

**Montana University System**  
**PROGRAM REVIEW**

**Institution:** Montana State University – Northern

**Program Years:** 2011 - 2012

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**List of the programs reviewed:**

Bachelor of Science in Social Sciences Broadfield (5-12 Teaching)

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

Currently, the B.S. degree in Social Sciences Broadfield (5-12 Teaching) is undergoing an internal program review process. With the review process, it will be determined if this degree program will grow, maintain at current status, integrate/reduce, or phase-out.

For purposes of the 2011-2012 Board of Regents Program Review process, the following information is presented.

While overall program enrollment numbers have dropped over the last 7 years, average enrollment in the program per year is 19.7 students. Five year graduation rates have fluctuated with a high of 5 and a low of 1 with a seven year average of 3.1 students. The potential for program growth exists based both upon projections of demand from the State of Montana and at the national level. For example, the Montana Department of Labor & Industry has identified a 5.8% employment growth in Secondary Education: Social Sciences (5-12) over the next eight years. The growth is even larger on the national level as the US Department of Labor identifies a 9% increase in all Secondary Education jobs through 2018.

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**Rationale or justification for the decision based on the program review process established at the campus.**

Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

**Social Science Broadfield (5-12 Teaching)  
Enrollment and Graduation Numbers**

Enrollment							
	2005	2006	2007	2008	2009	2010	2011
<b>Social Science Broadfield (5-12 Teaching)</b>	7	13	9	13	7	8	6
<b>Pre-Secondary Education: Social Science (5-12 Teaching)</b>	17	10	16	6	9	8	9
<b>Total</b>	24	23	25	19	16	16	15
Graduation							
	2006	2007	2008	2009	2010	2011	2012
<b>Social Science Broadfield (5-12 Teaching)</b>	3	3	5	3	1	4	3

The B.S. degree in Social Sciences Broadfield (5-12 Teaching) is undergoing an internal program review process. With the review process, it will be determined if this degree program will grow, maintain at current status, integrate/reduce, or phase-out.

To maximize the potential of the program’s growth the following course of action is recommended:

1. Expansion of offerings in Great Falls and Lewistown, both face to face and online. These students currently enroll in and graduate from the program, but the need to come to the Havre campus for upper division content requirements limits the ability to further tap and grow this market.
2. Creation of supporting teaching minors (and non-teaching as well) in History and Political Science. Anecdotal evidence based on student feedback over the period suggests the potential for growth if minors were to be created. Creation of teaching minors would broaden limited options for MSU-N secondary education majors.
3. Targeted marketing of MSU-N’s Social Science Broadfield as a tool for current teachers to either add an additional licensure or enhance their content knowledge to achieve the Highly Qualified designation. OPI Internships have grown from 1 in 2010 to 2 in 2011 and we currently have 4 in 2012.
4. Systematic outreach and collaboration with 2 year colleges, tribal and public across Montana and region. Particular outreach and collaboration with the four Hi-Line tribal institutions to ensure

seamless transfer of credits to MSU-N, as well as potential to broaden their offerings in areas (such as History) where their options are limited through collaboration with MSU-N. The program has always enrolled a significant percentage of American Indian students (currently 4 majors) and given MSU-N's demographics and service area, together with our NAS offerings, this is an obvious area to solidify

5. Expand the program's online presence to offer greater choice in discipline content offerings and scheduling flexibility. Current online History offerings are limited to lower division while there is no online Political Science. Expansion of online offerings in both core disciplines as well as supporting fields (Psychology; Sociology; NAS; Economics) will grant students increased class choice and scheduling flexibility. Current plans exist to initiate expanded online offerings in History including launching of upper-division courses.

6. Establish an articulation agreement with Medicine Hat College. No Canadian students are currently enrolled. The program has produced 2 Canadian graduates and other Canadian enrollees since 2007. An articulation coupled with targeted marketing can tap the potential of the Canadian market and return Canadian students to the program.

7. Focused advising to encourage early declaration of major and ensure optimal planning to meet degree requirements in a timely manner for students and efficient planning and resource allocation for institution. Direct experience indicates that current declared enrollment in major could be increased up to 5 students if students could be encouraged to declare major earlier rather than take content courses while delaying declaration of major and necessity to immediately begin meeting professional education prerequisites and requirements for program.

