Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings-College of Business- Department of Business Administration- Accounting Major and Minor**

Years Under Review: **2018/2019 through 2024/2025**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
BS in Business Administration, Accounting option	Continue
Minor in Accounting	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

The self-study report concerning the BS and Minor in Business Administration-Accounting option and the Accounting minor. The self-study highlighted the dedication of the faculty to their discipline and to the success of our students. I also reviewed the thorough external review, provided by Dr. Lisa Restivo of Cameron University (Oklahoma). Commendations would include:

- Exceptional efforts in curricular reform to meet CPA exam expectations are noted.
- The willingness of some faculty to provide seats in "closed" sections is noted as a means of insuring students make progress towards graduation.
- Efforts to recruit from regional 2-year colleges: 1) work with 2-year faculty, and 2) helping students in the "bridge" courses is noted.
- The faculty are current in their field as evidence by the Association to Advance Collegiate Schools of Business (AACSB) evaluation which determined that enough Accounting faculty members are "Scholarly Academics" (SA) to keep the program in good standing.

Also, these Recommendations should be addresseed if funding allows:

- Discuss tracking students taking CPA exams (do we have enough information?).
- Define "measurability" of leaning objectives and move revisions forward.
- As is clear, the number of Business Administration students enrolling in the Accounting option has been in a stedy decline. The external reviewer, suggested there are some problem courses that should undergo content and pedagogical reviews and revamping efforts. The immediate goal is to reduce the number of students failing to earn credit during their first attempts in those courses, thus encouraging retention (and likely recruitment). The efforts should focus on two actions: 1) "meet students where they are" and 2) "bring the students to where they need to be." The efforts

should be purposed with improving students' success. Recommendations from the revamping efforts may have budgetary implications (such as smaller section sizes) which will need to be addressed in conjunction with the administration once the revamping is completed.

2. Provide a high level overview of the programs' assessment of programmatic learning outcomes.

Overall, the internal curricular measures of learning progress demonstrate sound performance. Notably, the learning outcomes where redesigned during this review period to meet the new goals of the accounting professional, specifically the objectives of the new four-part CPA exam. Internal documentation of students meeting the redesigned course goals a generally sound (except for the select few). As noted by the external reviewer, all items are either meeting expectations, or trending in a positive direction.

However, it is not clear how to document the performance of our graduates in terms of taking the CPA exam. If this is a an action step agreed to by the administration, the cost of tracking will need to be addressed as an expense not currently covered by departmental funding.

3. What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)

Across the US, and certainly in Montana, there is a shortage of individuals in the accountancy profession. The Department and the Dean are regularly contacted by firms in search of accounting interns or graduates to willing to "start now." As a key service industry, the accounting field is essential to the regional and state economy. Thus, this program is as a perfectly positioned to serve the overall goals of a regional university.

While it is true the program would benefit from access to advanced accounting technology platforms that would strengthen their analytical skills relevant to contemporary practices, the majority of the students leave the program knowing how to be professional "numbers detectives" and "problem solvers." In this way, the program aligns with the University's former Strategic goal of providing a transformative educational experience.

The program also aligns with the newly adopted university vision. In terms of MAGIC, the program has prepared several students to successfully complete Masters of Accountancy programs. In terms of STUBBORNESS, the program manages to maintain AACSB standards while providing seven sections of teaching each year, with sections totalling 35-45 students per section. Several member sof the faculty "never sayno" to additional studants while maintaining high quality instruction. In terms of UNIFIED, the program is dedicated to placing juniors and seniors in internships that benefit the students and their off-campus sponsors. In terms of BUILT DIFFERENT, the program faculty were well aware of the upcoming CPA exam changes, and the revamped curriculum was put into place with enough lead-time to seamlessly serve outgoing and incoming students as the new professional standards came into place.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
BS	Business Administration	Accounting	198	197	184	159	146	138	133
TOTAL UNDERGRADUATE ENROLLMENT:			198	197	184	159	146	138	133
TOTAL ENROLLED:			198	197	184	159	146	138	133
MINOR ENROLLMENT									
MINOR			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Accounting			12	12	7	1	9	6	16
TOTAL MINOR ENROLLED:			12	12	7	1	9	6	16
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
BS	Business Administration	Accounting	8	4	5	1	4	4	9
TOTAL DEGREES AWARDED:			8	4	5	1	4	4	9
AWARDED MINORS									
MINOR			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Accounting			8	4	5	1	4	4	9
TOTAL MINORS AWARDED:			8	4	5	1	4	4	9

