business plans), and work-based learning time running and managing the Blackfoot Café and Iris Coffee Bar.	Students have industry professionals attend presentations to give feedback on business plans, events, etc.
Ethical/Sustainability/Global Awareness: Students participate in lectures and watch films regarding food sustainability and ethics throughout their time in the program(s). The are assessed with projects, presentations, and quizzes. Also, students will be working on creating an activism event to showcase the importance of food in communities regarding food security and environmental activism.	Students have multiple guest speakers and take field trips to see food production and have a better understanding of food ethics. In addition, documentaries, reading assignments, and research projects are given to help supplement their learning.

FUTURE PLANS FOR CONTINUED ASSESSMENT

- Implement more nationally recognized certification exams for the areas of business management, hospitality management, and nutritional cooking to provide measurable success rates of the students.
- Use more professional practical exam models for classroom assessment that will alleviate subjective grading.
- Introduce formal curriculum on food waste, food ethics, and sustainability to provide important educational tools in the area.
- Invite more industry professionals to participate in events, labs, and lectures with the students to provide different perspectives on management, leadership, and mentorship.
- Promote student participation in national competitions and involvement with different industry organizations.
- Utilize online surveying tools to gain less-biased information from graduates on benefits, draw-backs, recommendations of the programs
- Utilize advisory board for recommendation on curriculum needs, advancements, and goals.

- Create standardized internship/externship sites that allow for controlled standards in the learning environment consistent with ACF requirements.
- Create internal controls for grading and assessment.
- Continue working toward modern and appropriate learning goals/outcomes consistent with industry standards and needs.

UM Curriculum Mapping
Food Service Management AAS Degree

Required Course (Name and Number)	1. Hands-On/Technical Training	1. Leadership/Manager Training	3. Safety and Sanitation	4. Entrepreneurial/Business Understanding	5. Ethical/Sustainability/Global Awareness
COMX 115S		I		I	I
M 105		I		D	
WRIT 101 OR 121	D	I		I	I
CULA 100	I	I	I	I	I
CULA 101	I	I	I	I	I
CULA 105	I	I	I	I	I
CULA 156	D, M, A	D	D, M, A	D	D
CULA 157	D, M, A	D	D, M, A	D	D
CULA 160	D, M, A	D	D, M, A	D	D
CULA 161	D, M, A	D	D, M, A	D	D
CULA 162	D, M,A	D	D, M,A	D	D
CULA 165	D, M, A	D	D, M, A	D	D
CULA 210	D, M, A	D	D, M, A	D	D, M, A
CULA 270	D, M, A	D	D, M, A	D	D, M
CULA 205	D, M, A	D	D, M, A	D	D
CULA 275	D, M, A	D	D, M, A	D	I
CULA 298	D, M, A	D, M, A	D, M, A	D, M, A	D
CULA 299	D, M, A	D, M, A	D, M, A	D, M, A	D
BMGT 235		I, D, M		D, M	D
KEY:					
I = Introduced					
D = Developed/reinforced, with opportunities to practice					
M = Mastery		33			
A = Assessment evidence collected					

UM Curriculum Mapping
Culinary Arts CAS Degree

Required Course (Name and Number)	1. Hands-On/Technical Training	1. Leadership/ Manager Training	3. Safety and Sanitation	4. Entrepreneurial /Business Understanding	5. Ethical/Sustain ability/Global Awareness
COMX 115S		I		I	I
M 105		I		D	
WRIT 101 OR 121	D	I		I	I
CULA 100	I	I	I	I	I
CULA 101	I	I	I	I	I
CULA 105	I	I	I	I	I
CULA 156	D, M,A	D	D, M,A	D	D
CULA 157	D, M,A	D	D, M,A	D	D
CULA 158	D, M,A	D	D, M,A	D	D
CULA 160	D, M,A	D	D, M,A	D	D
CULA 162	D, M,A	D	D, M,A	D	D
CULA 161	D, M,A	D	D, M,A	D	D
CULA 165	D, M,A	D	D, M,A	D	D
CULA 210	D, M,A	D	D, M,A	D	D,M,A
KEY:					
I = Introduced					
D = Developed/reinforced, with opportunities to practice					
M = Mastery					
A = Assessment evidence collected					

Office of the Provost and Vice President for Academic Affairs

Department of Business Technology, Information Technology

Academic Year 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.

