TO: Montana Board of Regents

FROM: Roger Barber
           Deputy Commissioner for Academic & Student Affairs

RE: 2007 Program Review Reports

DATE: November 15 – 16, 2007

In May 2005, the Board of Regents adopted a new program review policy for the Montana University System. The policy, which can be found at

    http://mus.edu/borpol/bor300/303-3.pdf

requires the campuses to review all academic programs at least once during a seven-year cycle. Each of the campuses has established a review cycle for its programs, and the results of those reviews must be reported to the Board of Regents every November. The results of the 2006 – 2007 review period are on this meeting's agenda of the Academic & Student Affairs Committee.

The new policy changed the program review process significantly. Under the previous policy, program review was conducted every five years and the only programs that were included in that review were ones that did not produce a minimum number of graduates over a three-year period. The new policy requires a review of every program, regardless of the number of graduates. It also leaves it up to the campuses to develop their own program review procedures, and to make their own recommendation concerning the future of programs. In other words, the new program review policy places the responsibility for that review squarely on the campuses, but it also gives those campuses considerable flexibility in determining the outcome of the reviews.

Some brief comments may assist you in reading the reports:
- a common template was developed for the reports, so they look somewhat familiar. But since the review process can vary from campus to campus, the information in each report may be different.
- you may notice that some of the reviews were actual programmatic accreditation visits. That review process is encouraged by the Regents' policy, since it eliminates multiple reviews.
- although the campuses make a recommendation on each program, the Board of Regents still has the authority to change that recommendation.
- the agenda of the Academic & Student Affairs Committee includes a revision to the Board of Regents' policy on program review. That revision would eliminate Section E., which attempts to identify so-called under-utilized or under-subscribed programs

using multiple measures like graduation rates, student-faculty ratios and so on. In keeping with the spirit of the policy, which places the responsibility for program review on the campuses themselves, the revision also asks the campuses to take responsibility for the results of that program review, including the future of low-enrollment programs. Since Section E. was still part of the policy on program review, for this year's round of reviews, information is still included in the reports that were prepared for the Board.

A summary of the program review decisions may assist you in reading through the materials. The decisions are as follows:

- retain the program: 75
- modify the program significantly: 4
- accelerate the next review: 8
- place program on moratorium: 2
- terminate the program: 2

The numbers may not match the total number of programs reviewed by the campuses, because more than one decision may apply to some programs.

Since this program review process is only in the second year of its implementation, the campuses and the Commissioner's office would welcome any comments or suggestions from the Regents.

MSU-Bozeman
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Earth Science Department

Media and Theatre Arts Department

Political Science Department

Biotechnology Major

Health and Human Development-Counseling Option

Earth Science Department
    Bachelor of Science in Earth Science
        --6 options, Geography, Geohydrology, Geology Option, GIS/Planning,
            Paleontology Option, Snow Science Option
        --3 minors, Earth Science (Teaching), GIS, Water Resources
    Masters of Science in Earth Sciences
    Doctor of Philosophy in Earth Sciences (new program)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   PhD Program is new so no 3-year average is available.

☒ **No**

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

Retain

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The student numbers in the undergraduate program at MSU-Bozeman make it one of the largest in the country. The Department has shown an ability to respond to student interest and shifting employer demand by developing new options within the curriculum. Its commitment to the interdisciplinary nature of the discipline means that students in all options share a significant common curriculum, which also means that new options have been added without substantial increases in program costs. Current trends suggest no cessation of student interest.

The masters program has strong numbers. To quote from the review: "The students emerging from the graduate programs within the Earth Science Department are generally of high quality, are accepted into other graduate programs, are sought by industry, and are easily employed." The Ph.D. program is new but judged by the visiting team to have a great deal of promise.

Earth Science Department
    Bachelor of Science in Earth Science
        --6 options, Geography, Geohydrology, Geology Option, GIS/Planning,
            Paleontology Option, Snow Science Option
        --3 minors, Earth Science (Teaching), GIS, Water Resources
    Masters of Science in Earth Sciences
    Doctor of Philosophy in Earth Sciences (new program)

A d d e n d u m

The review of Earth Science was conducted using an external review team:

M. Duane Nellis
Provost
Kansas State University

and

Margaret N. (Peg) Rees
Associate VP Research and Community Outreach
University of Nevada, Las Vegas

The Department provided the team with a self-study. The guidelines departmental self-studies, whether the team is internal or external are the same and are available upon request. As part of the review, teams meet with students (undergraduate and graduate), faculty, staff. Faculty meetings are done as a group, but reviewers might also meet with sub-sets of the faculty or individuals as requested. Faculty are also encouraged to provide written feedback if they prefer. External reviewers also meet with College and University leadership including Deans, the Vice Provost for Graduate Education, the Provost, and the VP for Research. External teams are asked to provide a written report within three weeks. The Executive Summary of the Report from Dr. Nellis and Dr. Rees is reproduced below in its entirety:

"The Department of Earth Sciences at Montana State University is contributing in numerous ways toward the overall success of the college and university. It is essential to providing earth systems science curriculum and research expertise to a major land grant university. In the 1980's, this integrated earth systems science department significantly influenced the national call to action for applying an earth systems approach to geoscience education as well as research, and it continues to influence the agenda today. Many of the department's faculty have noteworthy national and international reputations. The students produced by both the undergraduate and graduate programs are well trained and are being placed in quality jobs or graduate programs elsewhere. At the same time, we are concerned that the department is near a break point. Issues related to space (poor quality and quantity), strategic curriculum review and modification, faculty workload and reward structures, and the need for strategic bridge hires in GIS science and geographic dimensions of human-environmental interactions have created a challenging environment that needs attention and resources. We are optimistic that with the new department leadership (Dr. Custer), new strategic planning process, the curriculum committee's efforts, and appropriate commitment of resources including space from the college and university, the department has the potential to move forward in very positive ways and to more significantly benefit and compliment the college and university missions, and benefit the State as well. Clearly with the right investments and support, this department can and will strengthen its visibility nationally and internationally and contribute in important ways toward MSU's continued success as a major student-centered land-grant research university."

The report makes a number of specific recommendations, almost all of which involve difficult issues of resource allocation. These recommendations will be useful to the Dean of Letters and Science and the Provost in making future strategic decisions. The overriding conclusion is that the department is delivering outstanding education and research and that increased investments could result in even greater productivity.

Graduation Rates (3-year averages)
BS in Earth Science: 38.1 /year
MS in Earth Science: 6.6/year
Ph.D. in Earth Science: new program

Media and Theatre Arts Department
Bachelor of Arts in Media and Theatre Arts
-- 2 options, Motion Picture/Video/Theatre, Photography
Master of Fine Arts (MFA) in Science/Natural History Filmmaking

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Retain

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The undergraduate options in this major are in high demand by students. Indeed, both options have, out of necessity to protect the quality of upper-division programming, introduced academic gates to limit the numbers of student in upper division. Much of the limitation in meeting demand is dictated by physical facilities, which cannot be readily expanded. Thus, the department is exploring creative ways to increase capacity for students with interests in this area: specifically, they are exploring the possibility of a new Film Studies major, which would rely much less on physical facilities and thus be more easily expanded to meet student interest. The graduate program has grown quickly with a graduating class last year of 15 students.

Media and Theatre Arts Department
Bachelor of Arts in Media and Theatre Arts
-- 2 options, Motion Picture/Video/Theatre, Photography
Master of Fine Arts (MFA) in Science/Natural History Filmmaking

Addendum

The review of the Media and Theatre Arts Department was conducted using an internal review team:

Steven Juroszek, Interim Director of the School of Architecture
Robert Rydell, Professor, Department of History and Philosophy (former Department Head)

The following outline was provided by the review team:

"The MTA Program Review team has conducted a series of fact finding meetings with the Interim Department Head, undergraduate students (well over 100 in attendance), graduate students (approx. 30 in attendance), faculty from both the MPVT and Photography options and the Dean of the College of Arts and Architecture. Each of these meetings was utilized to gain an insight into the program's strengths and concerns from each group's viewpoint.

In order to gain an even broader range of comments, three on-line surveys were developed targeting the three major groups--undergraduate students, graduate students and faculty. The faculty survey which occurred last was just recently tabulated and shared with the review team.

In general, the program has a committed, hard working student and faculty base.   There are on-going coordination and communication issues that were revealed by through this process and the department is starting to address these. As with many programs there is a struggle to balance resources with demands but the overall quality of the work and the students that graduate has remained quite high."

Graduation Rates (3-year averages)
BA in Media and Theatre Arts: 70.4 /year
MFA: 8/year (This is the first three years of the program. The graduates in these years have been 3, 6, 15)

Department of Political Science
Bachelor of Arts in Political Science
--2 options: International Relations (added Sept. 2005), Political Science
--Political Science Minor
Masters of Public Administration (M.P.A.)

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Retain

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The primary recommendation to come out of this report is the need for the department to engage in a more thorough and detailed strategic planning process than was undertaken to prepare for this review. Other recommendations for program refinement will be considered as part of this process. The reviewers noted that the numbers of students in the program, and the graduation rates in both the undergraduate and graduate programs are impressive given the size of the faculty. No serious student issues were revealed. Graduation rates in the undergraduate and graduate programs are strong.

Department of Political Science
   Bachelor of Arts in Political Science
     --2 options: International Relations (added Sept. 2005), Political Science
     --Political Science Minor
   Masters of Public Administration (M.P.A.)

Addendum

The review of Political Science was conducted using an internal review team:

Kirk A. Astroth, Ed.D.
Professor, MSU 4-H Center for Youth Development; Master of Political Science; M.S., Range Management
Susan W. Dana, J.D.
Interim Assoc. Dean for Academic Affairs, MSU College of Business
Susanne C. Monahan, PhD.
Assoc. Prof. & Chair, MSU Department of Sociology & Anthropology

The Department provided the team with a self-study that was created using our standard guidelines. The conduct of the review was similar to an external review with three exceptions: 1) The team did not meet with senior leadership because they felt they already understood the campus-culture issues; 2) The team was not in a position to offer significant guidance on the research/scholarship accomplishments or opportunities' because of their specific lack of expertise in the area; and 3) The review was spread out over several weeks to more easily accommodate schedules. The final report identified a number of challenges and opportunities. In general, the committee was concerned that the Department is stretching its resources too thin, and although this does not appear to be creating immediate problems, it should be a concern in the long term. Their key recommendation is therefore that the Department undertakes a more thorough strategic planning process, which will guide future decisions about resource allocation to ensure that the department can continue to support its key mission.   One section of the report, based on meetings with students, is worth repeating:

"The Department consists of dedicated and engaged faculty members who are committed teachers and talented researchers. The Department has recently hired strong faculty in both tenure-track and adjunct positions to join the existing cadre of accomplished senior faculty. Student evaluations of teaching, measured by the Knapp form, are high across all levels of instruction in the Department. Students particularly like the faculty's integration of real-world experience into the classroom. Several also mentioned that the faculty are respectful of and very open to a variety of points of view and teach both sides of issues. Conservative students

feel comfortable voicing their opinions. Students also comment that they find Political Science faculty accessible and helpful. Faculty and staff consistently identified the Department's student-centeredness as a strength.

Graduate students also are extremely satisfied with the teaching and mentoring of the faculty. They comment that the quality and rigor of instruction is very high, with the instructors both pushing the students to think in theoretical terms but also helping them to apply the theoretical to the practical. The graduate students mentioned several times that the faculty have empowered them to think critically. They are also highly appreciative of the professional networks available to them through the faculty as well as of the opportunities offered by faculty for students to present papers at professional conferences."

Graduation Rates (3-year averages)
BA in Political Science: 38.7/year
MPA: 8/year

Bachelor of Science in Biotechnology
Intercollege major with 3 supporting departments
- **Animal Systems Option (Department of Animal and Range Sciences)**
- **Plant Systems Option (Department of Plant Sciences & Plant Pathology)**
- **Microbial Systems Option (Department of Microbiology)**

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Retain

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

This program has graduated an average of 13 students/year over the last three years. It relies almost exclusively on courses offered to support other majors and it produces majors who are highly sought after by employers. This review has led to improved communication between the supporting departments and the recognition of the need to raise the profile of the program in our promotional literature. COT-Great Falls has also recently introduced an Associate of Science major in Biotechnology designed specifically to articulate with the MSU-Bozeman program, and we expect to see some of those students entering our program in the next couple of years.

Bachelor of Science in Biotechnology
Intercollege major with 3 supporting departments
- **Animal Systems Option (Department of Animal and Range Sciences)**
- **Plant Systems Option (Department of Plant Sciences & Plant Pathology)**
- **Microbial Systems Option (Department of Microbiology)**

Addendum

Because this review focused on a single major (and all courses are taught in departments that will undergo separate reviews), this review was coordinated directly by the Provost's Office. Jeff Adams, Assistant Vice Provost for Undergraduate Education, convened the relevant department heads, and the freshman/sophomore advisor to create the Biotechnology Advisory Committee. The team consisted of:

Kari Cargill, Academic Coordinator, Microbiology
Anreas Fischer, Associate Professor, Plant Science and Plant Pathology, Freshman Advisor
Tim Ford, Department Head, Microbiology
Mark Jutila, Professor, Veterinary Molecular Biology
Mark Quinn, Department Head, Veterinary Molecular Biology
John Sherwood, Department Head, Plant Science and Plant Pathology

In addition to several meetings in which the faculty involved shared results of exit interviews conducted at the department level, the committee created a comprehensive on-line survey. This survey asked students about general impressions and asked for specific feedback about courses and program elements. The results were shared at a final meeting. The results do not suggest any significant changes although there will be an attempt to the recommended sequencing of some of the lower division science courses. The committee will continue to meet yearly.

Graduation Rate (3-year average): 13

Master of Science in Health and Human Development--Counseling Option

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Retain

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of

the report must be more complete and detailed if the campus decision is to retain or continue the program.

The decision to retain the program is based on the strong interest in the program, reflected in the average of 19 graduates per year, and the endorsement of the Council for Accreditation of Counseling and Related Education Programs (CACREP). The program was fully accredited for eight years with the following language included in the cover letter to the report: "…decisions were based on the Board's extensive review of the self-study documents, the visiting team's report, and your institutions' response to the visiting team's report. Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed through the accreditation process. This is indeed a worthy achievement."

Master of Science in Health and Human Development--Counseling Option

Addendum

The counseling program underwent a national accreditation process conducted through the Council for Accreditation of Counseling and Related Education Programs (CACREP) in the fall of 2006. The 2006 site visit was conducted by the following three individuals:

Michael Altekruse, Ed.D., NCC
Professor and Chair, Department of Counseling, Human Services and Social Work
College of Education and Human Services
Northern Kentucky University

David Kleist, Ph.D.
Professor, Department of Counseling
Idaho State University

Judith Durham, Ph.D.
Associate Professor, Department of Counseling
St. Joseph College

In January, 2007, the CACREP board met and concurred with recommendations made by the visiting team. Copies of the self study and the full report are available upon request.

Graduation Rate (3-year average): 19/year

MSU-Billings
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Associate of Arts (C.A.S.)

Associate of Science (C.A.S.)

Associate of Arts in Rehabilitation and Related Services

Bachelor of Applied Science Degree

Bachelor of Arts Degree in Environmental Studies

Bachelor of Science Degree in Health Promotion

Bachelor of Science Degree in Liberal Studies

Coaching Minor

Master of Science in Rehabilitation Counseling

Associate of Arts Degree

Programs fall into the category described in Section E. of Policy 303.3:

☐ **YES**

☒ **No**   Associate of Art degree

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

Retain Associate of Art degree for 2007-2008 and re-evaluate with more stringent guidelines

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Associate of Art Degree
The Associate of Art degree meets the BOR criteria.

Associate of Art Degree

Addendum

a)   In Fall 2004, the university established strategic initiatives and academic goals to develop a university culture of excellence and integrity.   A Continuous Quality Improvement process was initiated in fall 2005 to address these goals. A steering committee consisting of faculty, staff and students (that meets regularly through summer) with two co-chairs (Dean of College of Arts and Sciences and Interim Dean of College of Education) was formed to oversee CQI activities, NW Commission accreditation, Programmatic Accreditations and the Board of Regents program review mandates. A CQI template was developed for program reviews and annual reports.   All academic programs used the template to prepare and submit annual reports. The annual report addressed the university strategic initiatives and goals, Board of Regents program review criteria and specialized program standards.   The co-chairs of the steering committee met with each department chair and reviewed the data presented in the annual report and made recommendations for each program.

b)

	2004-05	2005-06	2006-07	Average	Comments
AA	6	7	7	6.66	Meets criteria

Associate of Science Degree

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **YES**

☒ **No**   Associate of Science degree

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

Retain Associate of Science degree for 2007-2008 and re-evaluate with more stringent guidelines

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Associate of Science Degree
The Associate of Science degree meets the BOR criteria.