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings / Art K-12 Education BA, Art BA, Art BFA, Art Education Minor, Art Minor**

Years Under Review: **2018-2025**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Art Education (K-12), BA	Continue
Art, BA	Continue
Art, BFA	Continue
Art, Minor	Continue
Art Education, Minor	Discontinue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Based on the recent APR process, Art will maintain the strength of their current programs with one modification. The Art Education Minor will be discontinued, and all other programs will continue. The Department is focused on continuous improvement of their assessment methods.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

These programs undergo an extensive review from their accrediting body, the National Association of Schools of Art and Design every 10 years in addition to our internal processes. The Art programs received a successful report from NASAD in their 2024 review and regularly assess their programmatic learning outcomes.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

The Art programs emphasize significant community engagement, hosting multiple public events each year, supporting students in internships, participation in public exhibitions and events. Their curriculum addresses the needs of our student body and community.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BA	Art Education		16	16	13	16	14	22	13
BA	Art		30	26	39	34	35	36	37
BFA	Art		15	11	18	14	10	10	12
TOTAL UNDERGRADUATE ENROLLMENT:			***61***	***53***	***70***	***64***	***59***	***68***	***62***
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
Art Education			7	4	3	0	0	2	1
Art			10	7	8	4	6	11	12
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BA	Art Education		1	2	3	1	1	3	0
BA	Art		0	1	2	2	2	1	1
BFA	Art		3	2	4	7	5	2	3

TOTAL DEGREES AWARDED:			***4***	***5***	***9***	***10***	***8***	***6***	***4***
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
Art Education			2	0	3	0	0	0	1
Art			2	0	0	1	1	1	1
TOTAL MINORS AWARDED:			***4***	***0***	***3***	***1***	***1***	***1***	***2***

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings, Biological and Physical Sciences**

Years Under Review: **2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Biology BS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Based on the campus program review process, continuation of the Biology B.S. program is justified by its strong academic quality, student outcomes, and alignment with MSUB's mission and strategic vision. Rigorous coursework, faculty advising and mentoring, modern facilities and instrumentation, and undergraduate research prepare students for employment and competitive admission to M.D., D.O., Ph.D., D.V.M., and other post-baccalaureate programs, while assessment of program learning outcomes demonstrates that students develop appropriate disciplinary knowledge, laboratory, analytical, and scientific communication skills. The review identified opportunities to strengthen the program by addressing declining first-year retention, developing a faculty succession plan to maintain critical instructional and advising expertise, ensuring adequate instructional and student-support capacity, and establishing sustainable support for undergraduate research beyond individual external grants. These improvements will advance MSUB priorities related to student success, retention, experiential learning, career readiness, and long-term program sustainability.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

The Biology B.S. program effectively prepares students for graduate and professional education and employment through rigorous coursework, strong faculty advising, modern facilities and instrumentation, and meaningful undergraduate research experiences. Graduates are competitive for admission to M.D., D.O., Ph.D., D.V.M., and other post-baccalaureate programs.

Key areas for continued improvement include addressing declining first-year retention, developing a faculty succession plan to maintain expertise in critical instructional and advising areas, and ensuring

adequate instructional and student-support capacity. The program should also continue developing sustainable support for undergraduate research so that these high-impact experiences are not dependent primarily on individual external grants.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

Biology B.S. program strongly supports MSUB's mission of providing a transformative education that empowers students to succeed and aligns with the Students First Strategic Plan. Rigorous coursework, faculty advising and mentoring, modern scientific instrumentation, and undergraduate research provide students with high-impact learning experiences that prepare them for employment and competitive admission to M.D., D.O., Ph.D., D.V.M., and other post-baccalaureate programs. Consistent with MSUB's strategic emphasis on student achievement and retention, opportunities for improvement include strengthening first-year student support and developing a faculty succession plan to maintain critical instructional and advising expertise. Sustaining undergraduate research opportunities beyond individual external grants will further support student engagement, retention, experiential learning, and career preparation while ensuring the long-term strength of the Biology program.