MISSION STATEMENT
The goal of the Information Technology degree with concentration in Network Administration and Security is to provide students a strong foundation in the function and use of information technology. This foundation will serve as the primary building block upon which a career in Information Technology begin or as a stepping stone to a four-year degree in Information Technology or Cyber Security. This foundation will also serve to prepare students to enter the workforce in information technology, cyber security, or computer support.

DEPARTMENT/PROGRAM OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1: Place student success at the center of all we do

- Apprenticeships, internship, and certificates that give students a strong pathway to the workforce.
- The program offers most courses in Hyflex or optional Hyflex fashion, providing greater options for access to students.
- Transition to College: Program makes use of 4 CSCI courses shared with the Mountain Campus for easier matriculation.
- Transition to College: Program has multiple pathways to continue on to a Baccalaureate degree.
- Transition to College: Program support dual credit with high schools to give high schools college credit.
- Flexible advising appointments with program director/advisor.
- Offer hands-on use of technology to provide students both opportunity and enhance interest in subject matter.
- First year of the program is a stand-alone certificate.
- Students can achieve two additional certificates, in Cloud Computer and Cybersecurity respectively, when they complete the AAS. Optionally, they can earn just those certificates.
- First cloud computing program in Montana

2. Mission first, people always

- Strong relationship with Advisory Board members
- Participate in Cyber School Safety conference with Department of Education Helping both the University and Montana as a whole.
- Presented Cyber Safety to Hawthorne school parents and staff.
- Program Directory serves on FEC, MCFA, and IPG.
- Will hold an NSF funded Gen-cyber camp to teach Junior High Students basic cyber security principles.
- Attended NICE conference.
- Certified AWS Academy institution and CISC training

3. Partner with Place

- Partnership with UM School of Education for Cyber Safety for Schools initiative.
- Partnership with Helena College, Highlands College, and UM CS Department for enhance IT and CS education under a GEER grant.
- Career fairs at MC and high schools to promote programs
- Working with UM Facilities to recycle old IT equipment into the program to expose students to different hardware, to save money for the school, and to maintain better recycling of equipment.
- Partner with local businesses to help place students in internships and jobs.

4 Drive excellence and innovation in teaching and research
- Course sharing with Helena College and potentially Highlands College

- Working with Helena College and Highlands College to create and design courses (along with moodle shells) that can be shared between the colleges.
- Added ITS 274 Ethical Hacking and Network Defense to serve as a capstone course for the program.
- Added ITS 279 Cloud Systems to expose students to Cloud Concepts and mark Missoula College as an AWS Academy.
- Complete revision of CSCI 172 Intro to Computer Modelling.
- Creation of a certificate in Cloud Computing.

5. Proudly tell UM story

- Currently building a student group for computing at Missoula College for students to network, explore topics, and share interests.
- Community input and presence within classroom
- Relationship with schools to promote dual enrollment and careers at UM or MC

STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

Student Learning Goals	Communication Effectiveness	Proficiency in Technical Application	Problem Solving and Critical Thinking	Cultural and Diversity Awareness	Awareness of and practical experience in information technology careers
1. Embedded Classroom Activities: Complete case studies, written papers and exams, technically proficient and accurate documents, and successfully communicate information intended for an audience via print, online (live), and orally.	COMX 111A WRIT 101 BGEN 105S CSCI 215E ITS 222	CSCI 105 CSCI 150 ITS 150 ITS 152 ITS 210	CSCI 150 MATH 115 ITS 150 ITS 152 ITS 210	COMX 111A WRIT 101 BGEN 105S CSCI 215E	CSCI 105 CSCI 150 ITS 150 ITS 152 ITS 210