Associate of Science Degree

Addendum

a)   In Fall 2004, the university established strategic initiatives and academic goals to develop a university culture of excellence and integrity.   A Continuous Quality Improvement process was initiated in fall 2005 to address these goals. A steering committee consisting of faculty, staff and students (that meets regularly through summer) with two co-chairs (Dean of College of Arts and Sciences and Interim Dean of College of Education) was formed to oversee CQI activities, NW Commission accreditation, Programmatic Accreditations and the Board of Regents program review mandates. A CQI template was developed for program reviews and annual reports. All academic programs used the template to prepare and submit annual reports. The annual report addressed the university strategic initiatives and goals, Board of Regents program review criteria and specialized program standards.   The co-chairs of the steering committee met with each department chair and reviewed the data presented in the annual report and made recommendations for each program.

b)

	2004-05	2005-06	2006-07	Average	Comments
AS	6	11	11	9.33	Meets criteria

Associate of Arts in Rehabilitation and Related Services

Programs fall into the category described in Section E. of Policy 303.3:

⬚ Yes

◉ No

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

Recommend retaining the program for 2007-2008 and re-evaluate with more stringer guidelines.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Enrollment history is only one consideration that is used to determine the value of these programs to the university. The patterns of the past are helpful, but so is preparation for the future. Our programs are well-situated to meet emerging needs and workforce demands. For example, the Veteran's Administration anticipates the return of close to 1 million veterans with some form of physical and/or psychiatric injury from the conflict in the Middle East. Our department is uniquely suited to provide the large numbers of trained rehabilitation professionals who will be badly needed.

The Associate of Arts Degree in Rehabilitation and Related Services is too new to have data history. However, this degree program was developed in response to workforce needs—this degree allows students to pursue licensure as addictions counselors, which is a clearly identified area of need

Associate of Arts in Rehabilitation and Related Services

A d d e n d u m

This is a new program so no data is available.

Bachelor of Applied Science Degree

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **YES**

☒ **No**   Bachelor of Applied Science degree

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

Retain Bachelor of Applied Science degree for 2007-2008 and re-evaluate with more stringent guidelines

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Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Bachelor of Applied Science degree meets the BOR criteria.

Bachelor of Applied Science Degree

A d d e n d u m

a)   In Fall 2004, the university established strategic initiatives and academic goals to develop a university culture of excellence and integrity.   A Continuous Quality Improvement process was initiated in fall 2005 to address these goals. A steering committee consisting of faculty, staff and students (that meets regularly through summer) with two co-chairs (Dean of College of Arts and Sciences and Interim Dean of College of Education) was formed to oversee CQI activities, NW Commission accreditation, Programmatic Accreditations and the Board of Regents program review mandates. A CQI template was developed for program reviews and annual reports.   All academic programs used the template to prepare and submit annual reports. The annual report addressed the university strategic initiatives and goals, Board of Regents program review criteria and specialized program standards.   The co-chairs of the steering committee met with each department chair and reviewed the data presented in the annual report and made recommendations for each program.

b)

	2004-05	2005-06	2006-07	Average	Comments
BAS	7	8	10	8.33	Meets criteria

Bachelor of Arts Degree in Environmental Studies

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**   Bachelor of Arts Degree in Environmental Studies

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

Retain Bachelor of Arts Degree in Environmental Studies as is

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Bachelor of Arts Degree in Environmental Studies meets the BOR criteria and the program review criteria established at the campus.

Bachelor of Arts Degree in Environmental Studies

A d d e n d u m

a)   In Fall 2004, the university established strategic initiatives and academic goals to develop a university culture of excellence and integrity.   A Continuous Quality Improvement process was initiated in fall 2005 to address these goals. A steering committee consisting of faculty, staff and students (that meets regularly through summer) with two co-chairs (Dean of College of Arts and Sciences and Interim Dean of College of Education) was formed to oversee CQI activities, NW Commission accreditation, Programmatic Accreditations and the Board of Regents program review mandates. A CQI template was developed for program reviews and annual reports.   All academic programs used the template to prepare and submit annual reports.   The annual reports addressed the university strategic initiatives and goals, Board of Regents program review criteria and specialized program standards.   The co-chairs of the steering committee met with each department chair and reviewed the data presented in the annual report and made recommendations for each program.

b.

Program	2004-05	2005-06	2006-07	Average	Comments
Environmental Studies	11	10	10	10.33	Meets criteria

Bachelor of Science in Health Promotion

Programs fall into the category described in Section E. of Policy 303.3:

⬚ Yes

◉ No

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

Recommend continuation of the program for 2007-2008 and re-evaluate with more stringent guidelines.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.)

The Health Promotion Option equips students with the skills they need to successfully enter the field of health promotion. This curriculum helps prepare students to develop a strong background in human behavior and behavior modification as well as effectively plan, implement, and evaluate health promotion programs, increase leadership skills, and become familiar with the latest research and developments within the field.

With programs requirements of a minimum grade point average of 2.65 cumulative and at least 30 hours minimum in Academic Foundations the Health and Human Performance Departments Health Promotion Option enrollment has remained very consistent for a number of years. From the 2004-2007 academic years, the Health Promotion Option averaged 43 majors per year. In addition, the upper division coursework required specifically for the Health Promotion majors consistently had near maximum numbers of enrolled students. With most upper division classes set with a cap of 20-25 students, the program averaged 20.3 students per class over a five year period.

In the fall of 2006 there were program revisions of the Health Promotion Option which upgraded the option in meeting current standards and needs within the field. These revisions also upgraded curriculum goals, course design and instruction standards, assessment techniques and continued quality improvement.

The health promotion option provides countless practical experiences in health agencies and community organizations. The degree provides a strong academic and interdisciplinary core preparing students the opportunity to become certified as a Certified Health Education Specialist (CHES). The conclusion of the program includes a six credit internship/practicum with almost 300 hours of quality experience within health and/or community agencies as well as requiring a final presentation to the HHP faculty of involvement and learning experiences fro the internship.

Bachelor of Science Degree in Health Promotion

A d d e n d u m

Program graduation rates:

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
5	6	6	1	3	2

Average: 3.83

Bachelor of Science Degree in Liberal Studies

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **YES**

☒ **No**   Bachelor of Science degree in Liberal Studies

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

Retain Bachelor of Science degree in Liberal Studies as is.

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Bachelor of Science degree in Liberal Studies
The Bachelor of Science degree in Liberal Studies meets the BOR criteria

Bachelor of Science degree in Liberal Studies

Addendum

a)   In Fall 2004, the university established strategic initiatives and academic goals to develop a university culture of excellence and integrity.   A Continuous Quality Improvement process was initiated in fall 2005 to address these goals. A steering committee consisting of faculty, staff and students (that meets regularly through summer) with two co-chairs (Dean of College of Arts and Sciences and Interim Dean of College of Education) was formed to oversee CQI activities, NW Commission accreditation, Programmatic Accreditations and the Board of Regents program review mandates. A CQI template was developed for program reviews and annual reports. All academic programs used the template to prepare and submit annual reports. The annual report addressed the university strategic initiatives and goals, Board of Regents program review criteria and specialized program standards.   The co-chairs of the steering committee met with each department chair and reviewed the data presented in the annual report and made recommendations for each program.

b)

	2004-05	2005-06	2006-07	Average	Comments
BS Liberal Studies	93	77	72	80.6	Meets criteria

Coaching Minor

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☑ No

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

Coaching Minor – Recommend continuation of the program for 2007-2008 and re-evaluate with more stringent guidelines

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Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Health and Human Performance Coaching Minor enrollment continues to grow with 21 students in the minor in 2004 to 34 students in 2007. The average number of students in the minor from the year 2004-2007 was 30.5.

The minor is designed to strengthen students' knowledge and experience in coaching sport skills by including courses providing criteria necessary for successfully passing the Montana Coaches exam as well as other national certifying agencies. The program provides numerous local school districts and recreational sport programs with head and assistant coaches in internship settings that provide practical coaching methodology and experiences for these prospective coaches.

In addition, the Coaching Minor course offerings were revised in the Fall of 2006, effective in the Fall 2007 for entering students, which strengthens the program knowledge base. Foundations of Coaching was an added course providing the prospective coach with fundamental coaching principles including coaching philosophy, dealing with athlete behaviors, teaching skills methodology, and program and athlete management. Additionally, Exercise Physiology and lab, as well as

Kinesiology/Biomechanics and lab, are required in the new program. These courses will provide a much better understanding of technical physiological recommendations for exercise and specific sport involvement as well as a better understanding and use of biomechanical principles for enhancement of training and technique development. Finally the six credits required in an internship setting provide hands-on practical experience in two different sport areas for enhancing the development of a firm foundation for future coaches.

Coaching Minor

A d d e n d u m

Program graduation rates:

2003-2004	2004-2005	2005-2006	2006-2007
3	3	5	8

Average: 4.75

Master of Science in Rehabilitation Counseling

Programs fall into the category described in Section E. of Policy 303.3:

☑ Yes

☐ No

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

Recommend retaining the program.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Enrollment history is only one consideration that is used to determine the value of these programs to the university.   The patterns of the past are helpful, but so is preparation for the future. Our programs are well-situated to meet emerging needs and workforce demands. For example, the Veteran's Administration anticipates the return of close to 1 million veterans with some form of physical and/or psychiatric injury from the conflict in the Middle East. Our department is uniquely suited to provide the large numbers of trained rehabilitation professionals who will be badly needed.

Master of Science in Rehabilitation Counseling

Addendum

Graduation Counts:

2003-2004	**2004-2005**	**2005-2006**	**2006-2007**
12	16	13	13

MSU-Billings COT
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM
CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Associate of Applied Science, Administrative Assistant

Certificate of Applied Science, Office Assistant

Associate of Applied Science, Drafting and Design Technology

Associate of Applied Science, Paramedic

AAS Administrative Assistant

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**   AAS Administrative Assistant: the number of program graduates over the past three years exceeds the number of graduates (5) used to define undersubscribed programs.

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

Retain the program for 2007-2008 and re-evaluate with more stringent guidelines

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The mission of the Montana State University-Billings College of Technology is to be the college of first choice in Billings and surrounding communities. The College is dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible and market-driven.
Billings is rapidly growing; as of the 2000 census, the city had a total population of 89,847 and a 2007 city estimate indicates the city's population has grown to 103,206. Billings is the county seat of Yellowstone County and is the principal city of the Billings Metropolitan Statistical Area which encompasses all of both Carbon and Yellowstone counties and Billings. (Simply Hired Website. http://www.simplyhired.com/a/local-jobs/city/l-Billings,+MT, viewed October 9, 2007)

Due to current, low unemployment rates in Billings and a jobless rate of 2.0 percent, Billings, Montana, and Logan, Utah, tied for the lowest unemployment rate of all metro areas for March 2007. According to a recent release by the Bureau of Labor Statistics, the national unemployment rate for the same period was 4.5 percent. (MuniNet Guide. Retrieved October 9, 2007, from Unemployment Trend-Looking-Good Web site: http://www.muninetguide.com/articles/unemployment-trend-looking-good--221.php, viewed October 9, 2007.) In additional the Montana Department of Labor Statistics reports steady and consistent employment growth in Office and Administrative Support positions in the years between 2004 and 2014. (Montana Department of Labor Website. http://www.ourfactsyourfuture.org/cgi/dataanalysis/occprjReport.asp?menuchoice=occprj, viewed October 9, 2007.)

Sources report that among the most common occupations in Billings are sales and office occupations, 30%. (Simply Hired Website. http://www.simplyhired.com/a/local-jobs/city/l-Billings,+MT, viewed October 9, 2007). These statistics point to the need to retain this program, maintain its currency and seek ways to increase enrollment.

A d d e n d u m

a) A summary of the process developed by each campus, as part of its internal program review. That summary should be short, but it would typically include information about the review process itself (information might include internal or external review process; internal or external reviewers; constituencies involved in the process like students, peer faculty, administrators, etc.; programmatic accreditation review and self-study; criteria for the review and decision; recommendations that grew out of the review, etc. If the process is the same for each campus, then one addendum would be sufficient, and reference could be made to that one addendum. The summary probably needs to be a balance between short, informative and complete, if that is possible.

MSU-Billings', COT program review process requires an internal, annual program report and a 5-year program self-study. Data gathered to be included in these reviews include a 3-year and 5-year history of enrollment, program retention, employment placement, and graduation. Through the reporting process program faculty are asked to suggest new programmatic changes or adjustment with accompanying rationale. An analysis of the data and reports are conducted by the Dean of the College. Program faculties, along with members of the program advisory committee, are asked to formulate both long- and short-term goals for the program with the specific objective of addressing all report findings.

At the end of the academic year 2006, MSU-Billings', COT Associate of Applied Science Administrative Assistant and Certificate of Applied Science Office Assistant completed the MSU Billings College of Technology **program review** process. Analysis of the data collected in the review process point to indicators of success and indicators of need for further study and program improvement.

b) Information on the Section E criteria, which this round will just be the graduation numbers.

College/Department/Degree		2004	2004	2006	2007
College of Technology					
AAS	Administrative Assistant	6	9	5	7

CAS Office Assistant

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☒ **Yes**   The number of program graduates over the past three years falls below the number of graduates (5) used to define undersubscribed.

☐ **No**

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

Retain the program, but monitor its progress and implement strategies designed to increase student matriculation in this certificate of applied science program. Careful student advising could result in an increased number of students earning this certificate. Retain for 2007-2008 and re-evaluate with more stringent guidelines

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

In response to a review by the Board of Regents, MSU-Billings', COT Certificate of Applied Science in Office Assistant was created to provide a one-year exit point for students enrolled in the AAS Administrative Assistant major. All courses included in the certificate are part of the existing Administration Assistant AAS Degree Program and offering the certificate adds no cost or causes no decrease in overall program efficiency. It is considered a value-added component to the Administration Assistant AAS Degree Program.

10/23/2007

A d d e n d u m

c) A summary of the process developed by each campus, as part of its internal program review. That summary should be short, but it would typically include information about the review process itself (information might include internal or external review process; internal or external reviewers; constituencies involved in the process like students, peer faculty, administrators, etc.; programmatic accreditation review and self-study; criteria for the review and decision; recommendations that grew out of the review, etc. If the process is the same for each campus, then one addendum would be sufficient, and reference could be made to that one addendum. The summary probably needs to be a balance between short, informative and complete, if that is possible.

MSU-Billings', COT program review process requires an internal, annual program report and a 5-year program self-study. Data gathered to be included in these reviews include a 3-year and 5-year history of enrollment, program retention statistics, employment placement data, and graduation rates. An analysis of the data and reports are conducted by the Dean of the College. Through the reporting process program faculty are asked to suggest new programmatic changes or adjustment with accompanying rationale. Program faculties, along with members of the program advisory committee, are asked to formulate both long- and short-term goals for the program with the specific objective of addressing all report findings.

At the end of the academic year 2007, MSU-Billings', COT Administrative Assistant Degree and Office Assistant Certificate of Applied Science completed the MSU Billings College of Technology **program review** process. Analysis of the data collected in the review process point to indicators of success and indicators of need for further study and program improvement.

d) Information on the Section E criteria, which this round will just be the graduation numbers.

College/Department/Degree	2004	2005	2006	2007
MSU-Billings College of Technology				
CAS Office Assistant	1	2	0	1

Careful student advising could result in an increased number of students earning this certificate as they progress through the Administrative Assistant AAS Degree.

AAS Drafting and Design Technology

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**

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

Retain the program as is.

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Located on the first floor of the main MSU Billings College of Technology building, the Drafting and Design has a footprint of almost 3,000 square feet which includes two classrooms, an office and storage.

The entry\intermediate labs and intermediate\advanced labs are equipped with 26 and 16 stations respectively. Both labs have dual-monitor stations and are controllable during lectures by broadcast software and a hardware switching system. A complement of laser and large-format printers are used for document production and are accompanied by a three-dimensional prototype printer. Other equipment includes digital cameras, video equipment, global positioning systems, surveying total stations, three-dimensional scanner, CNC mill, and CNC lathe.

The program delivers a broad-based, technology-driven curriculum that is progressive and relevant.

The mission of the Montana State University-Billings College of Technology is to be the college of first choice in Billings and surrounding communities. The College is dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible and market-driven. Due to current, low unemployment rates in Billings and a jobless rate of 2.0 percent, Billings, Montana, and Logan, Utah, tied for the lowest unemployment rate of all metro areas for March 2007. According to a recent release by the Bureau of Labor Statistics, the national unemployment rate for the same period was 4.5 percent. (MuniNet Guide. Retrieved October 9, 2007, from Unemployment Trend-Looking-Good Web site:
http://www.muninetguide.com/articles/unemployment-trend-looking-good--221.php

Given the College's mission, the region's low unemployment rate, an increasing demand for highly qualified, technical workers (Montana Department of Labor http://www.ourfactsyourfuture.org/cgi/dataanalysis/occprjReport.asp?menuchoice=occprj) we support continuation of this program.