**Montana University System**  
**PROGRAM REVIEW**

**Institution:** Montana State University - Northern

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**Program Years:** 2011 - 2012

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**List of the programs reviewed:**

B.A. in Graphic Design

A.A.S. in Graphic Design

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

Currently, the B.A. and A.A.S. degrees in Graphic Design are undergoing an internal program review process. With the review process, it will be determined if these degree programs will grow, maintain at current status, integrate/reduce, or phase-out.

For purposes of the 2011-2012 Board of Regents Program Review process, the following information is presented.

- Maintain the Graphic Design B.A.
  - Place the Graphic Design A.A.S. into moratorium
  - Reinstate a minor in Graphic Design
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**Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.**

The employment rate of the Graphic Design graduates is excellent, and the reputation and viability of the program is growing. Students are finding jobs within their field of study as well as gaining recognition for their work. Graphic Design majors have continually won awards every year since 2007 through the Student Addy Awards, a national design competition.

Employment within this field of study has been inclusive of both electronic and print media ranging from an Art Director for Cabelas in Sidney, NE to a Digital Media Specialist for Triangle Communications in Havre, MT. The Montana Department of Labor & Industry has identified an 11.6% employment growth within the field of graphic design over the next eight years. The growth is even larger on the national level as the US Department of Labor identifies a 13% increase in jobs through 2018.

## Graphic Design Degrees Enrollment and Graduation Numbers

Enrollment							
	2005	2006	2007	2008	2009	2010	2011
<b>AAS Graphic Design</b>	8	8	2	4	3	1	7
<b>BA Graphic Design</b>	31	28	27	23	20	24	22
<b>Total:</b>	39	36	29	27	23	25	29
Graduation							
	2006	2007	2008	2009	2010	2011	2012
<b>AAS Graphic Design</b>	0	2	0	1	0	0	0
<b>BA Graphic Design</b>	10	7	4	4	3	3	4
<b>Total:</b>	10	9	4	5	3	3	4

The number of majors over the past seven years averages to 29.7 students per year with a graduation average of 5.4 students annually. Based on increasing enrollment numbers for the past three years (2012 Fall Semester = 31), employment of graduates, and the continued demand for the program, the potential of ongoing success is high. It is recommended that the B.A. program be maintained. Furthermore, the recommendation is to place the A.A.S. in Graphic Design into moratorium. It has been agreed that the A.A.S. in Graphic Design is limiting for students, as all design courses within the A.A.S. are lower division. Without the content from upper division design courses, students are not competitive within the field of Graphic Design. In turn, there has been continued demand from the campus community to add a Minor in Graphic Design. The Minor would require the upper division courses that make students marketable in other program areas. Students have indicated they would prefer a minor to an A.A.S. degree, as many are already enrolled in a baccalaureate program and seek a Graphic Design minor to enhance their marketability.

The Graphic Design faculty members have been reassessing the B.A. program through curriculum updates, recruitment and innovative programming. Existing GDSN courses are being formatted for online delivery to increase enrollment and interest. Developing these courses into online formats will take time and will be taught similar to face-to-face program in that tutorials coupled with text readings will precede project assignments. These tutorials will be streamed videos -- using the desktop animated image coupled with audio instruction -- as well as print/digital handouts. With the addition of (ARTZ 340, GDSN 231, 240, 320, 340, 350, and 450) the GDSN Program can move toward 50% online. Until online enrollments build, the Fall/Spring offerings of each face-to-face and online course will coincide with one another. For example, GDSN 231-101 (face-to-face) can be offered with GDSN 231-901 (online) during the same semester as a cross listed course and taught by the same faculty member. In addition, the Graphic Design faculty and those of the Computer Information Systems program are in

the beginning stages of curricular development of Montana’s only Game Programming degree. This option will utilize existing resources of three separate programs—design drafting, computer information systems, and graphic design, including their existing faculty and course offerings. Increase in student enrollment within existing courses, recruitment strategies, and industry demand is the motivation behind this initiative.