		ITS 212 ITS 214 ITS 250 ITS280 ITS 222	ITS 212 ITS 214 ITS 250 ITS280 ITS 222		ITS 212 ITS 214 ITS 250 ITS280 ITS 221 ITS 222 ITS 298
2. Industry Standard Exam – COMPTIA A+ COMPTIA Net+ COMPTIA Security+ AWS Cloud Foundations Cisco CCNA		ITS 150 ITS 152 ITS 165 ITS 210 ITS 212 ITS 222 ITS 250 ITS 279 ITS 280 ITS 289			
3. Placement: Positioning in the community validates program content. The Program Director maintains an active role in the viability and program effectiveness through student internship placements in the community.	ITS 298	ITS 298	ITS 298	ITS 298	ITS 298

Program Director maintains a list of internship placements, supervisor notations, contact information and announced jobs.					
4. Internships & Subsequent Final Supervisor Evaluation: Internship supervisory evaluations are compiled and analyzed.					ITS 298
5. Student Internship Portfolio and employment documentation. Program Director maintains.	ITS 298	ITS 298	ITS 298	ITS 298	ITS 298
6. Student Course Evaluations: Students complete course evaluations for each course, each semester. Program Director reviews feedback and acts responsively to improve courses.	All	All	All	All	All
7. Graduate Surveys: Graduate surveys are administered by the Office of Career Services. Program Director places follow-up calls to students Career Services is unable to contact.					
8. Advisory Committee: The Medical Information Technology Advisory Committee reviews curriculum, reviews programmatic accomplishments and challenges and offers industry guidance to strengthen program.					

9. Legal and Ethical Issues: Given the importance of patient privacy students engage in learning and activities relating to these issues			CSCI 215E		CSCI 215E
10. Foundation in technical skills for Computer Support.		CSCI 105 CSCI 150 ITS 150 ITS 165 ITS 210 ITS 280			
11. Foundation in technical skills for Network Administration and Security		CSCI 215E ITS 152 ITS 212 ITS 214 ITS 221 ITS 222			

RESULTS AND MODIFICATIONS

Learning Goal results	**Modifications made to enhance learning**
Advisory Board Requests and input	Introduction of Management Class for Students

	Greater cooperation for internships
	Importance of certifications
Student Couse Evaluations and student feedback	Improved Online Lab resources
Program Assessment and APASP	Creation of Student Group to pursue networking, collaboration, and exploration of CS topics and skills. Pursuit of grant and local volunteer opportunities where students can use IT skills while performing community good

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. **Innovation and Partnerships:** Incorporate a variety of current and new technology into an upgraded course sequence using tested methodologies to support and enhance face to face and online instruction.

    a. Extending Hyflex delivery of courses for all courses

    b. Creation of moodle shells for use in courses across MUS in order to standardize programs across Montana (GEER grant)

    c. Redevelop old and out-dated courses

2. **Student Success**, Improve students access to resources and mentorship

    a. Create a cyber range for students to experiment in and use both during class and outside of class for special instances like the computer group or cyber challenges

    b. Utilize student mentors to help other students in study sessions and additional lab hours

    c. Provide more diverse hardware for exploration like raspberry pi.

3. **Recruitment** Redevelop a pathway with high school student pathways.

    a. Develop a pathway for students to work to the current IT degrees from high school

    b. Encourage and entice students with a pathway to a BAS in CS or Cyber Security.

    c. Enhance Cybersecurity and Cloud offerings to make Missoula College a more attractive option.

4. **Strengthening Student Support**, Increase program retention through

    a. More cohort-like activities to encourage teamwork

    b. Greater access to mentoring and tutoring resources through lab hours.

    c. Quicker identification of students struggling and responding to needs.