A d d e n d u m

e) A summary of the process developed by each campus, as part of its internal program review. That summary should be short, but it would typically include information about the review process itself (information might include internal or external review process; internal or external reviewers; constituencies involved in the process like students, peer faculty, administrators, etc.; programmatic accreditation review and self-study; criteria for the review and decision; recommendations that grew out of the review, etc. If the process is the same for each campus, then one addendum would be sufficient, and reference could be made to that one addendum. The summary probably needs to be a balance between short, informative and complete, if that is possible.

MSU-Billings', COT program review process requires an internal, annual program report and a 5-year program self-study. Data gathered to be included in these reviews include a 3-year and 5-year history of enrollment, program retention statistics, employment placement data, and graduation rates. An analysis of the data and reports are conducted by the Dean of the College. Through the reporting process program faculty are asked to suggest new programmatic changes or adjustment with accompanying rationale. Program faculties, along with members of the program advisory committee, are asked to formulate both long- and short-term goals for the program with the specific objective of addressing all report findings.

At the end of the academic year 2007, MSU-Billings', COT Associate of Applied Science Drafting and Design completed the MSU Billings College of Technology **program review** process. Analysis of the data collected in the review process point to indicators of success and indicators of need for further study and program improvement.

Recent forms of external assessment include continual capstone testing using the National Occupational Certification Testing Institute (NOCTI) Architectural Competency Exam and a recent *Developing the Curriculum* (DACUM) study. Students also present a discipline portfolio at the completion of their DSGN228 Project Development class.

The NOCTI exam has been administered during the capstone semester of the program for several years. During its use for external assessment, program graduates have consistently performed above the national average.

Drafting and Design Comparison to National NOCTI Scores	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
COT Drafting & Design Students	72.00	76.30	not given	71.90	70.20	69.00	70.90	71.00
NOCTI National Average	67.40	67.40	not given	67.60	67.70	67.50	67.60	67.70

The Drafting and Design Program maintains an Advisory Committee that provides feedback regarding the program. The Program Advisory Committee meets twice annually.

Graduate placement data reflects that:
- Placement percentage is consistent and near the COT average
- Graduate salaries are competitive with other fields
- Some students are continuing their education immediately after program completion

      f)   Information on the Section E criteria, which this round will just be the graduation numbers.

College/Department/Degree	2004	2005	2006	2007
MSU-Billings College of Technology				
AAS Drafting and Design	14	12	12	16

Program enrollment has been steady and consistent since the creation of the program in 1969. Students may be admitted to the program in either the fall or spring semester. This results in graduates entering the workforce at two times during the year and reduces saturation effects. Many students elect to attend a prerequisite semester to improve basic skills prior to entering the full program of study.

The program does have opportunities for growth. With additional resources, additional tracks specializing in Civil, GIS (Geographic Information System), Graphics, Manufacturing Technology and Historic Preservation would expand employment opportunities available to students and provide highly qualified workers in these areas of specialty.

AAS Paramedic

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**   AAS Paramedic: The number of program graduates over the past three years exceeds the number of graduates (5) used to define undersubscribed programs.

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

Retain the program as is.

Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Montana State University-Billings College of Technology AAS Paramedic program is the only nationally accredited Paramedic program in Montana and Wyoming. At the end of the academic year 2007, MSU-Billings', COT Associate of Applied Science Paramedic completed and submitted its program self-study required for program accreditation by the Committee on Accreditation in making accreditation recommendations to the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Using the CAAHEP self-study as a foundation, the AAS Paramedic program director completed the internal **program review** process at the same time.

Analysis of the collected data for the accreditation self-study and program review process point to indicators of program strengths/success and areas where program improvements are needed.

Program Strengths
University Based Program – Students have learning resources that only can be found at a university setting. Library, bookstore, tutoring, remedial education classes are a few of the university examples that assist the student throughout the program.

AAS Degree Track – The degree track assists our graduates with continuing their education and obtaining a BAS or BSLS degree.

Ambulance Lab - Students get to practice simulated patient care in a module and a van style ambulance throughout the program.

Training Equipment - The program has excellent training equipment such as sophistated patient simulators, Lifepak-12 EKG monitors, eagle ventilators, etc.

Certification Courses - Students receive PHTLS, ACLS, PALS, and NRP certification throughout the program

CCEMTP - The college became a educational licensed site for the 84-hour CCEMTP course.

10/23/2007

Overall, the program has excellent equipment and resources. Graduates find a job within 3 months of graduation and are satisfied with the education provided in the program. Employers are satisfied with our graduates. These findings were derived from the results of graduate and employer surveys.

Opportunities for Improvement
One of the areas that need improvement is classroom and lab space. The program has a lot of equipment, but needs a larger area to use it more efficiently. The college also needs to hire a full time tenured 2nd instructor to assure consistency throughout the program.

The Health Occupations Department, which includes the Paramedic Program, is moving to a new health sciences building in January 2008. With a new dedicated classroom and lab, the program will have the additional classroom and lab space it needs along with an ambulance bay for the two ambulances used in the program. Discussions are underway with the Associate Dean to add a 2nd full-time instructor to the 2008-09 COT staffing plan.

A d d e n d u m

a) A summary of the process developed by each campus, as part of its internal program review. That summary should be short, but it would typically include information about the review process itself (information might include internal or external review process; internal or external reviewers; constituencies involved in the process like students, peer faculty, administrators, etc.; programmatic accreditation review and self-study; criteria for the review and decision; recommendations that grew out of the review, etc. If the process is the same for each campus, then one addendum would be sufficient, and reference could be made to that one addendum. The summary probably needs to be a balance between short, informative and complete, if that is possible.

MSU-Billings', COT program review process requires an internal, annual program report and a 5-year program self-study. Data gathered to be included in these reviews include a 3-year and 5-year history of enrollment, program retention, employment placement, and graduation. Through the reporting process program faculty are asked to suggest new programmatic changes or adjustment with accompanying rationale. An analysis of the data and reports are conducted by the Dean of the College. Program faculties, along with members of the program advisory committee, are asked to formulate both long- and short-term goals for the program with the specific objective of addressing all report findings.

Montana State University-Billings is the only nationally accredited Paramedic program in Montana and Wyoming. At the end of the academic year 2007, MSU-Billings', COT Associate of Applied Science Paramedic completed and submitted its program self-study required for program accreditation by Committee on Accreditation in making accreditation recommendations to the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Using the CAAHEP self-study as the foundation, the AAS Paramedic completed its **program review** process at the same time. Analysis of the data collected in the accreditation self-study and program review process point to indicators of success.

At the CAAHEP site survey exit interview in August 2007, one of the evaluator's was quoted as saying, "we are extremely impressed with all aspects of the program and stated that **this paramedic program is head and shoulders above any other paramedic program we have evaluated."** The evaluators were equally impressed with the program's director

b) Information on the Section E criteria, which this round will just be the graduation numbers.

College/Department/Degree		2004	2004	2006	2007
College of Technology					
AAS	Paramedic	12	5	9	11

After changing program admission to a competitive application process in 2005, the MSU Billings COT Paramedic AAS Degree Program enrollment numbers have been reliably consistent. In addition, the program has maintained a consistent student retention number through graduation.

MSU-Great Falls COT
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Dental Hygiene:

   Associate of Applied Science Degree

Office Technology:

   Medical Administrative Assistant Associate of Applied Science Degree

   Medical Receptionist Certificate

Surgical Technology: Certificate

Associate of Applied Science in Dental Hygiene

Category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Retain the program as is.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Dental Hygiene program is a new program which has been in existence for four years. It is the only dental hygiene program in Montana.

Interest in the program has steadily increased with more and more applicants applying for the fourteen available slots each year. (The cap of fourteen students is dependent on the American Dental Association Commission on Accreditation's requirements of having a dental chair for each student during a clinic session.)

This program has had an exceptional graduation rate, over 95% for the three years prior to this review. With only 14 available slots in each class, the program has consistently graduated nearly all students accepted into the program (only two did not graduate in AY05 and one went on to dental school). Of the 40 graduates, 38 have been succesfully placed within their field.

Associate of Applied Science in Dental Hygiene

A d d e n d u m

The Dental Hygiene program is in good standing with its accreditation body, American Dental Association Commission on Dental Accreditation. The program is strong with excellent enrollment, graduation and placement numbers as depicted below. To date, 95% of the students enrolled in the program have successfully completed the program.

Dental Hygiene Program Review 2006-2007

	2003-2004	2004-2005	2005-2006
Intake Students	14	14	14
Graduates	14	12	14
Other Successful Exits		1	
Placements	12	12	14

PROGRAM REVIEW COMMITTEE COMMENTS/RECOMMENDATIONS:

The Committee Members regard the Dental Hygiene program as a viable program serving an industry need in Montana as well as in other states. The Committee recommends the continuation of this program.

Currently, the program is supported by well qualified faculty; however, it has been noted that finding qualified faculty is difficult for the following reasons:

- A Dental Hygienist can make $30 - $40 per hour in the field in Montana.
- The clinical setting is labor intensive with the contact hours not accurately reflected in the workload.
- Faculty burnout.
- It is hard to transition to education from being employed in the field.

Suggestions to help ease the difficulty in finding faculty:

- Employing more adjunct faculty who work in the field to assist in the clinical setting to ease the workload.
- Support new faculty with additional education methodology training.
- Explore the option of "growing our own" faculty by adding an education component to the program.

Financial considerations:

- The Program Director would like more input into budgetary considerations for the program.
- Professional development funding is a problem.
    >To maintain licensure, 12 credits of continuing education are required. Funding to attend dental education seminars to fulfill this requirement is limited.
- Equipment repair and maintenance is costly. Right now, the equipment is only four years old, but the cost of future equipment repair and maintenance needs to be considered.

Storage space considerations:

- Currently, there is adequate storage space; however, as the program grows more storage space will be required for clinic supplies and client records. Ordering clinic supplies in bulk helps reduce costs; however, the supplies must be stored in a warm, dry, secure location. Currently, the supplies are stored in the same area as client records, but the number of client records which must also be stored in a secure location are increasing (approximately 250 new clients are added each semester). Finding warm, dry, secure storage space is difficult.

Institutional Review Process

At MSU-Great Falls, a committee comprised of faculty, key personnel (e.g. Registrar), and the Chief Academic Officer conduct a yearly program review cycle for those programs slated to be reviewed that academic year. Each degree or certificate program will be reviewed on the basis of information gathered from the previous five years. Reporting is based on the most recent three years. A year is summer/fall/spring in that order.

There are two models for reporting, the cohort model or yearly model. Program directors may choose which format meets their program's design. In the yearly model, program directors are encouraged to report full-time and part-time students. The following are the specific data areas gathered and submitted:

COHORT MODEL = admitted to degree program as candidates
1. Years to be reviewed
2. Intake students enrolled during the year
3. Number of graduates (from above enrollees)
4. Other successful exits (from above enrollees)
5. Placement (from above graduates)

YEARLY MODEL
1. Years to be reviewed
2. Intake students enrolled during the year
3. Number of graduates in that year
4. Other successful exits in that year
5. Placement (from above graduates)

In addition to the quantitative review factors above, the review process requires the Program Director to report on numerous qualitative factors as well. Not all factors may apply to all programs, and additional factors may be utilized as the Program Directors determine. If the program's quantitative criteria do not meet the requirements (institutional as well as Board of Regents Policy) in the review process, the qualitative review factors increase in significance and may be valid reasons to continue the program. These factors include:

Quality
1. The program reflects the philosophy and mission statement of the institution.
2. The faculty and/or graduates demonstrate significant accomplishments.
3. Students continue their education upon graduation.
4. The courses required within the program (or the entire program) articulate to other institutions.
5. Distinctive qualities of the program.
6. Accreditation Status (where applicable).
7. Students' success on state or national competency test (where applicable).
8. The advisory committee's documented role.

Need
1. Evidence of the program responding to state, regional, and community needs.
2. Evidence that the program contributes to the quality of the institution, state, region, or community.
3. Courses which serve other program requirements or general education requirements.
4. Discrete courses in the program or program option.

**Medical Administrative Assistant A.A.S./
Medical Receptionist Certificate**

Category described in Section E. of Policy 303.3:

☒ **Yes**　　　　Both programs have fewer graduates than required by Section E. of Policy 303.3

☐ **No**

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

Merge this program with other programs on campus.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Students in the Medical Administrative and Medical Receptionist programs enroll in coursework taught by faculty in the Business and Technology Department, as well as the Health Sciences Department. All courses in these two programs serve other programs. There are no discrete courses in either the Medical Administrative Assistant program or the Medical Receptionist program. However, the College recognizes there are administrative responsibilities spanning from the faculty to the registrar's office in managing multiple programs. Therefore, the College is committed to combining all Office Technology AAS degree and Office Support (receptionist) certificate programs into one program to capture all students interested in these fields. Since the coursework is shared and somewhat duplicative, this is the best decision for the College and the one it has pursued to resolve the low enrollments and graduates from this program.

**Associate of Applied Science in Medical Administrative Assistant
Certificate in Medical Receptionist**

Addendum

The program has several strengths. The employment outlook remains steady. There are multiple areas in which graduates can find employment. Students graduating with the 2-year degree can find employment with dentists, private physicians, care centers, surgical centers, and hospitals. For students who combine the Medical Administrative Assistant degree with another, related degree, the employment outlook is especially promising.

Despite the positive employment outlook, both of these programs suffer from low enrollment and consequently low graduation rates as depicted in the tables below. According to Board of

Regents Policy 303.3 - Program Review, we need to justify these graduation rates. The Program Director feels the low enrollments rates are due to the following factors:

•Low Pay
   - Despite a demand for Medical Administrative Assistants, the pay is low.
• Unexciting field
   - This type of career lacks the pizzazz of other careers in the medical field
•Recruitment
   - More emphasis needs to be made to reach new students as well as current students who have not decided on a career path.
•Employers
   - Employers do not necessarily value the degree. Many employers hire Administrative Assistants who do not have formal training in the field.

Medical Administrative Assistant Program Review 2006 - 2007

	2001-02	2002-03	2003-04
Intake students enrolled during the year	4	4	5
Number of graduates (from above enrollees)	1	2	1
Other successful exits (from above enrollees)	0	0	2
Placement (from above enrollees)	1	1	1

Medical Receptionist (Certificate) Program Review 2006-2007

	2001-02	2002-03	2003-04
Intake students enrolled during the year	5	4	2
Number of graduates (from above enrollees)	1	3	1
Other successful exits (from above enrollees)	0	0	0
Placement (from above enrollees)	1	1	1

PROGRAM REVIEW COMMENTS AND RECOMMENDATIONS:

In an effort to satisfy the Board of Regents graduation requirements, the Program Review Committee strongly recommends the following:

•Combine the three existing Office Technology degrees (Attorney's Administrative Assistant, Medical Administrative Assistant, and Executive/Administrative Assistant) into one Associate of Applied Science degree.   For example, we could offer an Associate of Applied Science degree in Office Technology with emphases such as Attorney's Administrative Assistant, Medical Administrative Assistant, and Executive/Administrative Assistant.

By combining the existing three office technology programs into one, the graduation numbers should satisfy the Board of Regent's requirement of five graduates on a rolling average, during the three years preceding the internal campus review. The Program Director agrees with the Committee that the Medical Administrative Assistant degree and the Medical Receptionist certificate have enrollment issues. She is exploring the restructuring option as well.

•**Financial Considerations**

   - The program director would like more input into the budgetary considerations for the program. Currently, her budget is adequate but, it is not clearly defined.

- Professional development funding is lacking.
> The program director would like funding to attend professional development activities (a conference every other year), so she may explore new medical office procedures to incorporate into her program.

Institutional Review Process

At MSU-Great Falls, a committee comprised of faculty, key personnel (e.g. Registrar), and the Chief Academic Officer conduct a yearly program review cycle for those programs slated to be reviewed that academic year. Each degree or certificate program will be reviewed on the basis of information gathered from the previous five years. Reporting is based on the most recent three years. A year is summer/fall/spring in that order.

There are two models for reporting, the cohort model or yearly model. Program directors may choose which format meets their program's design. In the yearly model, program directors are encouraged to report full-time and part-time students. The following are the specific data areas gathered and submitted:

COHORT MODEL = admitted to degree program as candidates
1. Years to be reviewed
2. Intake students enrolled during the year
3. Number of graduates (from above enrollees)
4. Other successful exits (from above enrollees)
5. Placement (from above graduates)

YEARLY MODEL
1. Years to be reviewed
2. Intake students enrolled during the year
3. Number of graduates in that year
4. Other successful exits in that year
5. Placement (from above graduates)

In addition to the quantitative review factors above, the review process requires the Program Director to report on numerous qualitative factors as well. Not all factors may apply to all programs, and additional factors may be utilized as the Program Directors determine. If the program's quantitative criteria do not meet the requirements (institutional as well as Board of Regents Policy) in the review process, the qualitative review factors increase in significance and may be valid reasons to continue the program. These factors include:

Quality
1. The program reflects the philosophy and mission statement of the institution.
2. The faculty and/or graduates demonstrate significant accomplishments.
3. Students continue their education upon graduation.
4. The courses required within the program (or the entire program) articulate to other institutions.
5. Distinctive qualities of the program.
6. Accreditation Status (where applicable).
7. Students' success on state or national competency test (where applicable).
8. The advisory committee's documented role.