Additional program strategies for the above recommendations are as follows:

- Continue the program on the Havre Campus with a targeted recruitment plan,
- Expand partnerships with industry within the state,
- Create of a GDSN Advisory Board, and
- Utilize a student assessment plan.

**Montana University System**  
**PROGRAM REVIEW**

**Institution:** Montana State University – Northern

**Program Years:** 2011 - 2012

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**List of the programs reviewed:**

A.S. and B.S. in Nursing (BSN in an online degree)

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

Currently, the A.S. and B.S. degrees in Nursing are undergoing an internal program review process. With the review process, it will be determined if these degree programs will grow, maintain at current status, integrate/reduce, or phase-out.

For purposes of the 2011-2012 Board of Regents Program Review process, the following information is presented.

Retain and support both programs

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

Graduates in both the AS and BS Nursing Programs have found 100% job placement after graduation. Forty-five percent (45%) of our ASN graduates (within one year of graduation) return to our BSN program to continue their nursing education. Forty percent (40%) are co-enrolled in the ASN and BSN programs and fifteen percent (15%) enter the BSN program with no prior connection to MSUN. Within the last five years, twelve percent (12%) of our ASN/BSN graduates have entered graduate school to obtain their MSN.

The reputation of the nursing program is strong. The Montana Department of Labor & Industry has identified a 15% employment growth within the field of nursing over the next eight years. The growth is even larger on the national level as the US Department of Labor identifies a 26% increase in jobs through 2018.

There has been minimal marketing for either program within the last year, but applications and

admittance have been maintained (ASN) or grown (Pre-Nursing and BSN). The Nursing programs have been able to sustain a waiting list for the ASN program in Havre, Lewistown, and Great Falls campuses, with an eventual acceptance of 75% to 100% of those eligible applicants.

## Nursing Enrollment and Graduation Numbers

Enrollment							
	2005	2006	2007	2008	2009	2010	2011
<b>Nursing, ASN</b>	42	42	41	72	63	105	98
<b>Nursing, BSN</b>	21	30	46	45	40	38	46
<b>Pre-Nursing ADN</b>	74	79	67	71	90	67	83
<b>Transition Nursing</b>	90	81	60	43	36	38	35
<b>Pre-Nursing BSN</b>	3	13	15	12	6	9	9
<b>Total:</b>	230	245	229	243	235	257	271
Graduation							
	2006	2007	2008	2009	2010	2011	2012
<b>Nursing, ASN</b>	50	58	36	46	40	62	61
<b>Nursing, BSN</b>	12	10	15	25	18	18	12
<b>Total:</b>	62	68	51	71	58	80	73

The nursing programs provide for student enrollment in general education credits, as well as the pre-requisite courses required by the State Board of Nursing and State Board of Regents approved curriculum.

Although enrollment caps for the ASN are enforced, it has grown due to the addition of 10 clinical student-placements in Havre. This allows a greater number of students to stay in Havre for their final year of the ASN program. Additionally, this enables MSU-Northern to admit LPNs who have a higher level of academic readiness. The online BSN program is growing rapidly with two clinical sections in Community Health and Management/Leadership.

With national influence and state support, by 2020 the state of Montana would like to see 80% of their ASN's at the BSN preparation level. Also, this agenda is being pushed nationally by the Senate. This initiative supports MSU-Northern's desire for the BSN program to grow. It is a cost effective, online program, which allows students to stay in their home community to perform their clinical and complete coursework, while remaining employed.

Faculty Members in the Department of Nursing will do the following to continue to maintain and grow the enrollment within their programs:

1. Focused Recruitment of Students – faculty members and administration through MSU-Northern will work closely with the new Director of Student Success to sell the online BSN. The ASN program is strong and enrollment will be maintained – but major recruitment efforts will focus on growing the online BSN.
2. Develop Articulation Agreements – This process has begun. Discussions with Miles Community College Director of Nursing have begun to encourage and assist the students to a smooth transition straight from their ASN program into our BSN program.
3. Retention and Recruitment of Faculty – the Director of Nursing and the Dean of the CEASN will continue to be proactive in recruiting new faculty. As the programs grow – faculty are needed to teach and oversee students in their clinical sites. Adjuncts will be reviewed and pursued if needed. Retention of faculty members is important, so teaching load is being reviewed. Optimally, keeping faculty teaching loads at 12 to 15 credits per semester and reducing clinical sections will prevent burnout of faculty members. The Nursing Department will encourage continuing education (CEUs) and provide funding support when possible.