	UM CURRICULUM MAPPING INFORMATION TECHNOLOGY DEGREES				
Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	Communication Effectiveness	**Proficiency in Technical Application**	**Problem Solving and Critical Thinking**	**Cultural and Diversity Awareness**	**Awareness of and practical experience in information technology careers**
BGEN 105S	I, D		D	I, D	
COMX 111A	I, D, M, A				
CSCI 105		I, D	I		I
CSCI 150		I, D	I, D, M, A		I, D, A
CSCI 172		I, D	I, D		I, D
CSCI 215E	D, M, A	I, D, M, A			I, D,
ITS 150		I, D, M, A	I, D		I, D
ITS 152		D, M, A	D, M		D, M
ITS 165		I, D, M, A	I, D		I, D
ITS 210		I, D	I, D		I, D
ITS 212		D, M	D, M		D
ITS 214		D, M, A	D, M, A		D, M, A
ITS 221	I, D	I, D, M	I	I	I, D
ITS 222		I, D, M, A	D		D
ITS 250		I, D, M, A	I, D, M, A		D
ITS 280		I, D	I, D		I, D
ITS 279		I, D, M	I, D, M		I, D, M
ITS 289		I, D	I, D		
ITS 298		I, D, M, A	I, D, M, A		I, D, M, A
MATH 115			I, D, M, A		
WRIT 101	I, D, M, A			I, D	
KEY I= INTRODUCED D=DEVELOPED M=MASTERY A=ASSESSMENT					

Department of Business & Technology, Legal Studies
2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be accessible electronically (including appendices).

MISSION STATEMENT

The Paralegal Studies program's goals are to enable students, through theoretical and practical legal education, to understand the function of law, work as paralegals in the effective delivery of legal services, and enhance the legal profession. This program is designed to equip students with skills to analyze legal issues and perform various activities, including drafting legal documents, interviewing clients, conducting legal research, and preparing cases for trial. Students utilize current technology through Internet research and legal and general office software applications.

Paralegal studies students receive the necessary legal training to take advantage of new career opportunities in all the economic sectors. Students are exposed to legal ethics principles and are cautioned regarding restrictions against law's unauthorized practice by laypersons. Paralegals may not provide legal services directly to the public, except as permitted by law.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five Priorities for Action the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Engagement (Place students at the center of all we do) Even in today's technologically advanced world, the practice of law still requires some degree of one-to-one communication. Assisting someone to solve their legal problem requires knowledge of that problem. Experience comes from engagement. Further, as the law is the foundation of society, one cannot work within the law without engaging culture.

2. Innovative Curriculum (Drive excellence and innovation in teaching and learning) The program provides unique educational experiences by integrating liberal arts [general education courses], technical skills [legal specialty courses], and professional training [internships] with interdisciplinary emphases. Students and graduates are competent and humane professionals—[They work in the law]. Students and graduates are informed [curriculum course: Contemporary Legal Issues], ethical [curriculum course: Legal Ethics], and engaged citizens [curriculum course: Paralegal Studies Internship] of local and global communities.

45

3. Leadership (Mission first, people always) People within a society, for the most part, are self-sufficient. However, there are two areas where the typical societal member needs help: Medicine and Law. The Paralegal Studies program addresses the latter. What more leadership can a curriculum provide than to train its graduates to assist other members of society? Law, and Medicine, are society's highest callings. The Paralegal Studies Program graduates often go on to complete four-year baccalaureate degrees. The most popular majors are Sociology and Political Science. One program graduate completed his master's and is now an associate dean in the University of Alaska system. Some Paralegal Studies graduates go on to law school. After completing law school, one graduate of the program was a clerk to a Justice of the Montana Supreme Court.

4. Workforce (Partner with place) Every program graduate must complete a 90-hour internship. Interns work at law firms, the Montana Innocence Project, the American Civil Liberties Union, Missoula Family Law Self-Help Project, Montana Legal Aid, Missoula Justice Court, and other law-related entities. Those internships are often the result of faculty member contact development or collaboration or even job placement.