Need
1. Evidence of the program responding to state, regional, and community needs.
2. Evidence that the program contributes to the quality of the institution, state, region, or community.
3. Courses which serve other program requirements or general education requirements.
4. Discrete courses in the program or program option.

Certificate in Surgical Technology

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Modify this program significantly.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

While the Surgical Technology program is a viable program, with adequate graduation rates, various external pressures have made it in the best interest of the College and this program to modify it significantly in response to them. These pressures include:

- National trend towards making all Surgical Technology programs AAS degree awarding

- Opportunity to partner with UM Missoula COT for delivery of online didactic coursework

- Montana Board of Regents policy 301.12 compliance

- Time needed to adequately prepare students for graduation and licensure acquisition

Therefore the College has made a commitment to retain the program, but modify it to respond to the above items accordingly.

Certificate in Surgical Technology

Addendum

The Surgical Technology Program is five years old. Currently, it is a certificate program; however the certificate program is in the process of exploring the transition to an Associate of Applied Science Degree program.

The Surgical Technology program has dual enrollment with The University of Montana-Missoula College of Technology. Purely didactic courses are offered on-line through UM-Missoula COT, while lab and clinical courses are offered by the College.

The Surgical Technology program is in good standing with its accreditation body, Commission on Accreditation of Allied Health Education Programs (CAAHEP).
Enrollment for the program is good with a range between 10 and 16. Ideal intake is 14 students as dictated by lab space and instructor time. The drop in enrollment for the 2005-2006 academic year may be the result of the implementation of an advisory interview where the realities of a Surgical Technology career are discussed with prospective students.

52% of the enrolled students successfully completed the program. Probable causes for the completion rate include:

- unrealistic expectations of the student regarding the surgical technology field
    > Advisory interview and job shadowing have been implemented
- required prerequisites do not provide an adequate foundation of knowledge
    > Anatomy & Physiology and Microbiology have been added
- work overload of the instructor
    > Didactic courses are now offered on-line through UM/COT
- small class numbers
    > One or two student events will dramatically affect the statistics

Job placement rate for this program is high – 100% of the graduates have found employment in the surgical technology field.

Surgical Technology Program Review 2006 - 2007

	2005	2004	2003	2002	2001	RA* 2005	2004	2003
Initial Enrollments	10	15	11	11	16	12.00	12.33	12.67
Graduates	6	8	8	4	7	7.33	6.67	6.33
Placements	6	8	8	4	7	7.33	6.67	6.33

PROGRAM REVIEW COMMENTS AND RECOMMENDATIONS:

• The Committee Members regard the Surgical Technology program as a viable program serving an industry need in Montana as well as in other states. The Committee recommends the continuation of this program.
• Sandra Ondler joined the program as the director in the 2005-2006 academic year. At this point, the Surgical Technology program was in turmoil. Sandra has spent much time and effort

transitioning the Surgical Program into the successful, established and organized program it is today. A major accomplishment for Sandra was increasing the passing rate of the Program Assessment Exam (required prior to graduation) from a previous passing rate of 66% to a 100% passing rate. She did this by implementing a comprehensive Surgical Technology Program Assessment Exam Review. Sandra is commended for her efforts and successes.

• With the program changing from certificate to an AAS degree, the addition of one adjunct instructor for the Spring semester is required. Finding a credentialed CST (Certified Surgical Technologist) to fill a part-time position such as this will be difficult.

• **Financial Considerations**

   - The program budget is sufficient at this time. However, the adequacy of the budget is due to the excellent community support of this program. The majority of the equipment used in the labs is contributed by local surgical facilities. These same facilities continually contribute supplies as well.

   - The Professional development budget is inadequate.
        > Funding to attend the Association of Surgical Technologists annual conference (every other year) would help the Program Director stay current in the Surgical Technologist field.

• There seems to be some unsettled issues regarding the AAS degree and the dual enrollment with the University of Montana, College of Technology. The first intake into this program is January 2007.

   - Which institute grants the degree?
   - Currently, the University of Montana requires a B in Anatomy and Physiology. We do not. This conflict will affect our students.

• **Future Enrollment Issues**

   - There may be a drop in enrollment as we transition to the AAS degree. The AAS degree has more prerequisites than the certificate program. It will take a while for the students to fulfill the new prerequisites and the transition and program redesign may take time. Working out issues with UM-Missoula COT may further complicate this.

• **Professional Development Support**

   - The Program Director feels she would benefit from some guidance regarding procedures and processes while she transitions the program from a certificate to an AAS degree.

Institutional Review Process

At MSU-Great Falls, a committee comprised of faculty, key personnel (e.g. Registrar), and the Chief Academic Officer conduct a yearly program review cycle for those programs slated to be reviewed that academic year. Each degree or certificate program will be reviewed on the basis of information gathered from the previous five years. Reporting is based on the most recent three years. A year is summer/fall/spring in that order.

There are two models for reporting, the cohort model or yearly model. Program directors may choose which format meets their program's design. In the yearly model, program directors are encouraged to report full-time and part-time students. The following are the specific data areas gathered and submitted:

COHORT MODEL = admitted to degree program as candidates
1. Years to be reviewed
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5. Placement (from above graduates)

YEARLY MODEL
1. Years to be reviewed
2. Intake students enrolled during the year
3. Number of graduates in that year
4. Other successful exits in that year
5. Placement (from above graduates)

In addition to the quantitative review factors above, the review process requires the Program Director to report on numerous qualitative factors as well. Not all factors may apply to all programs, and additional factors may be utilized as the Program Directors determine. If the program's quantitative criteria do not meet the requirements (institutional as well as Board of Regents Policy) in the review process, the qualitative review factors increase in significance and may be valid reasons to continue the program. These factors include:

Quality
1. The program reflects the philosophy and mission statement of the institution.
2. The faculty and/or graduates demonstrate significant accomplishments.
3. Students continue their education upon graduation.
4. The courses required within the program (or the entire program) articulate to other
    institutions.
5. Distinctive qualities of the program.
6. Accreditation Status (where applicable).
7. Students' success on state or national competency test (where applicable).
8. The advisory committee's documented role.

Need
1. Evidence of the program responding to state, regional, and community needs.
2. Evidence that the program contributes to the quality of the institution, state, region, or community.
3. Courses which serve other program requirements or general education requirements.
4. Discrete courses in the program or program option.

MSU-Northern
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY
SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Automotive Technology, B.S., A.A.S., C.A.S., Minor

Counselor Education M.Ed.

Education B.S. Elementary

Education B.S. Secondary Education

    Art Minor (K-12)

    Social Science-Broadfield (5-12)

    English (5-12)

    General Science (5 - 12)

    Health & PE (K - 12)

    Industrial Technology

    Mathematics (5 - 12)

Learning Development M.S.

Automotive Technology B.S., A.A.S., C.A.S., Minor

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   Minor

☒ **No**   Associate, Bachelor's

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

The campus decision is for continuation of the Automotive programs since they are vital programs in the College of Technical Sciences.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

See Addendum.

Automotive Technology B.S., A.A.S., C.A.S., Minor

A d d e n d u m

Background

Montana State University – Northern's automotive program offers a minor, a one year certificate, a two year Associate of Applied Science degree, and four year Bachelor of Science degree. The Associate of Science degree is NATEF (National Automotive Technicians Education Foundation) certified. In addition, the automotive program is partnered with industry programs such as Toyota T-TEN and Ford MLR. Our program has an active industry advisory board that meets twice a year and suggests improvements as they relate to the industry and our students. The curriculum incorporates the ASE (Automotive Service Excellence) Certification areas as the basis of course content. Tasks and proficiency requirements are those recommended by NATEF. The department prepares students to enter the workplace and perform their assignments to the expectation of the employer. Students have access to a campus Career Center to help find job placement within the industry. Students learn practical skills through lectures, group learning activities, individual projects, and hands-on experience working on manufacturer donated vehicles and customer vehicles. Graduates can enter the automotive workforce as technicians, managers, supervisors, and management trainees in independent shops, dealerships, and at the corporate level. The automotive program offers

students supervised access to the lab facilities outside of normal classroom hours to complete course requirements and perform additional vehicle repairs.

The automotive faculty stays current in their respective areas through individual study, membership in professional associations, attending seminars and by maintaining ASE certifications. The automotive department utilizes two industrial labs with space for 20 vehicles, one storage facility, lecture/lab facilities containing modern trainers and equipment such as four above ground hoists, three hunter 4-wheel alignment racks, two transmission dynamometers and one chassis dynamometer. The main automotive building has two smaller break out labs that are utilized for stationary teardowns of engines, transmissions and brake trainers. We have access to several lecture classrooms contained modernized audio/visual equipment. In addition, the Applied Technology Center has a dedicated lecture/lab classroom equipped with modernized audio/visual equipment and component storage. Students have access to two resource areas that are equipped with computers containing shop management software and electronic diagnostic manuals.   The physical infrastructure in which the automotive program operates within is being continually upgraded and improved. As a result, the automotive program recently moved into the new Applied Technology Center allowing students access to state of the art facilities. Much work has been done to upgrade equipment in the existing Automotive Building, but it still lacks in the physical design to adequately meet industry standards.

Our automotive program has been very fortunate to receive a large, one time funding source to purchase expensive equipment and trainers. While this has helped to improve our program, the need for long term stable budgets is necessary to keep our program current with industry needs. We have worked with industry to receive several donations, which reduce the demand on our operating budgets. However, these donations are not necessarily on a regular basis, and in some cases they add to the budget demands by requiring the purchase of specialized tooling and equipment to support donated equipment. The automotive program has worked with other sources on campus such as the library that purchases on-line technical service manuals for students to utilize throughout the curriculum.

NATEF Certification
Montana State University – Northern's automotive program is currently NATEF (National Automotive Technicians Education Foundation) certified in the Associate of Applied Science degree. In addition, the Toyota T-TEN program is also certified by the NATEF organization. Both certifications are current through May of 2009.
NATEF was founded in 1983 as an independent, non-profit organization with a single mission: To evaluate technician training programs against standards developed by the automotive industry and recommend qualifying programs for certification (accreditation) by ASE, the National Institute for Automotive Service Excellence.
The NATEF process has resulted in certified automotive training programs in all fifty states at the secondary and post-secondary levels. NATEF is recognized as a national standard by which automotive training programs are evaluated and reviewing across the nation.
As a direct result of acquiring NATEF certification at MSU-Northern, our automotive program is guided in maintaining up to date and applicable curriculum for our students. In addition, many donations have been received by MSUN as a direct result of our NATEF certification.

Faculty
The automotive program has four faculty members. Two of the members currently have Master degrees, and one is currently pursuing his Master degree. All four faculty members have industry experience related to their teaching fields, as well as undergraduate degrees in either

automotive or diesel technology. All faculty members are certified by ASE, of which two are Master Certified. All faculty members have several industry training certificates in courses sponsored by Toyota, Ford, and General Motors. Faculty members also hold professional memberships in several industry organizations including SAE (Society of Automotive Engineers), iATN (International Automotive Technicians Network), MACTE (Montana Associations for Career and Technical Education), TRNI (Transmission Rebuilders Network International), NACAT (North American Conference of Automotive Teachers), and ATRA (Automatic Transmission Rebuilders Association). There is a firm cohesiveness within the program, and each faculty member strives to do those things which are most beneficial to the students, college and university.

The automotive program graduate numbers are included in the charts below and have averaged 9.2 B. S. graduates a year as well as 8.6 AAS graduates per year. In looking at faculty load included in charts on the next page you will find 1.7 full time load goes toward the automotive classes, 2.0 full time load is toward ATDI classes which serve the diesel, agricultural mechanics, auto body, and the automotive programs, .3 faculty load for the AGMT program and .2 for the IT and EET programs.

Number of Student Majors

Automotive	03-04	04-05	05-06	06-07	Average, Last 4 Years
Associate	23	16	16	20	18.75
Bachelors	32	36	38	30	34
Minor					

Number of Graduates

Automotive	01-02	02-03	03-04	04-05	05-06	Average, Last 5 Years
Associate	8	12	7	7	7	8.20
Bachelors	8	15	8	5	10	9.20
Minor	8	6	2	1	1	3.60

Employer and Advisory Committee Satisfaction
The MSU-Northern automotive program has a very active advisory board that meets on a regular basis during the school year (one fall and one spring meeting). The board consists of dealer principles and high-level corporate personal representing various manufacturers, both domestic and import. The board has made numerous suggestions that have benefited the automotive program. The board has also been instrumental in recruiting efforts by hosting an open house, dealer visits to various high schools, and donations of equipment and expertise. The board works with faculty regarding curriculum changes and course changes that will benefit the MSU-Northern automotive students and program.

Uniqueness
MSU-Northern's automotive program offers unique courses and degrees for its students. The automotive program is the only one in the state of Montana that offers one year Certificate of Applied Science degrees, two year Associate of Applied Science Degrees and four year Bachelor of Science degrees. In addition to the unique degrees, we offer industry sponsored training programs linked to Ford and Toyota. Upon graduation, or students are uniquely qualified and highly sought after by industry for a variety of positions ranging from certified technicians to corporate positions within the automotive industry. Northern's automotive

program fits the needs of students and employers in the state of Montana, and allows graduates to build successful careers within the automotive industry.

Innovation

The nature of the field of automotive service technology is one that requires continual upgrading and change by the virtue of the changing nature of the automotive industry. The MSU-Northern automotive technology program does an outstanding job of maintaining technical currency as evidenced in the participation of students in the Toyota T-TEN program, Ford MLR program, dual-major students (automotive and diesel majors), and participating in co-operative education and internship opportunities during the summer months.

The automotive faculty strives to continually seek and develop new delivery methods (on-line from leading manufacturers), and subjects (for example, the ATDI prefix courses), and to ensure that the program content is current.

Placement

In reviewing the graduation lists from the previous five years we have 41 AAS graduates and 46 BS graduates. All the Bachelors graduates are employed in their field of study. All of the 41 AAS graduates are employed in their field of study with the exception of two who are employed outside their field of study and three continued into the Bachelor Program.

Relationship with Industry

The automotive program faculty have worked extensively with their advisory board members and utilized them in recruiting. They have accompanied our recruiters and faculty to high school classroom recruiting visitation and have requested that they be involved with the development of the recruiting presentation. This will take place in the fall of 2007 at the advisory board meeting. City Motors in Great Falls hosted an open house for the local community students and their parents. It was advertised over the radio and they worked in conjunction with the recruiting office as well as the auto faculty who put on a short presentation. Because of this we have created a positive image of our school and program and ended up with additional students. None of this would have been possible if the dealer had not participated with these efforts. We have also been fortunate to have industry people from Toyota Motors USA help us with our recruiting efforts regarding the methods and presentations. Toyota has invested thousands of dollars prototyping an effective recruiting model that looks like it will work for us. The auto faculty have made several high school visits, phone calls and given countless tours to prospective students. We will know in the fall of 2007 how effective our efforts have been.

Significant Changes

The general education program changed on the campus of MSUN which resulted in a restructured package of general education courses as well as the total number of required credits. The automotive program is currently utilizing the new Applied Technology Center allowing students access to state of the art facilities. A dedicated storage area has allowed us to better utilize our existing and new labs. A major investment was made in new diagnostic and testing equipment as mentioned in the program description. Two new faculty members have been hired in the past four years with current industry experience.

Resources committed to the program

As technology advances so does the need for additional resources in both the classroom and the labs. Recently MSU-Northern has received some badly needed new equipment that will help enhance the learning of the students. Some of the new equipment includes new electrical trainers, a transmission dyno, chassis dyno, scanner updates as well as other items. The addition of the ATC building has provided additional lab and lecture space as well as a facility to

showcase the advances in our programs through industry connections and events such as the state Skills USA competition. The automobile manufacturers have been generous in their donations of vehicles as well, as we currently have a fleet of newer model cars and light trucks. The rate of technological advances are not expected to slow down anytime soon therefore we must continue to move our programs forward through instructor education and new equipment. One time donations are well appreciated but are not the complete solution for continuous and consistent growth. Long range planning and steady resources with thoughtful implementation will be key.

Recommendations
The automotive program has identified targeted marketing/recruiting as a major shortfall. Automotive enrollment has been stable. However, the demand for the graduates has increased significantly from industry, and we believe our facilities and faculty can handle increased enrollment without jeopardizing the quality of the program. We are actively working with our advisory board, administration and recruiting department to address the need for a targeted marketing/recruiting plan that will address enrollment shortages in the College of Technical Science's programs. We are using the a program modeled after the successful program at San Juan College in New Mexico to base our marketing/recruiting efforts on. When they incorporated this recruiting model in a similar geographic base their enrollment went from 50 to 150 students. We feel a committed effort in the marketing/recruiting area is essential to maintain and increase enrollment in the automotive program to meet the needs of industry employers. In addition, we would like to update our diagnostic scan tools and equipment in order to meet the changing 2008 automotive standards. The industry has switched to laptop diagnostic computers and specialized software.