4. **Provide enrollment and degrees awarded for the past 7 years for each program under review.**

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BS	Biology		93	88	61	66	68	69	65
TOTAL UNDERGRADUATE ENROLLMENT:			93	88	61	66	68	69	65
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7

TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BS	Biology		9	11	16	10	5	8	6
TOTAL DEGREES AWARDED:			9	11	16	10	5	8	6
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINORS AWARDED:									

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings, Biological and Physical Sciences**

Years Under Review: **2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Biology BS, Medical Laboratory Sciences	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Based on the campus APR process, continuation of the Medical Laboratory Science concentration is justified by strong student outcomes, alignment with institutional priorities, and its important role in preparing graduates for Montana's healthcare workforce. The concentration effectively prepares students for professional certification and employment through rigorous science coursework, laboratory experiences, knowledgeable faculty advising, and clinical education, supported by strong facilities and instrumentation. Student success is demonstrated by board examination performance generally at or above national averages and strong employment outcomes. The program directly advances MSUB priorities related to student success, retention, career readiness, experiential learning, and responsiveness to critical workforce needs, while MT-INBRE fellowships support access and persistence by reducing financial barriers during required clinical experiences. Program modifications resulting from the review will focus on increasing student exposure to virology and parasitology, developing a strategic faculty succession plan to maintain critical expertise in advising, hematology, and other specialized areas, and establishing a sustainable funding strategy for clinical fellowship support should MT-INBRE funding no longer be available. Together, this will strengthen program continuity and student preparation while maintaining a strong pipeline of qualified medical laboratory professionals for Montana.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

The Medical Laboratory Science concentration effectively prepares students for the professional phase of their education, including advanced coursework, laboratory training, and clinical experiences. Strong facilities and instrumentation, well-aligned coursework, and knowledgeable faculty advising contribute to student success, as demonstrated by board examination performance generally at or above national

averages and strong employment outcomes. MT-INBRE-supported fellowships are also an important component of student success by providing financial support during clinical training.

Areas for continued improvement include increasing student exposure to virology and parasitology and developing succession plans to maintain critical faculty expertise, particularly in advising and hematology. The program should also develop a sustainable strategy for supporting students during clinical experiences should MT-INBRE fellowship funding no longer be available.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

The Medical Laboratory Science concentration directly supports MSUB's strategic priorities related to student success, workforce preparation, and responsiveness to Montana's needs. The combination of rigorous science coursework, laboratory experiences, faculty advising, and clinical education prepares graduates for professional certification and employment in the healthcare workforce. MT-INBRE fellowships further support student access and persistence by reducing financial barriers during required clinical experiences.

Continued investment in virology and parasitology instruction, faculty succession planning, and sustainable clinical fellowship support will strengthen student preparation and program continuity. These priorities will help MSUB maintain a strong pipeline of qualified medical laboratory professionals while advancing institutional goals related to retention, career readiness, experiential learning, and meeting critical healthcare workforce needs.

4. **Provide enrollment and degrees awarded for the past 7 years for each program under review.**

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BS	Biology	Medical Laboratory Sciences	22	20	20	17	15	17	18
TOTAL UNDERGRADUATE ENROLLMENT:			***22***	***20***	***20***	***17***	***15***	***17***	***18***
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									

MINOR ENROLLMENT								
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BS	Biology	Medical Laboratory Sciences	6	1	5	3	3	3	3
TOTAL DEGREES AWARDED:			***6***	***1***	***5***	***3***	***3***	***3***	***3***
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINORS AWARDED:									

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings – College of Education**

Years Under Review: **2019-2020 through 2025-2026**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Elementary Education BSED BS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