5. Outreach(Proudly tell UM story) Statewide initiative to recruit and engage students in paralegal program. This will be accomplished through GEER funding that will identify student successes and pathways to a University of Montana baccalaureate program or workforce

STUDENT LEARNING GOALS and MEASUREMENT TOOLS

Student Learning Goals	Embedded Classroom Activities	Internships	Graduate Surveys	Course Evaluations	Exams
1. Recognize situations giving rise to application of legal ethics	X	X			X
2. Understand the sources and general rules of professional responsibility and conduct	X	X	X	X	X
3. Demonstrate skill in writing: clear, direct, well organized sentences and paragraphs in the active voice; legal citations as specified by the ALWD Manual; and using correct	X	X			X

Student Learning Goals	Embedded Classroom Activities	Internships	Graduate Surveys	Course Evaluations	Exams
grammar, punctuation, and spelling.					
4. Recognize ethical issues when they arise in Montana family law situations	X	X		X	X
5. Learn the differences between the primary business entities and distinguish their strengths and weaknesses	X	X	X	X	X
6. Complete 90 hour internship in law office		X	X	X	
7. Develop career readiness skills	X	X	X	X	X

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
Career Readiness Students lack skills as they exit the program and attempt to gain initial employment and advancement	Creation of a career readiness course and application of NACE competencies in all courses
Enrollment Incoming student populations fluctuate but are currently at a historic low.	Outreach and accessibility are at the forefront of our efforts. Due to a GEER funding opportunity, we can market the program and create opportunities for students statewide
Attrition	The program will be reduced to a Certificate of Applied Science in Legal Studies but must be paired with an AS or AA degree. A general education curriculum and the legal course will prepare students for work as paralegals

Learning Goal results	Modifications made to enhance learning
The program is 70 credits of mostly technical courses that will not transfer to a four-year institution. Students are focused on a technical education but also want transferability	or transfer to a baccalaureate program. We are also seeking ABA approval of this certificate.
Partnerships Our assessment through advisory board meetings and partnerships is that we can better serve the students by creating partnerships that will expand their opportunities	We are working with the UM Law School and Helena College to create opportunities for students.

KEY
I= INTRODUCED
D=DEVELOPED
M=MASTERY
A=ASSESSMENT

UM CURRICULUM MAPPING Legal Studies					
Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	Communication Effectiveness	**Proficiency in Technical Application**	**Problem Solving and Critical Thinking**	**Cultural and Diversity Awareness**	**Awareness of practical experience**
LEG 183	I, D	I	I, D	I	I
LEG 184	I, D	I, D	I, D,	I, D	I, D
COMX 111A	I,D,M,A		I, D, A	I	I
LEG 185	I	I	I	I	I
LEG 186	M, A		D	D	I
LEG 187	D	M, A	M. A	D	D, A
LEG 188		I, D	D		I
LEG 189	D	D, A	A	I, M, A	M, A
LEG 270	I, D, M, A	I, D, M	D, M, A	I, D	
LEG 283		I, D	I, D		
LEG 285		M, A	M, A		M , A
LEG 286		M, A	M, A		M, A
LEG 287	M, A	M,			M, A

LEG 288		I, D	I, D		
LEG 298	D		M, A	M, A	D, M, A
WRIT 101	I, D, M, A		I, D, M, A	I, D, M, A	
PSCI 210S	I, D		I, D	I, D	

FUTURE PLANS FOR CONTINUED ASSESSMENT

The Legal Studies Certificate of Applied Science will continue to be assessed by the American Bar Association. The American Bar Association initially approved the Paralegal Studies Program in 2000. Missoula College recently hosted a site visit and will receive reapproval from the ABA in Spring 23   The ABA will continue to assess the curriculum, teaching methods, graduate surveys, and faculty. This has given us excellent feedback as we move forward with our new degree and partnerships with UM Law School and Helena College. We expect to increase enrollment and transferability. We are focused on making this degree more attainable to full-time remote workers by offering the required synchronous meeting in the evenings on Zoom.