Conclusions
The automotive program at MSU Northern continues to be a vital program in the College of Technical Sciences. It offers students placement in lifelong careers that positively impact the surrounding area's economic base. With the implementation of the above recommendations, we feel we will be a strong factor in Montana's continued workforce development.

Counselor Education M.Ed.

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

The decision by the campus is to retain the Counselor Education K-12 graduate program.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of

the report must be more complete and detailed if the campus decision is to retain or continue the program.

The counselor education graduate program prepares counselors to work in schools, agencies, and communities to meet the needs of the culturally diverse and rural populations of Montana. The program's emphasis is on preparing counselors who are ethically and theoretically grounded in empirically researched best practices. Graduates of the program are employed in school districts, private agencies, and community health centers. The program meets a statewide need for mental health care providers.

This graduate program is administered by the provost with guidance from Graduate Council and Academic Senate. Currently, the program has 18 actively enrolled students.

The counselor education program made major revisions to its curriculum during 2000-2001 to meet Montana educator's requirements. These state requirements were aligned with the National Council for the Accreditation of Counselor Related Education Programs (CACREP) and the National Council for the Accreditation of Teacher Education (NCATE) programs.

In 2001, an additional full-time faculty member with a Ph.D. in Counseling and a Montana license as a professional counselor was hired on a tenure track. Adjunct faculty (who are also Montana licensed professional counselors or licensed psychologists) are recruited to support the program and provide additional expertise/specialization to the program. The program maintains two full-time tenure track faculty and employs adjunct for one or two courses each semester.

The counselor education program achieved NCATE accreditation in 2002.

The Master's of Education degree in Counselor Education (K-12) degree provides two tracks for its students. The K-12 school counselor track fulfills the institutional requirements for recommendation for an endorsement for licensed teachers and others to the Montana Office of Public Instruction in school guidance counseling. The second track provides the coursework and experiences required to be eligible to apply to the Montana Board of Social Workers and Professional Counselors for state licensure as a licensed clinical professional counselor.

The counselor education program's delivery has moved from a traditional once-a-week schedule for each class to a weekend delivery schedule for all classes. Summer 2005 was the first semester that all courses in the program were delivered on the weekend schedule. The courses for the program are held in Great Falls or in Havre according to the published class delivery schedule. The three-year schedule allows students to plan their schedule of classes for the semester in advance. One resident fulltime faculty member is located in Great Falls, and one resident full time faculty member is located in Havre. Full-time faculty are responsible for student advising. Most students in the program are nontraditional (e.g., enrolling in 9 or less credits each semester, typically hold full-time employment).   During the Academic Year 2007, the Master's of Education, Counselor Education K-12 completed an internal review process by the program faculty, and provost.

Graduation Data

Graduation rates for the Masters of Education, Counselor Education K-12 over the last five years are outlined as follows:

AY 2002	AY 2003	AY 2004	AY 2005	AY 2006	5 –year Avg.
15	10	2	15	9	10.2

Education B.S. Elementary

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

The campus decision is to retain the program and degree in Elementary Education. It is one of the strongest programs for the institution. All Education programs will receive a comprehensive review in 2007-2008 for specialized NCATE/OPI PEPP Standards Approval visit scheduled for Spring 2009.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Perhaps a good descriptor for the analysis and appraisal of the education programs is "work in progress". The education department is on a journey of continuous improvement; and as such is on it's way but not where it needs to be. Within the past year there have been two rather serious reviews of the education program (see Exhibit 2-46, White and Rowland, May, 2006 and Exhibit 2-47, Longin, February 2007). The White and Rowland review was focused on the readiness of the education unit for a forthcoming NCATE visit as part of the accreditation review process. The Longin review focused on the processes of accreditation and the status of the education department. Emerging from these reviews is a plan for renewal and improvement (see Exhibit 2-48, Longin, March 2007). The plan set forth is primarily focused on the undergraduate programs. This plan has been reviewed and accepted by the faculty involved. The goal of the plan is to ensure that "students of education at MSUN will be provided high quality education and training experiences determined to be essential for successful K-12 educational service." The objectives are focused on aligning the education program offerings with the 2007 Professional Educator Preparation Program (PEPP) Standards (see Exhibit 2-3, Office of Public Instruction PEPP Standards, 2007) as articulated by the Office of Public Instruction and being prepared for the Montana State accreditation review scheduled for the Spring semester of 2009; reviewing and articulating a "conceptual framework" that is a living document setting the direction for all elements and activities of the education unit; improving existing education

programs and courses as well as initiating new courses that are relevant, aligned, sequences, of quality depth, and are focused on the outcomes of the PEPP standards; focusing and refining the development of the education program's comprehensive assessment model to improve datadriven decision making and unit accountability; and providing focused professional development for faculty that promotes scholarly engagement; and, professional development for in-service practitioners designed to help meet the continuous emerging needs in the K-12 settings.

Education B.S. Elementary

Addendum

The review process engaged in for these programs was that performed for the self-study of the Northwest Commission on Colleges and Universities. MSU-Northern was scheduled for a site visit as of October of 2007. The program is scheduled for a comprehensive NCATE/OPI PEPP review in the spring of 2009.

Graduation Data Elementary Education BS

AY 01-02	26
AY 02-03	45
AY 03-04	45
AY 04-05	41
AY 05-06	50

5YR. Average = 41.40

Art (K - 12 Minor)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   Art Minor   (K - 12)

☐ **No**

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

The campus decision is to retain the program and degree for Art Minor (K-12)

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

We do believe we need to retain this offering since there are no additional expense factors as long as we retain our Graphic Design program. The teaching minor in K-12 art provides our

education students with an option for certification in an area that is frequently needed in the K-12 settings.

Graduation Data

AY 01   2
AY 02   1
AY 03   0
AY 04   1
AY 05   2

AVG=   1.2

Secondary Education B.S. Social Science Broadfield (5 - 12)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   Social Science Broadfield (5 - 12)

☐ **No**

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

The campus decision is to retain the program and degree for Secondary Education Social Science Broadfield (5-12) major.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

In social studies prior to 2000 the average number of graduates was approximately 5 students. After 2000 the average is 1.8. Currently we have 9 students declared as broadfield social science majors and 15 students declared as potential history/political majors.

Graduation Data

AY 01   1
AY 02   2
AY 03   0
AY 04   2
AY 05   4

AVG   =   1.8

Secondary Education B.S. Social Science Broadfield (5 - 12)

Addendum

We are committed to retaining the broadfield social studies program and will be seeking to acquire approval for a history and political science major. Having majors in these areas for 5-12 endorsement are currently required under the federal definition of "highly qualified".

Secondary Education B.S. English (5 - 12)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   English (5 - 12) major and minor

☐ **No**

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

The campus decision is to retain the program and degree for Secondary Education English (5- 12) major and minor.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The decision by the institution is to retain the English 5-12 program and to work hard to recruit more students to the program. The program is aligned with NCTE (National Council of Teachers of English), state, and NCATE standards. The curriculum provides students a thorough background in English and American literature, an introduction to the literature of other cultures, a knowledge of theories of literary criticism and grammar, and extensive writing experience. In addition to general courses in secondary pedagogy, graduates complete a required course in

methods of teaching English. The capstone course requirement engages students in research and an application of critical theory. All of the four full time faculty teaching courses in the English Education major possess terminal degrees in English; among them, the English faculty share interest in expertise in all aspects of the discipline. Enrollment in the program is well below capacity. Comments from student advisees and potential students who inquire about the program suggest two major factors currently limit enrollment. First, the institution offers none of the majors or minors in secondary education most likely to attract students with a primary interest in English education. Secondly, many students who express initial interest in the program indicate that they are interested in English, but not in teaching. These findings suggest that the institution should consider creation of additional secondary majors or minors, especially in history, and might consider creation of a nonteaching major in English (as well as in history and perhaps political science).

Graduation Data	Major	Minor
AY 01	7	0
AY 02	5	0
AY 03	1	1
AY 04	4	2
AY 05	4	0
AVG=	4.2	.84

Secondary Education B.S. General Science (5 - 12)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   General Science (5 - 12)

☐ **No**

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

The campus decision is to retain the program and degree for Secondary Education General Science (5-12) .

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Highly qualified science teaching is an area that is in high demand in our K-12 schools. This is also an area our country clearly recognizes as a series area of need if we are to remain

competitive within the global economy. Even though it could be said that, "the future of this content area is questionable with these graduation rates", we believe that we need to retain this program and seriously commit to an intense recruitment engagement . Our goal is to re-energize this program with relevant content and methods to attract a serious student population who will be challenged with our "excellence" and enthusiasm and satisfied with their program and preparation. The general science, also known as broadfield science, is a content major for students interested in becoming endorsed educators for grades 5 – 12. The major includes coursework in three scientific areas: biology, chemistry and physical sciences. The general science major for secondary education students was developed to provide middle school and high school teachers with the scientific background to teach the variety of science course they might be asked to teach. The broadfield structure was developed to address the specific needs of rural middle, junior and high school situations. Often times, a science teacher in these settings in rural areas has to teach courses in these three scientific areas.

Graduation Data

AY 01	0
AY 02	2
AY 03	1
AY 04	1
AY 05	0
AVG=	.80

Secondary Education B.S. Health & PE (K - 12)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   Health & PE minor (K - 12)

☒ No   Health & PE B.S. Secondary Education

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

The campus decision is to retain the program and degree for Health & PE (K-12) .

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Health and Physical Education Program prepares candidates to graduate with a BS in Education with an endorsement for licensure in K-12 HPE. The curriculum is closely aligned with Montana (MT) Health Enhancement Standards for K-12 education, the National Association of Physical Education (NASPE) standards, the American Association of Health Education (AAHE) standards and the NCATE standards. We do believe that we have a viable program in this area and with some continuous review and modification it will continue to serve our regional student population quite well.

Graduation Data	Major	Minor
AY 01	8	2
AY 02	8	1
AY 03	13	1
AY 04	8	1
AY 05	4	0
AVG=	8.2	1.0

Secondary Education B.S. Industrial Technology (5 - 12)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   Industrial Technology (5 - 12)

☐ **No**

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

The campus decision is to retain the program and degree for Industrial Technology   (5-12) .

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

We will retain this program and work to learn from the various school districts as to their needs as well as perhaps forming partnerships and helping establish inter-district cooperatives to provide the 5-12 student populations with opportunities in this area. This is a dual-track degree for those seeking employment in the technical fields of industry or for those pursuing educator licensure in Industrial Technology Education. Students will enroll in either the Industrial Technology track with a major in Industrial Technology and a minor in a field of his/her choice or

enroll in the Secondary Education degree which prepares the graduate for educator licensure. The teacher education student takes the necessary education courses in lieu of a minor. Because of our service region, we feel it is most essential that our K-12 schools have access to trained individuals who can work with the K-12 student populations to serve this region and its industrial and agricultural technological needs.

Graduation Data

AY 03	2
AY 04	4
AY 05	4
AVG=	3.3

Secondary Education B.S. Mathematics (5 - 12)

Programs fall into the category described in Section E. of Policy 303.3:

☒ **Yes**   Mathematics (5 - 12)

☐ **No**

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

The campus decision is to retain the program and degree for Secondary Education Mathematics (5-12).

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Mathematics Program, having a teaching and non-teaching major option, was just recently approved by the BOR during their September 2006 meeting. The enrollment in the program is currently showing seven (7) declared majors that could matriculate within the next two years. Because it is just recently been "reborn", we recognize there will be a limited enrollment for approximately four years, thereafter we would anticipate a more robust enrollment.

Learning Development M.S. in Education

Programs fall into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**

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

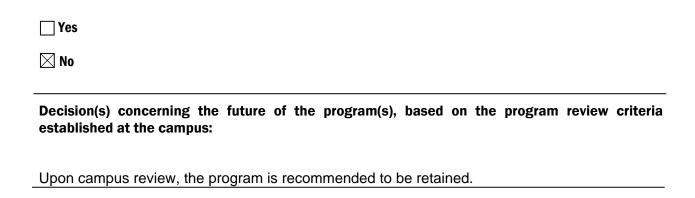Upon campus review, the program is recommended to be retained.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The decision by the campus is to retain this strong graduate program. This graduate program that meets an identified regional need for post-bachelor study for professional K-12 educators and other professionals (librarians, nurses & other healthcare workers, military personnel, extension agents, and other government personnel focused on training).This graduate program is (as are all) administered by the provost with guidance from Graduate Committee and Academic Senate. The current enrollment represents approximately 13. The graduation rate indicates strong retention statistics, and interest surveys support potential to maintain and expand graduate enrollment in the region using a cohort weekend delivery model.

Graduation Data

Graduation rates for the Masters of Science in Education, Learning Development over the last five years are outlined as follows:

AY 2002	AY 2003	AY 2004	AY 2005	AY 2006	5 –year Avg.
10	67	2	32	5	23.2

Learning Development M.S. in Education

Addendum

In 1996, a Master of Science in Education degree in Learning Development was added to Master's offerings a MSU Northern. Currently, it is one of the two masters degrees remaining and viable at Northern. In 2000, and after careful consideration and market analysis by the faculty (expressed need for teachers to work during the summer) the program was modified to delivery on a weekend cohort model. Currently one cohort is being offered in Great Falls. This is the eighth cohort offering to date with three other cohort programs being considered (Great Falls Cohort 5; Havre Cohort 2 and Browning Cohort 2). The program pays close attention to assessment, suggested faculty loads per National Council for Accreditation of Teacher

Education (NCATE) accreditation standards, and program quality which results in continued interest in the program on a regional cohort basis.

The degree is supported by one full-time faculty member assigned to the program, who is responsible for program coordination, program entry and exit requirements and student advising.

Graduate degree requirements meet national norms in terms of the number of course credits and the course levels required. A regular self-study and external program review (NWCCU, OPI & NCATE) provide a means for programs to assess the effectiveness of their graduate programs and to modify them when evidence suggests the need. The electronic portfolio, and most recently, the action research project are exit requirements for the Learning Development program. Candidate learning outcomes are assessed using these exit requirements. The five program strands of Assessment, Theory/Application, Critical Reflection, Diversity, and Technology are interwoven through the tree dimensions of Learners, Learning Environments and Facilitations of Learning. This 3 X 5 Conceptual Framework for the program has been very effective in ensuring a well prepared candidate upon graduation.

The internal review process for MSU Northern is based upon a scorecard that was developed and approved by the faculty during AY 2002. The scorecard is located on MSU-Northern's website at http://www.msun.edu/admin/policies/403-1.htm . The primary components of the scorecard include student enrollment and graduation rates, quality, innovation and uniqueness, placement and industry demand, efficient use of resources, relationship to university's mission, academic goals and performance measures used to measure progress towards academic goals. The following narrative provides recommendations for the program:

• Graduate enrollment, graduate rate and retention are strong components of the program.
• To increase enrollments and continue to meet the mission of the university an increase of offering two cohorts consecutively should be considered.
• A planning and marketing protocol should be initiated one year prior to completion of cohorts.
• The weekend cohort program offering provides a unique and valuable option from traditional delivery is very successful.
• Graduates of the program continue are employed and maintain and enhance opportunities.
• The program has implemented an action research exit requirement which is proving very successful in advancing academic goals and achievement of the program.
• More exposure on a yearly basis of graduate achievements should be considered at state educational events (e.g. attend and highlight exit action research projects at MEA-MFT Education Conference through poster sessions).
• Summer intensive weeks should be modified to be offered during the first two weeks in June after the majority of graduate students have completed their contractual obligations.

UM-Missoula
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Communication Studies

Environmental Studies

History

Mathematical Sciences

Political Science

Communication Studies

Bachelor of Arts degree in Communication Studies
3 options, in Communication and Human Relationships; Organizational
Communication; Rhetoric and Public Discourse
minor in Communication Studies
M.A. degree in Communication Studies

b. Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No

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

Bachelor of Arts degree in Communication Studies: Retain the program as is
      3 options, in Communication and Human Relationships; Organizational Communication;
      Rhetoric and Public Discourse: Retain the programs as they are.
minor in Communication Studies: Retain the program as is
M.A. degree in Communication Studies: Retain the program as is

Degrees Conferred	Bachelor's				Master's			
	FY2005	FY2006	FY2007	Average	FY2005	FY2006	FY2007	Average
TOTAL	119	118	128	121.7	10	12	12	11.3
Primary Majors	32	28	33	31.0	10	12	12	11.3
Option-Communication and Human Relationships	9	11	8	9.3				
Option-Organizational Communication	34	39	42	38.3				
Option-Rhetoric and Public Discourse	16	7	2	8.3				
Minors	28	33	43	34.7				

d. Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Department of Communication Studies enrolls approximately 100 pre-majors, 100 undergraduate majors and 20 graduate majors. They graduate about 60 undergraduate majors each year. The number of graduate degrees awarded ranges from 1 to 10 each year.