**Montana University System**  
**PROGRAM REVIEW**

**Institution:** Montana State University-Northern

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**Program Years:** 2011-2012

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**List of the programs reviewed:**

Bachelor of Arts in Community Leadership and minor

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

- Maintain the B.A. in Community Leadership

Currently, the B.A. degree and minor in Community Leadership are undergoing an internal program review process. With the review process, it will be determined if the degree program and its minor will grow, maintain at current status, integrate/reduce, or phase-out.

For purposes of the 2011-2012 Board of Regents Program Review process, the following information is presented.

In the past year, Community Leadership has seen a small increase in the number of students enrolled in the major with a seven-year enrollment average of 17.6 students annually. This modest growth is primarily the result of word-of-mouth promotion among currently enrolled students, and the potential for greater growth in enrollment is strong. The graduation rate for this degree has a high of 6 students in 2007 and a low of 1 student in 2011 and 2012 with an overall seven-year average of 3 students annually.

The Montana Department of Labor & Industry has identified a 13% employment growth within the field of community and social services over the next eight years. The growth is even larger on the national level as the US Department of Labor identifies a 19% increase in jobs through 2018.

The B.A. degree and minor in Community Leadership are undergoing an internal program review process. With the review process, it will be determined if the degree program and its minor will grow, maintain at current status, integrate/reduce, or phase-out.

Although an accurate count on declared minors is not kept, it is estimated that at least eleven currently enrolled Liberal Studies and Criminal Justice majors have chosen a Community Leadership minor. It is recommended that the degree be further developed in coming years and to maximize the potential of the program's growth the following course of action is recommended:

- More systematic outreach to 2-year colleges, both tribal and public colleges in Montana and surrounding areas;
- Systematic marketing to nonprofit service providers, especially program directors, who have not yet earned a bachelor's degree. Although it is often assumed that program directors have a minimum of a bachelor's degree, this is not the case in Montana, particularly rural Montana. Many have Associate's degrees or no college degree at all;
- Increased involvement with service-oriented nonprofit associations statewide, including greater involvement in the Montana Nonprofit Association.
- Further partnering of the Community Leadership program with students seeking Criminal Justice and Liberal Studies majors.
- Re-establishing the Community Leadership Advisory Board, disbanded in 2005.
- More fully developing online accessibility of courses required of Community Leadership majors.

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

## BA in Community Leadership Enrollment and Graduation Numbers

Enrollment							
	2005	2006	2007	2008	2009	2010	2011
<b>BA in Community Leadership</b>	19	16	13	15	20	19	21
Graduation							
	2006	2007	2008	2009	2010	2011	2012
<b>BA in Community Leadership</b>	5	6	2	4	2	1	1

### Looking Back at Impact of Changes in the Focus of the Community Leadership major:

The Bachelor of Arts degree in Community Leadership was launched in 2009 as the result of a name change and major program revision of what was the Bachelor of Arts in Community Service. Prior to the change, the number of majors in Community Service had been declining, from a high of 27 to just 15 in 2008, with the majority of Community Service majors being mature adults who transferred into the program in their junior year with aspirations to work in human service-oriented professions. Between one-third and one-half of the students were Native American, most of whom had completed an Associate's degree in Human Services at a nearby tribal college.

In the past few years, fewer of the Community Leadership majors have transferred from the nearby tribal colleges for several possible reasons, one of which is the degree has somewhat less emphasis on preparation for a career in human services. With that change, some tribal college graduates are seeking newly available options with other universities, specifically the newly available Bachelor's of Social Work degree available to Stone Child College graduates through the University of Montana. Currently, between 16 and 20 percent of the Community Leadership students are Native American.

Since 2009, the program has appealed to a broader student base, including student athletes and other traditional-aged students seeking careers in a broad range of nonprofit management fields and degree completers who already work in nonprofit service. While many of the current recruits to the Community Leadership major perform best with traditional face-to-face instruction, the greatest potential for growth lies within a population that will require the availability of online instruction.