Office of the Provost and Vice President for Academic Affairs

UNIVERSITY OF
MONTANA

Department of Business Technology, Medical Information Technology

Academic Year 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.

MISSION STATEMENT
The Medical Information Technology program at Missoula College, U.M., aims to prepare students to work in the healthcare industry through accessible and creative educational opportunities. Throughout their education, students build relationships with professors and members of the community. The program will emphasize preparing each student to be career-ready by integrating NACE competencies in every AHMS course and adding a career readiness course. Students will also be ready to pursue future degree pathways to a four-year institution.

DEPARTMENT/PROGRAM OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1: Place Student Success at the Center of All We Do.

- Apprenticeships, internship, and certificates that give students an integral pathway to the workforce.
- 100 percent of coursework is offered online so that students can work or take care of family
- Infrastructure: multiple opportunities for online learning and modeling sustainability
- Transition to College: Department Dual Enrollment course offerings include ACTG101 Accounting Procedures I.
- Transition to College: Create a pathway with a local high school for business and healthcare.
- Flexible advising appointments with program director/advisor
- Industry credential proctoring for Microsoft Office Specialist WORD certification through CAPP 254
- Offer a Certificate of Applied Science in Medical Reception where all classes are offered at a distance, reaching students locally, regionally, nationally, and internationally.
- Students earn a certificate while working toward a two-year degree in Medical Administrative Assisting
- First Federally approved apprenticeship in Medical Claims Service Specialist
- Students can quickly pivot to the Medical Assisting program in Health Professions.

2   Drive Excellence and Innovation in Teaching, Learning, and Research
- Course sharing with Great Falls College, M.S.U. M.O.U. for five courses in Health Information Technology Specialist
- Course sharing with Helena College for BIOH 108
- General Education courses increased in the curriculum
- AHMS 252 and HIT 265 are capstone courses where students must engage in real-world scenarios
- Fully online delivery options
- Simulated E.H.R. for students to reinforce technology skills needed at hospitals
- Apprenticeship models with A.A.S., C.A.S. to reach larger audience that may include more course sharing with other MUS institutions.

3. Mission First, People Always

- Partnership with Allegiance Benefit Plan Management to create Certificate of Technical Science in Medical Claims Service Specialist
- Strong relationships with hospitals, clinics, and physician offices. This connection allows for successful placement and employment in internships
- 100 percent online program
- Course sharing with Helena and M.S.U. Great Falls to offer a robust, accessible program
- Students are eligible to sit for AHIMA and AAPC certifications
- Faculty and students attend Monida Learn at Lunch meetings. These cover a wide range of topics relevant to insurance billing
- Cross-disciplinary relationships in Health Professions
- Established relationships with the Department of Labor and Industry for statewide apprenticeships

- Serve on Missoula College of Tomorrow committee to find ways to be innovative and inclusive across the State through micro-credentials and degree pathways

4. Partner with Place

- Partnership with job service for presentations and resources to help prepare students for the workforce
- Partnership with Allegiance Benefit Plan Management to create Certificate of Technical Science in Medical Claims Service Specialist
- AHMS 298, Medical Information Technology Internship course includes guest speakers from industry to discuss relevant topics
- Career fairs at MC and high schools to promote programs
- Expand knowledge and cultural richness through creative scholarship: The curriculum is designed to give students strong medical and administrative skills.   This foundation provides interpersonal communications, practice using technology ethically and efficiently, medical terminology, medical ethics, critical thinking skills to solve medical administrative problems, appreciation of diverse populations and cultures, and skills to improve career development. The curriculum blends theory and practice where students apply classroom concepts to solve real-world problems in a health care environment.
- Programs to engage local partnerships and connect programs to our unique location: AHMS 298 Medical Information Technology Internship. Successful students must demonstrate satisfactory performance in two internship areas, classroom employment preparation, and supervised work. Students work 135 hours in a supervised professional environment where the Internship Supervisor and student intern mutually create three program-specific learning goals with measurable objectives. The internship classroom component requires students to attend employment seminars on resumes, cover letters, applicant tracking systems, interviewing, wage and hour requirements, and basic business.
- Creation and partnership with Allegiance Benefit Plan Management to support a federally approved apprenticeship in Medical Claims Service Specialist
- Partnering with community for recruitment
- Career readiness course allows students the opportunity to build relationships with employers