The Department contributes to the undergraduate mission of the University by enrolling approximately 250 FTE each fall semester and generating approximately 3600 SCHs.

The Department's overall goal is "to provide students with communication skills and understanding of the communication process to function in a complex and changing society." The faculty are "concerned with the ability to express ideas in an informed and coherent manner; the ability to articulate, debate, and negotiate issues; and to do so both orally and in writing. [They] are committed to promoting knowledge, criticism, and practical application of human communication. [They] educate students to be critical observers of social problems and discourse about them, to participate effectively in public life as citizens, and to become involved in culturally diverse personal and professional relationships in their communities."

The Department provides students with opportunities for internships, service learning, debate/forensics, participation in Lambda Pi Eta (Honor Society), Honors coursework, research, and closely supervised teaching opportunities.

At the graduate level, students are prepared for doctoral study (approximately 40% pursue a doctoral degree upon leaving UM) and non-academic careers.

Communication Studies

Bachelor of Arts degree in Communication Studies
3 options, in Communication and Human Relationships; Organizational
Communication; Rhetoric and Public Discourse
minor in Communication Studies
M.A. degree in Communication Studies

Addendum

Self-study prepared—January 2007 by Dr. Alan Sillars (Chair)
External reviewer visited campus—February 27-March 2, 2007
        Dr. Dennis Gouran, Penn State University, met with department faculty, affiliated faculty in other departments, undergraduates, staff, the Dean of Arts and Sciences, the Dean of the Graduate School, the President, Associate Provost Arlene Walker-Andrews and Associate Provost James Staub during the visit.

Report received from external reviewer—March 12, 2007
        Summary paragraph: The Department of Communication Studies at The University of Montana is one in which the institution justifiably can, and should, take pride. Despite its limited resources and relatively small faculty, the department has managed to offer an excellent undergraduate program while at the same time establishing itself as a unit providing Master's level work that serves well the interests and needs of students wishing to pursue both non-academic and academic careers. ..Few Communication departments of my acquaintance involved in both undergraduate and graduate education appear to be so accommodating of undergraduate majors, graduate students seeking other than academic careers, and graduate students planning to advance to doctoral-level work.

Graduate Council review—received May 9, 2007

Commendations sent to the department faculty, including

1. The outstanding quality of its undergraduate and graduate programs in all major efforts.
2. The reports from students about the quality of advising they receive from faculty.
3. The caliber of both teaching and publishing by the Department. Faculty consistently score high marks in student ratings, and the quantity and quality of faculty publications runs very high.

Recommendations (to be discussed and refined). The Department needs to consider:
1. "Changing trends in the field" (i.e. technology, health), and how the Department can incorporate these into the Program.
2. Facilitating graduate students, particularly graduate assistants in regards to space, technological needs, support, and stipend levels.
3. Increasing external support. The Department must identify government and private agencies that support research in their cognate areas and pursue funding.

Department Chair conference with Provost and Associate Provost—October 30, 2007

Department Chair and Provost complete joint action plan—in preparation

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Environmental Studies

Bachelor of Arts degree in Environmental Studies
minor in Environmental Studies
M.A. degree in Environmental Studies

b. Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No   [see Table below]

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

Bachelor of Arts degree in Environmental Studies: Retain the program as is
minor in Environmental Studies: Retain the program as is
M.A. degree in Environmental Studies: Retain the program as is

Degrees Conferred	Bachelor's				Master's			
	FY2005	FY2006	FY2007	Average	FY2005	FY2006	FY2007	Average
TOTAL	47	69	69	61.7	73	55	55	61.0
Primary Majors	42	59	67	56.0	73	55	55	61.0
Minors	5	10	2	5.7				

d. Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Department of Environmental Studies enrolls approximately 150 undergraduate majors and 80-90 graduate majors. They graduate about 25 undergraduate majors each year. The number of graduate degrees awarded averages about 35.

The Department contributes to the undergraduate mission of the University by enrolling approximately 70 FTE each fall semester and generating approximately 1600 SCHs.

The Department seeks to educate and challenge students to become knowledgeable, motivated, and engaged in environmental affairs. The faculty offer an interdisciplinary approach that integrates natural sciences, social sciences, and humanities, as they provide both classroom and experiential learning opportunities.

The Department provides students with opportunities for internships, service learning, and research. Notable program features include a Program in Ecological Agriculture and Society (PEAS) in which students produce a variety of food crops for a community supported agriculture program that distributes food to the Missoula Food Bank. Undergraduate and graduate students participate in the Transboundary Policy, Planning and Management Initiative, a joint effort of the University of Calgary Faculty of Environmental Design and the UM Environmental Studies Program. Additional programs include the UM Watershed Health Clinic, Camas (a biannual literary journal), the Clark Fork River Symposium, High Plains Films Project, Renewable Energy Projects, the Natural Resources Conflict Resolution Certificate Program, and The Environmental Writing Institute..

At the graduate level, students can also complete a joint Law/EVST Master's degree program, receiving both a Masters and a JD in four years.

Environmental Studies

Bachelor of Arts degree in Environmental Studies
minor in Environmental Studies
M.A. degree in Environmental Studies

A d d e n d u m

Self-study prepared—January 2007 by Dr. Len Broberg (Chair)
External reviewer visited campus—February 8-9, 2007
	Dr. Alan Dickman, Senior Instructor and Research Associate Professor in Biology and Director of the Environmental Studies Program at the University of Oregon, met with department faculty, affiliated faculty in other departments, undergraduates, staff, the Dean of Arts and Sciences, the Dean of the Graduate School, the President, Associate Provost Arlene Walker-Andrews and Associate Provost James Staub during the visit.

Report received from external reviewer—March 9, 2007
	Summary paragraph: The Environmental Studies program's mission statement is an accurate representation of what this program strives to do: provide students with the skills and

awareness to effect positive changes in the communities and environment of Montana. Program faculty are united in this goal and are strongly dedicated to their work. Despite coming from varying backgrounds (social science, natural science, humanities), they have a deep respect for, and are unwavering in support of the work done by their colleagues. The history and culture of community service is self-reinforcing as many who witness the dedication of their past and present colleagues strive to live up to group expectations while still pursuing more traditional academic scholarship. I was gratified to hear from administrators at all levels that the kind of community outreach and service work that EVST faculty engage in is highly valued and seen as appropriate to the mission of the program and the university.

Graduate Council review—received April 25, 2007

Commendations sent to the department faculty, including
1. The PEAS Program is "hugely successful" for students, the University and community as a whole. Faculty dedication is critical to the success of the program.
2. The program covers a wide range of areas, enhancing students' experience and giving them "the ability to address environmental issues with remarkable interdisciplinary collaboration," and includes rigorous requirements in the natural sciences and statistics. Students highly praised the opportunity to tailor-make their own program through these various areas of study.
3. Community service is valued and supported by the program. Many faculty and students are deeply involved within the community and region in various independent agencies and government bodies.
4. The program faculty have strong track records for interdisciplinary research and teaching and the application of research to community issues, which could serve as a model for other programs at The University of Montana.

Recommendations (to be discussed and refined). The Department needs to consider:
1. A range of options for maintaining and perhaps expanding the PEAS program, with particular attention to funding opportunities.
2. Maintaining and strengthening the natural science component of the program, keeping this goal at the forefront when planning for future faculty hires, assignment and sharing of laboratory space, and making curricular decisions (e.g., adding coursework in "alternative energy, atmospheric science, and related areas.").
3. Transformations to the graduate program, with attention to the following concerns: the number of students admitted each year; the number of funded positions available for students; the advising/mentoring requirements for faculty, time to degree; whether the thesis, portfolio, and professional paper options are equally demanding and useful for students; and how best to structure the joint EVST/JD curriculum.
4. Increasing the number of service-learning opportunities available for undergraduates and the amount of interaction between graduate and undergraduate students in the program.
5. Review of undergraduate curriculum for redundancy and relevance (i.e., course content, visiting speakers, recommended minors and double majors, etc.).

Department Chair conference with Provost and Associate Provost—October 29, 2007

Department Chair and Provost complete joint action plan—in preparation

History

Bachelor of Arts degree in History
Bachelor of Arts degree in History Education/Teaching
Bachelor of Arts degree in History & Political Science
minor in History
M.A. degree in History
Ph.D degree in History

b. Programs fall into the category described in Section E. of Policy 303.3:

☒ Yes

☐ No   [see Table below]

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

Bachelor of Arts degree in History: Retain the program as is
Bachelor of Arts degree in History Education/Teaching: Retain the program as is
Bachelor of Arts degree in History & Political Sciences: Retain the program as is
minor in History--Retain the program as is
M.A. degree in History: Retain the program as is
Ph.D. degree in History: Retain the program as is.

Degrees Conferred	Bachelor's				Master's				Doctoral			
	FY05	FY06	FY07	Average	FY05	FY06	FY07	Average	FY05	FY06	FY07	Average
TOTAL	184	170	145	166.3	13	14	3	10.0	0	0	0	0.0
Primary Majors	144	120	109	124.3	13	14	3	10.0	0	0	0	0.0
Minors	40	50	36	42.0								

d. Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Department of History bases its curriculum on the principles that the study of history has intrinsic value, both as intellectual training and as a classic means of understanding human nature. The faculty strive to acquaint students with history as an analytical research discipline and to provide them with a life perspective based on actual human experience. Students are taught to perceive fundamental patterns of change that affect society's institutions and values, as well as improve their understanding of mankind's cultural heritage, the nature and background of the forces shaping contemporary civilization, and the multicultural and international dimensions of human experience.

The Department of History enrolls approximately 290 undergraduate majors and 25-30 graduate majors. They award approximately 70 undergraduate majors each year. The number of graduate degrees awarded is 7-9. The Ph.D. in History was approved by the Board of Regents in summer 2003, therefore no students would have progressed far enough to graduate in this program.

The Department contributes to the undergraduate mission of the University by enrolling approximately 350 FTE each fall semester and generating approximately 5100 SCHs.

The Department of History created an Assessment Committee comprised of 3 faculty members to investigate and develop additional assessment tools. These will include embedded assessments in the 300-level courses and a pre- and post-test of knowledge of history to be given to sophomore and senior undergraduates.

History

Bachelor of Arts degree in History
Bachelor of Arts degree in History Education/Teaching
Bachelor of Arts degree in History & Political Science
minor in History
M.A. degree in History
Ph.D degree in History

A d d e n d u m

Self-study prepared—February 2007 by Dr. Richard Drake (Chair)
External reviewer visited campus—April 22-25, 2007
      Dr. Richard Beringer, Chester Fritz Distinguished Professor Emeritus of History at the University of North Dakota met with department faculty, affiliated faculty in other departments, undergraduates, staff, the Dean of Arts and Sciences, the Dean of the Graduate School, the President, Associate Provost Arlene Walker-Andrews and Associate Provost James Staub during the visit.

Report received from external reviewer—May 6, 2007
      Summary paragraph: My impressions were very favorable… Both your undergraduate and graduate programs have a number of strong points, and the chair is working on some necessary planning for the future. The department has a great deal going for it…[comparisons of] faculty background and achievements at Montana with those at several midwestern and western universities….the overall quality did not equal the department at Montana.

Graduate Council review—in draft form; expected October 1, 2007

Department Chair conference with Provost and Associate Provost—to be scheduled

Department Chair and Provost complete joint action plan—in preparation

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Mathematical Sciences

Bachelor of Arts Degree in Mathematical Sciences
   Options, in Applied Analysis, Combinatorics and Optimization, Mathematics Education, Pure Mathematics, Statistics
Bachelor of Science Degree in Math-Computer Science
minor in Mathematical Sciences
M.A. Degree in Mathematical Science
   Options, in Algebra, Analysis, Applied Mathematics, Mathematics Education, Operations Research, Statistics
Ph.D. degree in Mathematical Science
   Options, in Algebra, Analysis, Applied Mathematics, Operations Research, Statistics

b. Programs fall into the category described in Section E. of Policy 303.3:

x Yes   [see Table below]

___ No

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

Bachelor of Arts degree in Mathematical Sciences: Retain as is
Options, in Applied Analysis, Combinatorics and Optimization, Mathematics Education, Pure Mathematics, Statistics: Modify the program(s) significantly.
Bachelor of Science degree in Math-Computer Science: Retain as is
minor in Mathematical Sciences: Retain as is
M.A. degree in Mathematical Science: Retain as is
Options, in Algebra, Analysis, Applied Mathematics, Mathematics Education, Operations Research, Statistics: Modify the program(s) significantly
Ph.D. degree in Mathematical Science: Retain as is
Options, in Algebra, Analysis, Applied Mathematics, Operations Research, Statistics: Modify the program(s) significantly

Degrees Conferred	Bachelor's				Master's				Doctoral			
	FY05	FY06	FY07	Average	FY05	FY06	FY07	Average	FY05	FY06	FY07	Average
TOTAL	37	37	42	38.7	11	11	7	9.7	4	4	4	4.0
Primary Majors - B.A	11	6	11	9.3								
Option-Applied Analysis	2	4	2	2.7								
Option-Combinatorics and Optimization			2	0.7								
Option-Math Education	8	5	6	6.3								
Option-Pure Math		2	5	2.3								
Option-Statistics	6	2	4	4.0								
Primary Majors - B.S.												
Mathematical												

Sciences- Computer Science	1			0.3		
Minors	9	18	12	13.0		

d. Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Department of Mathematical Sciences enrolls approximately 70 undergraduate majors and 25 graduate majors. They award approximately 15 bachelors each year, and about 8 graduate degrees.

The Department contributes to the undergraduate mission of the University by enrolling 700-800 FTE each fall semester and generating approximately 11,000 SCHs. All students at The University of Montana must demonstrate basic skills in mathematic, and many students also enroll in mathematics courses to fulfill requirements in the area of symbolic systems.

The Department of Mathematical Sciences espouses a threefold mission: to teach mathematics; to advance the mathematical sciences by research; and to serve the university, state and nation by sharing … mathematical expertise through outreach, consultation and collaboration. They seek to provide students with training in mathematics, statistics, and mathematics education necessary for success in their careers. They attempt to extend the frontiers of knowledge in mathematics, statistics, and mathematics education by producing quality research with original results, by supervising students' research at the graduate and undergraduate levels, and by conducting interdisciplinary research with researchers in other fields. An additional important responsibility is to provide mathematical resources for researchers and graduate students in other disciplines at the university and to provide outreach programs and leadership for K-12 teachers and students. As part of the Program Review process, the department concluded that many of the options within the program could be collapsed and, in some cases, renamed to reflect progress and titles more germane to areas of specialization in the field.

Mathematical Sciences

Bachelor of Arts degree in Mathematical Sciences
Options, in Applied Analysis, Combinatorics and Optimization, Mathematics
Education, Pure Mathematics, Statistics:
Bachelor of Science degree in Math-Computer Science
minor in Mathematical Sciences
M.A. degree in Mathematical Science
Options, in Algebra, Analysis, Applied Mathematics, Mathematics Education,
Operations Research, Statistics
Ph.D. degree in Mathematical Science
Options, in Algebra, Analysis, Applied Mathematics, Operations Research,
Statistics

Addendum

Self-study prepared—December 2006 by Dr. David Patterson (Chair)
External reviewer visited campus—March 18-21, 2007
　　　Dr. Richard Aron, Professor of Mathematical Sciences at Kent State University, met with department faculty, affiliated faculty in other departments, undergraduates, staff, the Dean of Arts and Sciences, the Dean of the Graduate School, the President, Associate Provost Arlene Walker-Andrews and Associate Provost James Staub during the visit.

Report received from external reviewer—March 28, 2007
　　　Summary paragraph: My overall impression at UM is of a harmonious group of talented mathematical scientists who are juggling (by and large successfully) their varied professional lives as researchers, teachers, and administrators within their Department. .. The program for mathematics (and/or mathematics education and/or statistics) majors is quite good, giving plenty of opportunities for serious majors…There is no problem at all with advising undergraduate majors … The graduate program is a demanding one, with several significant and clearly defined requirements. The graduate students [are] an upbeat, enthusiastic, and cordial group… A reason for the upbeat nature of the graduate students in this Department is the fact that because of recent external funding (joint grants with other departments) and because of the anticipated Predoctoral Associate Program, their number may soon increase markedly. Parenthetically, the decision to support increased numbers of graduate students in the Mathematical Sciences seems to be a very shrewd move on the part of The University of Montana: Because of a wave of impending retirements nationwide and the growing awareness of the vital role played by mathematics, ever-increasing attention is being given to what is becoming a "buyer's market" from the point of view of mathematics employment prospects.