5. Proudly tell UM Story

- Outreach with members of healthcare
- Relationship with schools to promote dual enrollment and careers at U.M. or MC
- Community input and presence within classroom through guest speakers
- Consistent social media presence
- Program director attends U.M. and high school career fair
- Program director serves on Missoula County Public Schools advisory committee
- Biyearly advisory board meetings with stakeholders.
- Social Media posts

STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

Student Learning Goals	Communication Effectiveness	Proficiency in Technical Application	Problem Solving and Critical Thinking	Cultural and Diversity Awareness	Awareness of and practical experience in medical information technology careers
1. Embedded Classroom Activities: Complete case studies, written papers and exams, technically proficient and accurate documents, and successfully communicate information intended for an audience via print, online (live), and orally.	BMGT245, COMX115S, WRIT101/121, AHMS 220 AHMS 270E	BGEN 215 CAPP 156 CAPP154/254, AHMS 252 AHMS 160 AHMS 164 AHMS 212 AHMS 213 BIOH 104 AHMS 144	AMGT145, AHMS 220 AHMS 252 M105/115, ACTG101, AMGT240, HIT 265 AHMS 160, AHMS 162, AHMS 212, AHMS 213	COMX 115S, BMGT245, AHMS 220,	AHMS 220, AHMS 156, AHMS 145, AHMS 252 AMGT240, AHMS 298

2. Industry Standard Exam –Specialist: M.S. Word.		CAPP154			
3. Placement: Positioning in the community validates program content. The Program Director maintains an active role in the viability and program effectiveness through student internship placements in the community. Program Director maintains a list of internship placements, supervisor notations, contact information and announced jobs.	AHMS 298	AHMS 298	AHMS 298	AHMS 298	AHMS 298
4. Internships & Subsequent Final Supervisor Evaluation: Internship supervisory evaluations are compiled and analyzed.					AHMS 298
5. Student Internship Portfolio and employment documentation. Program Director maintains.	AHMS 298	AHMS 298	AHMS 298	AHMS 298	AHMS 298
6. Student Course Evaluations: Students complete course evaluations for each course, each semester. Program Director	All	All	All	All	All

reviews feedback and acts responsively to improve courses.					
7. Graduate Surveys: Graduate surveys are administered by the Office of Career Services. Program Director places follow-up calls to students Career Services is unable to contact.					
8. Advisory Committee: The Medical Information Technology Advisory Committee reviews curriculum, reviews programmatic accomplishments and challenges, and offers industry guidance to strengthen the program.					
9. Legal and Ethical Issues: Given the importance of patient privacy students engage in learning and activities relating to these issues	AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270		AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270		AHMS 298
10. Medical Administrative Assisting national certification through the National Healthcare Association.	AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270	AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270	AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270	AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270	AHMS 220 AHMS 156 AHMS 252 AHMS 108 AHMS 270
11. Medical Claims Service Specialist Apprenticeship	AHMS 220 BMGT 245	AHMS 220 BMGT 245	AHMS 220 BMGT 245	AHMS 220 BMGT 245	AHMS 220 BMGT 245

	AHMS 108	AHMS 108	AHMS 108	AHMS 108	AHMS 108
	BGEN 215	BGEN 215	BGEN 215	BGEN 215	CAPP 120
	AHMS 156	AHMS 156	AHMS 156	AHMS 156	AHMS 156
	AHMS 252	AHMS 252	AHMS 252	AHMS 252	AHMS 252
12. AAPC national exam for CPC for HICS	AHMS160	AHMS160	AHMS160	AHMS160	AHMS160
	AHMS 164	AHMS 164	AHMS 164	AHMS 164	AHMS 164
	AHMS 212	AHMS 212	AHMS 212	AHMS 212	AHMS 212
	AHMS 213	AHMS 213	AHMS 213	AHMS 213	AHMS 213

RESULTS AND MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
Increase student's employability and job retention.	Implement NACE competencies in all courses.
Graduate Survey	Send out surveys more consistently
Students lack career readiness skills	Ensure students are career-ready when they graduate by requiring an intensive class that included industry partners to help build their professional skills
Higher rate of certification completion will lead to employment opportunities	Better prepare students for C.P.C. or C.C.S. by partnering with organizations to offer workshop or exam prep

APPENDICES

1. Curriculum Maps embedded within each program assessment

2.

3.

4.

FUTURE PLANS FOR CONTINUED ASSESSMENT

1. **Innovation and Partnerships:** Incorporate various current and new technology into an upgraded course sequence using tested methodologies to support and enhance face-to-face and online instruction.

    a. Monitor student feedback regarding course offerings. Create hi flex options if necessary

    b. Work with industry to examine any C.E.U. opportunities

2. **Student Success**, Increase recruitment, retention, and employment opportunities

    a. Determine which credentials are necessary for employment through advisory board meetings with the Department of Labor

    b. Work with admissions to increase enrollment but also determine what is contributing to attrition. Are students transferring? Is the coursework too rigorous?

    c. Request tutoring for classes with lower grade averages and completion rates and observe whether this increases retention

3. **Recruitment**. Work with Academic Advising to create a 2+2 plan for a four-year degree pathway.

    a. Determine if a 2+2 pathway is needed by offering an intake survey.

    b. Identify how many dual enrollment students are in classes and aim to increase that number.

4. **Strengthening Student Support**, Increase Program retention through advising, early detection engaging curriculum and faculty, flexibility, academic tutoring, and personal connections with students.

    a. Maintain and strengthen student connections through current retention efforts and intervene appropriately through early detection and planning

    b. Track graduates through phone and/or electronic surveys and distribute them to appropriate units.

    c. Work with Missoula College Admissions and Registrar's Offices as well as the Office of Planning, Budget, and Analysis to obtain accurate and current graduation rates

    d. Work with Missoula College Registrar's Offices and the Office of Planning, Budget, and Analysis to survey graduates for placement and salary data

    e. Send Qualtrix surveys to graduates

KEY
I= INTRODUCED
D=DEVELOPED
M=MASTERY
A=ASSESSMENT

UM CURRICULUM MAPPING MEDICAL INFORMATION TECHNOLOGY DEGREES					
Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	Communication Effectiveness	**Proficiency in Technical Application**	**Problem Solving and Critical Thinking**	**Cultural and Diversity Awareness**	**Awareness of and practical experience in medical information technology careers**
AHMS 220	I, D		I, D	I	I
AHMS 156	D	I, D		I	
AHMS 144		M			
BIOH 108		M	M		
COMX 115S	M, A		D	D	I
AHMS 252	D	M, A	M. A	D	D, A
AHMS 108		I, D	D		I
AHMS 298	D	D, A	A	I, M, A	M, A
AHMS 216		I, D, M			
		I, D, M, A			M. A
AHMS 160		I, D	I, D		
AHMS 164		I, D	I, D		
AHMS 212		M, A	M, A		M , A
AHMS 213		M, A	M, A		M, A
CAPP 254	M, A	M,			M, A
CAPP 156		I, D	I, D		
AHMS 270E	D		M, A	M, A	I
ACTG 101		I	I, D		
WRIT 101	I, D, M, A		I, D, M, A	I, D, M, A	