Graduate Council review—draft received March 16, 2007

Commendations sent to the department faculty, including
1. Despite specializations in a diverse range of branches within the field of Mathematics, the faculty collaborate well together and have created a "harmonious place to work," furthering the success of the department.
2. The Department has valuable interdepartmental partnerships, as with Wildlife Biology, Chemistry, Geosciences and Pharmacy -- examples of cooperative research that the external reviewer found "remarkable."
3. The Department generously supports their graduate students, not only financially, but also personally by providing space in Corbin Hall, as well as organizing a forum where students can exchange ideas and present their work.
4. The Department has increased the number of graduate students that it can support by collaborating in the IGERT and EPSCor programs, as well as through creation of Predoctoral Fellows.

Recommendations (to be discussed and refined). The Department needs to consider:
1. Concerns expressed about the number of options (6 M.A. and 6 Ph.D.) within the major. Board of Regents policy 303.3 stipulates that programs should graduate a minimum of 3 M.A. and/or 2 Ph.D. recipients, or make a case for retaining a major or option.
2. Offering a more consistent availability in upper division and graduate courses, particularly those required for graduation.
3. The balance in the number of faculty in each specialization. The external reviewer did not consider that maintaining an equal number in each area necessarily optimal.

4. Development of a plan to assure student access to computers.
5. Continued effort to develop the doctoral emphasis in Computational Studies.
6. Changes required by the Board of Regents' policy regarding "remedial" coursework. Some of the material included in the self study and the external reviewer's comments has been superseded by BOR policy. Continue to work with the Office of the Provost and the Dean's Office to modify the offerings and staffing as necessary.

Department Chair conference with Provost and Associate Provost—October 29, 2007

Department Chair and Provost complete joint action plan—in preparation

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Political Science

Bachelor of Arts degree in Political Science
   Options, in American Politics, International Relations, Public Administration, Public Law, Political Science & History
minor in Political Science
M.A. degree in Political Science
   Option, in Comprehensive Study, Non-thesis
M.P.A. in Public Administration; joint M.P.A. and J.D.

b. Programs fall into the category described in Section E. of Policy 303.3:

☒ Yes   Add information here [see Table below]

☐ No   Add information here

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

Bachelor of Arts degree in Political Science--Retain the program as is
Options, in American Politics, International Relations, Public Administration, Public Law, Political Science & History--Modify programs significantly.
minor in Political Science--Retain the program as is
M.A. degree in Political Science—Retain the program as is
   Option, in Comprehensive Study, Non-thesis—Retain as is
M.P.A. in Public Administration; joint M.P.A. and J.D.—Retain as is

	Bachelor's				Master's			
Degrees Conferred	**FY05**	**FY06**	**FY07**	**Average**	**FY05**	**FY06**	**FY07**	**Average**
TOTAL	**109**	**132**	**121**	**120.7**	**11**	**6**	**14**	**10.3**
Primary Majors	41	70	59	56.7				
Option-American Politics	10	5	2	5.7				
Option-International Relations								

and Comparative Politics	20	18	27	21.7	
Option-Public Administration	14	12	10	12.0	
Option-Public Law	23	24	26	24.3	
Political Science-History	4	3	2	3.0	
Minors	17	18	22	19.0	

d. Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The Department of Political Science enrolled an average of 302 undergraduate majors over the past 3 years along with 19 graduate majors. They graduate about 50 undergraduate majors each year. The number of graduate degrees awarded averaged 10 over the page 3 years. Options within Political Science vary depending in part on interests of cohorts of students. For example, 3 years ago 10 students graduated in American Politics, but only 2 in the past year. These options will be discussed further during scheduled meetings, especially in light of the external reviewers' recommendations about balancing graduate and undergraduate education.

The Department contributes to the undergraduate mission of the University by enrolling approximately 275 FTE each fall semester and generating approximately 4500 SCHs.

The goal of political science is to understand how communities use power to shape the live of individuals. Political scientists observe the world's political institutions, study the nature of political leadership, the factors that underlie political decisions, and legal processes used to make governmental decisions, and the goodness and badness of policies. Regarding its teaching mission, the department aims to (a) assist students to secure a broad liberal education, (b) equip students with the foundations of citizenship, (c) prepare students to continue their student of politics at the master's and doctoral level, (d) prepare students to pursue careers in government and politics, (e) prepare students to teach government in middle and secondary schools, and (f) prepare students to attend law school. Regarding their research mission, faculty aim to discover and publish findings that add to the theoretical and knowledge bases of politics.

The Department has recently formalized its student-learning goals and is developing both formative and summative measures for assessing these goals. They have introduced two special one-credit writing courses and capstone courses. They continue to offer summer Study in Mexico, internships, involvement in Pi Sigma Alpha, a departmental newsletter, and other engagement activities.

At the graduate level, students are prepared for teaching, research, and doctoral-level work in the M.A. program. The non-thesis option provides students with an alternative track for obtaining the M.A. degree. The M.P.A. program prepares students for professional careers in government and nonprofit agencies and to enhance the professional competence of in-service public administrators. The Joint Law and Public Administration program permits students to earn the M.P.A. and a J.D. in less time than pursuing the degrees consecutively.

Political Science

Bachelor of Arts degree in Political Science
     Options, in American Politics, International Relations, Public Administration, Public Law, Political Science & History
minor in Political Science
M.A. degree in Political Science
     Option, in Comprehensive Study, Non-thesis
M.P.A. in Public Administration; joint M.P.A. and J.D.

A d d e n d u m

Self-study prepared—November 2006 by Dr. James Lopach (Chair)
External reviewer visited campus—March 11-13, 2007
        Dr. Carolyn Rhodes, Utah State University, met with department faculty, affiliated faculty in other departments, undergraduates, staff, the Dean of Arts and Sciences, the Dean of the Graduate School, the President, and Associate Provost Arlene Walker-Andrews during the visit.

Report received from external reviewer—March 12, 2007
Summary paragraph: The Department of Political Science at the University of Montana is an excellent department given its size and resources. The faculty is first rate, holding degrees from the very best programs in the country, and its ongoing commitment to excellence in scholarship, teaching and service is evident. It is an ambitious department in this regard. It has consistently produced 7,000-8,000 student credit hours annually for the University for the past several years with only 9 Full Time Equivalent Faculty members and a teaching load of 5 courses per year. To place this in perspective, my own department has 14 FTE and produces 6,000-7,000 SCHs for Utah State University (with a one course lower teaching load over a two year period and many options for further course load reductions). Yet, despite this demanding teaching load at the University of Montana, faculty members are active in research, successful in obtaining grant support, and dedicated to the quality of the educational experience for their students. To provide a strong learning environment at both the undergraduate and graduate levels, they assume a number of extra responsibilities that provide students with special enrichment opportunities and the larger Montana community with meaningful public service.

Graduate Council review—received April 29, 2007

Commendations sent to the department faculty, including
      1. We find the dedication of the faculty especially impressive, particularly in teaching effectiveness, advising, and interdisciplinary cooperation. Faculty appear to have strong relationships with their students, enabling students to have a successful experience at the University.
      2. The MPA program has fine potential, an excellent graduation rate in relation to its size, and rapid growth over the past couple of years. In addition, graduate students report "very high" satisfaction.
      3. The Department has a "strong track record" for placing students in high-ranked and well-respected graduate programs, as well as helping them to obtain nationally competitive scholarships.

4. The writing courses within the Department, both "innovative and effective," help students to develop better writing skills to make them more competitive after graduation.

Recommendations (to be discussed and refined). The Department needs to consider:
1. Continuing development of the assessment plan. Additional steps seem necessary to create an effective approach and ensure the evaluation and outcomes of the programs and their curricula in the context of assessment results.
2. How best can the Department balance the graduate and undergraduate programs to ensure excellence in both? For example, the external reviewer suggested placing the planned "practical politics" option in the graduate rather than the undergraduate program. In addition, the use of graduate increments in undergraduate coursework needs attention, as does the use of the non-thesis option. How will the Department improve the graduate program?
3. The Department should investigate the feasibility of obtaining accreditation for the already successful MPA program.

Department Chair conference with Provost and Associate Provost—October 23, 2007

Department Chair and Provost complete joint action plan—in preparation

UM-Missoula COT
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Applied Computing and Electronics

Applied Computing and Electronics

A.A.S. degree in Computer Technology
Options, in Information Systems Management and Network Management
A.A.S. degree in Electronics Technology

☐ Yes

☒ No   [See Table below]

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

A.A.S. degree in Computer Technology—Retain the program as is
Options, in Information Systems Management and Network Management—Retain the programs as they are now. The Network Support Option was re-titled Network Management several years ago.
A.A.S. degree in Electronics Technology—Retain the program as is
Programs fall into the category described in Section E. of Policy 303.3:

	Degrees Conferred	FY2005	FY2006	FY2007	Average
				Associate's	
Computer Technology **TOTAL**		**35**	**34**	**16**	**28.3**
Primary Majors - A.A.S				2	0.7
	Option-Information Systems Management	5	13	7	8.3
	Option-Network Management	26	21	7	18.0
	Option-Network Support	4			1.3
Electronics Technology **TOTAL**		**6**	**17**	**11**	**11.3**

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The A.A.S. degree in Computer Technology remains a strong program at the COT. Approximately 70 students are enrolled in the program each year. An average of 28 students were awarded the A.A.S. over the past 3 years.

The A.A.S. degree in Electronics Technology is a smaller, yet critical program within the Department. Approximately 30 students enroll each year.

Applied Computing and Electronics

A.A.S. degree in Computer Technology
Options, in Information Systems Management and Network Management
A.A.S. degree in Electronics Technology

Addendum

Self-study prepared—November 2006 by Thomas Gallagher, Program Director for Computer Technology and Steven Rice, Program Director for Electronics Technology
Self-study reviewed by Dean and Associate Provost
Graduate Council review—not applicable (no graduate program)
Department Chair conference with Provost and Associate Provost
Department Chair and Provost complete joint action plan—in preparation

UM-Helena COT
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Computer Technology

Construction Technology

General Education

Nursing

Computer Technology

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**

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

Computer Technology---continue

C. **Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.**

Computer Technology is maintaining a steady enrollment and is revising curriculum to meet industry standards. We have discontinued our Network Architecture option after low demand and have built up our other options more appropriately. CT has developed a 2 + 2 agreement with Carroll College and is working on the same with the UM-Missoula campus. Unduplicated headcount has averaged 75 over the past 3 years.   Graduation rate has averaged 15.33 students over the past 3 years. Placement rates are solid, with most of our graduates finding employment with the local state or federal agencies.

Construction Technology

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**

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

Construction Technology---continue

C. **Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in**

Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Construction Technology has also maintained a steady enrollment over the past three years, averaging 44.66 unduplicated headcount. Graduation rate has averaged 12 students over the past 3 years. We are reviewing curriculum as well as access points for students to compete with the flourishing construction industry in the Helena Valley. Construction Technology provides students the opportunity to get Nationally Certified through the NCCER program that is recognized by the state of Montana building Industry Association. Our placement rate remains at almost 100% due to the growth in the building industry.

General Education

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**

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

General Education---continue

c. **Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.**

General Education continues to grow very strongly. Our enrollment continues to increase each year and these courses serve all of our programs in the related areas. Although enrollment in these degrees is very high, 352 headcount average over the past 3 years, graduation rates tend to be low. Our three year average is 8 graduates. However, we recognize that many of our AA/AS students move on to a 4 year institution before earning their degree as a personal choice. We will continue to work with students to encourage degree obtainment and share with them the advantages of pursuing a baccalaureate degree through the 2-year pathway.

10/25/2007

Nursing

Program(s) fall(s) into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**

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

Nursing---continue, under review

c. **Rationale or justification for the decision based on the program review criteria established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.**

Currently we offer a Certificate in Practical Nursing and an AS in Registered Nursing. Both programs operate at full capacity based on clinical training availability. Our three year graduation rate for these programs has averaged 46.66. We have maintained our approval through the State Board of Nursing, however, in 2007-2008 it was recommended that we not accept new students into the ASRN program until some issues identified in a site visit could be remedied. UM-Helena decided to accept the recommendation and are using the current academic year to strengthen its RN curriculum and training for its faculty. Pre-Nursing continues to be a popular major for students as they wait to apply and get admitted into the clinical portion of their training.

All of these programs are vibrant and growing. We will continue to do annual assessment, as we know all too well the ebbs and flows of technical training in higher education. However, at this time we will continue to move forward and built these programs into even more sought after training for our community.

MONTANA TECH
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Geosciences – M.S.

Liberal Studies – B.S.

Network Technology – A.A.S., B.S.

Occupational Safety and Health – B.S.

Metals Fabrication Technology – A.A.S.

Geosciences - M.S.

Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

☒ No   Geosciences - M.S.
                                  Geological Engineering Option
                                  Geophysics Option
                                  Geochemistry Option

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

Retain program as is.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Beginning in 2010, graduates of all engineering programs must complete 150 semester credits of degree-related coursework to qualify to take the Engineering Principles and Practices (Professional Engineer) examination. This mandate requires that all of Montana Tech's engineering graduates, with Professional Engineer aspirations, complete a minimum of 14 additional semester credits of coursework in engineering topics at the upper division and/or graduate level. Students will be able to address this new mandate by enrolling in the five-year masters program at Montana Tech.

The program review process identified the need for an engineering Ph.D. at Montana Tech. Faculty believe that the lack of an opportunity to continue on for an engineering PhD at Montana Tech is potentially a negative factor when prospective students are considering where to pursue graduate studies. In addition, the Geological Engineering faculty are examining the feasibility of converting the Geological Engineering Option in the Geoscience masters degree to a stand alone Masters of Science degree in Geological Engineering.

Montana Tech is inherently aware of the looming shortage of scientists, engineers, and mathematicians in our country for academic, industrial, and governmental needs. The campus is poised to assist in the education of the future STEM (Science, Technology, Engineering, Mathematics) graduates and this masters degree supports this endeavor.

Geosciences - M.S.

A d d e n d u m

Process is as described in subsection under the Liberal Studies section of this report.

Enrollment in the Geosciences Masters program has been stable during the past three years. The placement rate for Montana Tech's engineering graduates has been nearly 100 percent for over a decade. Salaries for Tech's B.S.-prepared engineering graduates are very high and are an economic disincentive to pursue an advanced degree. Having said that, the Geosciences Masters degree program will serve to "retrain" those who wish to take advantage of the current "boom" in the energy sectors served by Montana Tech graduates.

Geosciences enrollment and graduation rates:

ACADEMIC YEAR	ENROLLMENT (FALL)	DEGREES AWARDED
2005	12	5
2006	11	4
2007	11	5
2008	15	N/A

Liberal Studies - B.S.

Programs fall into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**   Liberal Studies

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

Retain the program as is.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

The mission of Tech's Liberal Studies Program is to provide students with a broad-based, quality education in the Humanities and Social Sciences, leading to a Bachelor of Science degree with a strong career focus. The curriculum is based on the rationale that there is a demonstrated need with the region served by Montana Tech for a non-engineering, non-

technical degree program that focuses on the liberal arts and allows students flexibility to tailor their course work to support individual career objectives. Since the last program review, Liberal Studies has partnered with The University of Nevada - Reno to offer Chemical Dependency Counseling courses through distance delivery. Completion of these courses, coupled with work-experience and a licensure examination, enables students to become chemical dependency counselors.

Enrollment in the Liberal Studies program is strong (see addendum). The graduation rates in this area are indicative of the "Community College" service that Tech provides to many of our non-engineering, non-technical degree seeking students. Students enroll in the Liberal Studies program with the intention of transferring to other academic institutions.

Liberal Studies - B.S.

Addendum

The campus evaluation process is the same for every program. The process was formulated by the deans and reviewed before the faculty.

MONTANA TECH
Procedures for Periodic Review of the Majors

1.   TIMETABLE
The timetable for periodic review shall be developed by the Vice Chancellor for Academic Affairs, with the assistance and advice of the Deans. The timetable is subject to modification when significant circumstances warrant.

2.   METHOD

The faculty in the academic major will conduct its review on the basis of this document as a baseline, with adjustments for particular circumstances by the academic Deans.

3.   PURPOSES

The purposes of periodic reviews of majors are: to strengthen majors by promoting faculty discussion on particular curricular issues, with the opportunity for faculty and the institution to effect change where needed; to help meet the goals of strategic planning; and to implement Standard 2.B and Policy 2.2 of the Accreditation Handbook of the Commission on Colleges of the Northwest Association of Schools and Colleges and the OCHE program review.

4.   PROCEDURES

The process shall be collaborative recognizing the academic specialty, institutional mission, and administrative management.

> a)   All majors shall be reviewed every five to seven years using a self-study approach.

b)   Faculty in the major will begin their self-study in early November, and complete a written document in May of the same academic year. The self-study should be descriptive and evaluative, with action timetables prepared for each item where action is required. The appropriate assessment should accompany the action items.

c)   The Dean shall be an integral part of the preparation of the self-study. Outside reviewers may be assigned as applicable.   Members of the faculty of the college will have the opportunity to review the report before it is sent to the Vice Chancellor in May. The draft shall be prepared by March 15. For the period of March 15 to April 15, those who wish to submit written comments on the draft self-study to the major field faculty may do so. The major field faculty shall consider these written comments and decide whether to alter the report as a result. With the approval of the Dean, the self-study report shall then be sent to the VCAA&R, along with whatever written comments have been submitted.

5.   RESULTS

The completed and accepted self-study reports shall be living documents that guide the development of the major for a period of six years. One copy shall be made available in the VCAA&R's office and, of course, each member of the major field faculty and the college Dean shall have a copy.

This self-study document shall include the following elements (where appropriate):

I.   CURRENT STATUS AND FUTURE ASPIRATIONS
- Describe the programs history including enrollment, retention, graduation rates, etc.
- What are the programs aspirations?

II.   PROGRAM
Undergraduate Program

- Show enrollment trends by program.
- In a rolling 5 year average, has the unit awarded fewer than 8 degrees? If so, this self-study should also answer all of the questions that may be required in accordance with OCHE BOR program review (see attachment).
- Describe the service course offerings.
- How does the undergraduate curriculum(s) reflect the basic mission of the academic program? Does the curriculum meet all standards for accreditation?
- Assess the quality of the program(s).
- Describe what plans are underway to change or strengthen the undergraduate majors(s) in the light of these or other sources of information?
- What is the placement rate of the graduates of the program?

Graduate Program

- Describe, in general terms, the graduate program(s).

- Show enrollment trends by program.
- In a rolling 5 year average, has the unit awarded fewer than 5 degrees? If so, this self-study should also answer all of the questions that may be required in accordance with OCHE BOR program review (see attachment).
- Assess the quality of the graduate program.

III.   The Program's Quality of Teaching

Strong programs are taught by faculty members who place a high priority on the quality of their teaching.

Provide an assessment of the quality of teaching in the program.

IV.   The Quality of Advising & Service
Demonstrate how students in the program are advised and the assessment of that advising process.

Faculty
- Summarize the faculty's overall strengths and weaknesses.
- Describe the overall nature and breadth of the faculty's research and other scholarly activity.
- Detail the faculty teaching load and FTE generation.
  Describe this faculty's participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, and advisory groups. Include the faculty's contributions to Montana Tech through such activities as committee work.

V.   Outcomes

- What are the intended outcomes of the program?
- Provide the latest assessment of the outcomes.

VI.   Academic Quality

- What is the overall quality of this program?
- In what areas has the program improved or deteriorated within the last 5 to 7 years? Describe the evidence used to support these conclusions.
- Describe new directions in curriculum, resources, research, reorganization, staffing, or student clientele planned for the next few years and aimed at strengthening the program.

VII.   Program Specific Questions – Provided by the Administration

VIII.   Assessment of Strengths and Areas in Need of Improvement

- Summarize the strengths of the program
- Summarize aspects of the program in need of improvement.

Where possible, append to the periodic review action plans addressing areas in need of improvement.

Liberal Studies enrollment and graduation rates:

ACADEMIC YEAR	ENROLLMENT (FALL)	DEGREES AWARDED
2005	96	15
2006	79	8
2007	79	9
2008	80	N/A

Network Technology – A.A.S., B.S.

Programs fall into the category described in Section E. of Policy 303.3:

☐ **Yes**   Network Technology - A.A.S.

☒ **No**   Network Technology - A.A.S., Network Technology - B.S.

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

Retain the program as is - Network Technology - A.A.S.
Retain the program as is - Network Technology - B.S.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Tech's Network Technology BS degree was initially approved in 2000 and was called Information Technology and Design (IT&D). The program was housed in the Professional and Technical Communication (PTC) Department. As a result of student, industry and advisory board input, the IT&D degree became a stand-alone degree (not affiliated with PTC) during the 2003-04 academic year. These groups felt strongly that the four-year degree would better serve students if the last two years were a continuation of the two-year degree program. In 2006-07, the name of the IT&D degree was changed to Network Technology. This name change reflects the fact that the BS degree is a continuation of the AAS degree.

Enrollments in the A.A.S. and B.S. degrees have remained consistent during recent years. An exit point for students interested in entering the workforce after two years of study is available through the A.A.S. degree. However, the self study revealed that the majority of students intend to complete the four-year degree when they enroll at Tech. These students have indicated that they are pursuing a four-year degree, not a two-year degree. Another phenomenon that may

impact the graduation rates is that students leave the program for industry after they receive a skill set but before they graduate with an A.A.S.

Network Technology - A.A.S.

Network Technology - B.S.

Addendum

Process is as described in subsection under the Liberal Studies section of this report.

Network

ACADEMIC YEAR	ENROLLMENT (FALL)	DEGREES AWARDED
2005	28	5
2006	44	4
2007	40	7
2008	36	N/A

Technology (A.A.S.) enrollment and graduation rates:

ACADEMIC YEAR	ENROLLMENT (FALL)	DEGREES AWARDED
2005*	27	10
2006*	25	7
2007	33	16
2008	27	N/A

Network Technology (B.S.) enrollment and graduation rates:

* - The Network Technology Degree was called Information Technology and Design during these years.

Occupational Safety and Health - B.S.

Programs fall into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**   Occupational Safety and Health - B.S.

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

Retain program as is.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Programs leading to the current degree program dates back to 1975 when the BOR approved the original B.S. degree in Occupational Safety and Health (OSH). In 1991, a related educational program, Applied Health Sciences (AHS), merged with the OSH program under the Safety, Health, and Industrial Hygiene (SHIH) department. In 2003, two concentrations within the OSH degree were identified: B.S. in OSH and a B.S. in OSH-AHS.

The OSH concentration combines a sound foundation in sciences with professional courses in occupational safety and industrial hygiene. Compared to undergraduate OSH curricula at other U.S. institutions, the Montana Tech program requires more courses in the sciences and math. The AHS concentration is a very strong science program with an emphasis on human health and wellness. Over the course of time, the AHS curriculum has evolved to not only train fitness professionals but also prepare students for graduate work in physical therapy, physician/s assistant, exercise science, occupational therapy, cardiac rehab and other health professions. This degree provides an opportunity for students to enter into the healthcare field - an area which has tremendous potential.

Placement rates for OSH graduates have consistently been over 95% for years. The OSH department has indicated that they need to do a better job of recruiting. The department plans to implement a recruiting plan in late 2007.

Enrollment in the OSH program is strong. The OSH faculty believe that increased enrollment in this area is hampered by Montana Tech students interested in direct patient care going into the relatively new nursing program and other students enrolling in the Biological Sciences program.

Occupational Safety and Health - B.S.

Addendum

Process is as described in subsection under the Liberal Studies section of this report.

OSH enrollment and graduation rates:

ACADEMIC YEAR	ENROLLMENT (FALL)	DEGREES AWARDED
2005	74	9
2006	80	24
2007	78	21
2008	71	N/A

Metals Fabrication Technology - A.A.S.

Programs fall into the category described in Section E. of Policy 303.3:

☐ **Yes**

☒ **No**   Metals Fabrication Technology - A.A.S.

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

Retain program as is.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Montana Tech's Metals Fabrication Technology A.A.S. program is the only degree in the region that encompasses both welding and machining technologies. Industry demands and

requirements drive the Metals Fab program to continually review and revise the curriculum to meet the needs of industry. The program is currently examining the feasibility of a more advanced CAD/CAM CNC curriculum. The North Campus's RAVE facility has equipment that would be of value in this endeavor.

Metals Fabrication Technology - A.A.S.

Addendum

Process is as described in subsection under the Liberal Studies section of this report.

Metals Fabrication Technology enrollment and graduation rates:

ACADEMIC YEAR	ENROLLMENT (FALL)	DEGREES AWARDED
2005	34	7
2006	36	6
2007	44	10
2008	27	N/A

THE UNIVERSITY OF MONTANA-WESTERN
2006-2007 PROGRAM YEAR

THE MONTANA UNIVERSITY SYSTEM CAMPUS REPORTS

LIST OF THE PROGRAMS REVIEWED

Bachelor of Science

    Business

        Business Administration Option

        Computer Technology Option

        Tourism Option

Associate of Applied Science:

    Business

        Business Management Option

        Human Resource Management Option

        Information Processing Option

        Office Systems Technology Option

    Tourism and Recreation

B.S.: Business with Options in Business Administration; Computer Technology; and Tourism

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Programs fall into the category described in Section E. of Policy 303.3:

☐ Yes

X   No

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

By all measurements, the BS: Business, Business Administration Option is doing well but is showing some strain due to growth. Based on the numbers, the department faculty strongly recommends addition of a minimum of two full time faculty, hiring a departmental administrative assistant, or outsourcing faculty assignments via WebCT to maintain current class sizes and advising loads of the full time faculty.

As part of the departmental strategic planning and outcomes assessment processes, the Computer Technology option within the BS: Business degree program was redefined effective with the 2006/2007 academic year and replaced with two better-defined options: Information Technology & Network Administration and Office Systems Technology.

Many of the courses included in the two new options support multiple programs:
- AAS: Business, both information processing option and office systems technology option;
- BS: Secondary Education, business and computer applications major and broadfield;
- Two minor areas within secondary education (business and computer applications and computer science)
- The BS: Business degree (core classes as well as option classes).

Two fulltime instructor positions are dedicated to the computer science classes and the BS: Secondary Education, business and computer applications student numbers are strengthening.

The department recommends continuing the two new options with close and ongoing monitoring by the department to assure effective scheduling (i.e., providing fewer courses selections each term) and accurate advising.

While the average class size number is comparable to the UMW standard, there are two courses in the HTR curriculum that serve as option electives for the business administration degree. These two courses are generally heavily enrolled (for example, HTR 204, Leadership, had an enrollment of 25 students in Block 1, Fall 2007 term) while the courses specific to the HTR option have enrollments less than ten (10).

Also, at the present time, there are no full time faculty assigned to the tourism program and, thus, no one responsible for staying current with the industry, proactively growing the program, or available to provide industry advice to the students. This program is therefore recommended for moratorium while the university studies the feasibility or re-introducing the program at a later date.

It is, therefore, recommended this option be placed on moratorium.

However, a potential Outreach contract between UMW and the community of West Yellowstone is under discussion which could impact the tourism program.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Graduate Productivity Standards

The data used for this initial analysis came from AY 04/05, AY 05/06, and AY 07/08.
The BS: Business degree is quite strong in enrollment and in graduation numbers.

Bachelor Degree Graduates (BS)

	04-05	*05-06*	*06-07*	*3-yr. avg.*
BS Business	27	36	37	33

Student-Faculty Ratios

There are at least two meaningful ways to calculate this number, both of which directly impact both students and faculty members in terns of academic quality.

The first involves taking a look at average class size which at Western is 15 students/class. Each of the disciplines (regardless of degree) offered and taught by the department were compared against this number. Fall 2007 enrollment numbers were used.

Discipline	Avg. Class Size	Comments
BUS	20	May be too high for experiential, block environment.

The second way to examine student-faculty ratio is to consider advising loads of the full time faculty as advising is an essential function that enhances quality of education. The following information has been consolidated and averaged based on the discipline of the faculty member(s). The student numbers include AA, AAS, and BS students; however, because of the idiosyncrasies of the BANNER system there is some overlap between the numbers. These statistics, however, do illustrate fundamental trends and are provided for departmental consideration and review.

Student-Faculty Ratios by Advisee Load

Discipline	No. of FT Faculty	No. of Students	Avg. Advising Load	Comments
BUS -Basile -Chilson -Falvey -Jones -Knopik -Sethi	6	200	33	It should be noted that typically new faculty are not assigned advisees their first year. Two faculty (Chilson, Falvey) are new to Western. Further, one faculty member (Jones) advises EQST students. This means that three faculty members are currently doing advising for business students which brings the load/advisor during AY 2007-2008 closer to 67 students.

Required business internships are supervised by one faculty member (O'Connor) who is a long-time faculty member working on a post-retirement contract.

A.A.S.: Business with Options in Business Management; Human Resource Management; Information Processing; and Office Systems Technology

Programs fall into the category described in Section E. of Policy 303.3:

X   Yes

☐ No

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

The AAS: Business Degree with its four options currently only enrolls 17 students and has averaged only 3 graduates per year over the past three years. However, since all of the courses required for the AAS: Business degree are also used in the BS: Business program, no additional resources are required to offer the AAS options and all of the courses used in the AAS are well enrolled.

The department faculty believe that the AAS degree is serving as a feeder program for the BS degree while providing a two-year option for those desiring an earlier entry into the workforce. Degree requirements are such that if a student gains an AAS degree, all of the coursework can be use to complete a BS: Business degree, either immediately or after a stopping out period.

The faculty strongly support two-year degrees and recommend continuation of the AAS: Business degree with its four options. This supports the campus policy that programs should be continued if they are helping the campus fulfill its mission, meet the needs of its students, and are economically viable. The AAS: Business degree meets all of these criteria.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Graduate Productivity Standards
The data used for this initial analysis came from AY 04/05, AY 05/06, and AY 07/08.

Associate Degree (AAS/AS) Graduation Rates

	04-05	*05-06*	*06-07*	*3-yr. avg.*
AAS/AS Business	5	3	2	3

Student-Faculty Ratios
Because the courses required for the AAS: Business degree are also offered in the BS: Business Administration degree program, there is no way to separate the AAS student-faculty numbers from those of the BS students.

Current Enrollment and Growth Trends
The enrollment numbers and trend are quite positive for this degree program.

Enrollment Data by Headcount

Degree/Major	*05-06*	*06-07*	*07-08*	*% Change*
AS/AAS Business	12	16	20	+25%

A.A.S.: Tourism and Recreation

Programs fall into the category described in Section E. of Policy 303.3:

X   YES

☐ No

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

Like the AAS: Business degree, the AAS: Tourism and Recreation degree serves as a feeder program for the BS and BAS degrees. There are courses, however, within the tourism degree that are specific to the option, even though they can be used as electives for the BS: Business degrees.

While the average class size number is comparable to the UMW standard, there are two courses in the HTR curriculum that serve as option electives for the business administration degree. These two courses are generally heavily enrolled (for example, HTR 204, Leadership, had an enrollment of 25 students in Block 1, Fall 2007 term) while the courses specific to the HTR option have enrollments less than ten (10).

Also, at the present time, there are no full time faculty assigned to the program and, thus, no one responsible for staying current with the industry, proactively growing the program, or available to provide industry advice to the students.

It is recommended that this program be placed in moratorium, along with the tourism option in the BS: Business program while the university studies possible ways to re-invigorate the program, possibly with partnerships in the industry, with other campuses, or with communities with a large tourism base, such as West Yellowstone. A plan for finishing up the two students currently enrolled in the program will be included in the report that is filed when the programs are officially placed on moratorium.

Rationale or justification for the decision based on the program review process established at the campus. (Note: If the program(s) fall(s) into the category described in Section E, this part of the report must be more complete and detailed if the campus decision is to retain or continue the program.

Graduation Productivity
The data used for this initial analysis came from AY 04/05, AY 05/06, and AY 07/08.

Associate Degree (AAS/AS) Graduation Rates

	04-05	05-06	06-07	3-yr. avg.
AAS/AS Tourism	5	3	1	3

Student-Faculty Ratios
Average class size at Western is 15 students/class. Each of the disciplines (regardless of degree) offered and taught by the department were compared against this number. Fall 2007 enrollment numbers were used.

Discipline	Avg. Class Size	Comments
HTR	15	Includes two a students progressing toward graduation, however, this discipline includes two business option courses, which increases class size.

The second way we examined student-faculty ratio was to consider advising loads of the full time faculty. The information has been consolidated and averaged based on the discipline of the faculty member(s). The student numbers include AA, AAS, and BS students.

Discipline	No. of FT Faculty	No. of Students	Avg. Advising Load	Comments
HTR	0	7	N/A	These students are advised by business faculty and included in their numbers.

Current Enrollment and Growth Trends

Enrollment Data by Headcount

Degree/Major	05-06	06-07	07-08	% Change
AS/AAS HTR	3	5	2	-33%

Based on 2,969 recruit records collected by the admissions office, only seven (7) students indicated an interest in HTR (.2% of prospects).

A.A.S.: Tourism and Recreation

Addendum

The programs covered in this report underwent comprehensive program review using the processes outlined at:
http://www.umwestern.edu/administration/vcaa/accreditation/POLICIES_for_Program_review-final_spring_2006.pdf

An external reviewer of this program came to campus last spring. Since the business programs are a candidate for accreditation by IACBE (International Assembly for Collegiate Business Education) the external reviewer was chosen from IACBE. His report can be viewed at:
http://www.umwestern.edu/administration/vcaa/accreditation/BUS_Review_Report_2007.pdf

The program reviews included reviews of the role, scope, mission and objectives; curriculum, students and student satisfaction; faculty; and resources/institutional support. The department used information developed in this review process to make recommendations on ways to improve the programs or to place programs in moratorium. This has allowed the department to make recommendations regarding the most effective use of scarce resources.