- Decision and Rationale. The recommendation is to maintain the B.S.Ed. in Elementary Education. Maintenance will include targeted modifications and continued monitoring. This decision is supported by the program's self-study, Institutional Research data, external reviewer feedback, accreditation results, student achievement and employment data, enrollment and course-level analysis, and feedback from the program's advisory board. The external APR review found that the program meets expectations in nearly all areas, while identifying enrollment/recruitment and long-term sustainability as areas requiring continued attention.
- Workforce Demand and Graduate Success. The program serves a significant state and regional workforce need. The self-study reports a 100% post-graduation employment rate for Elementary Education graduates and identified 79 elementary teacher vacancies in Montana after November 2025, demonstrating continued demand for program completers. The external reviewer likewise identified responsiveness to workforce needs and graduates' employment outcomes as particular program strengths.
- Program Quality and Accreditation. Continuation is further supported by the program's successful state and national accreditation work. The program reported successful accreditation through the Montana Office of Public Instruction and national accreditation through the Council for the Accreditation of Educator Preparation (CAEP), with the external reviewer specifically recognizing these accomplishments as evidence of alignment with professional standards and commitment to program quality.

- Curricular Modifications. The APR demonstrates that the program is already responding to assessment, accreditation, student, and stakeholder data. Modifications include reducing the degree to 120 credits; replacing the loosely defined area of concentration with structured restricted electives; requiring EDU 315 Indian Education for All; and aligning classroom management coursework with the junior field experience.
- Retention, Completion, and Staffing Modifications. The review also identifies an opportunity to focus resources on lower-division gateway courses. EDU 105, EDU 220, EDU 221, and EDU 270 have comparatively higher DFWI rates, while rates are lower in junior- and senior-level coursework. The program has identified staffing stability as one possible contributing factor and is working to increase the consistency of permanent faculty assignments in foundational courses. The external reviewer recommends supplementing that effort with strategies such as early-alert systems, peer mentoring, or embedded tutoring, as well as providing more structured onboarding and common instructional resources for adjunct faculty.
- Enrollment and Recruitment. Enrollment remains the clearest area requiring sustained attention. Program enrollment declined from 226 students in 2020 to 139 in 2025. The program is in the second year of a five-year recruitment plan and is developing additional marketing and social media initiatives. The external reviewer concluded that recruitment efforts show a positive trend but that there is not yet sufficient evidence to determine their impact. The reviewer therefore recommends establishing clear annual enrollment goals, tracking which recruitment activities result in actual enrollments, and using the program's 100% employment outcome more prominently in recruitment.
- Additional Program Modifications Resulting from the Review. Based on the APR findings, the program should also: (a) Establish measurable annual recruitment and enrollment targets and evaluate recruitment activities by yield rather than activity alone. (b) Develop specific interventions for completion, particularly given the most recent 43.1% graduation rate and decline in annual completions to 22 in 2024-2025. (c) Analyze student achievement, retention, and completion data by student population and use the findings to develop targeted supports, particularly where equity gaps are identified. (d) Continue reviewing course rotations and modalities against actual enrollment, particularly given stronger enrollment in lower-division courses and comparatively lower enrollment in some upper-division courses. (e) Formalize the program's assessment and continuous-improvement cycle, including regular documentation of how assessment results lead to curricular, pedagogical, staffing, or student-support changes. The reviewer specifically noted that evidence of data use was clearer in the CAEP materials than in the program assessment plan itself.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

The Elementary Education program has identified four programmatic learning outcomes focused on: (1) integrating content knowledge and pedagogy to design effective student-centered instruction; (2) creating inclusive and culturally responsive learning environments; (3) designing and delivering instruction that incorporates active learning, assessment, feedback, and adaptation; and (4) demonstrating professionalism, reflection, collaboration, continuous growth, and ethical responsibility.

The program assesses these outcomes using multiple measures embedded throughout candidates' coursework and clinical experiences. Key assessments include the Teacher Work Sample (TWS), field observations by university supervisors and cooperating teachers, professional dispositions assessments, assessments of content knowledge, employer surveys, and completer surveys. Assessment occurs particularly during Junior Field and Student Teaching, giving the program direct evidence of candidates' ability to apply knowledge and skills in authentic classroom environments. Assessment data are reviewed regularly as part of state and national accreditation processes, with the program moving toward more frequent and systematic review through its Quality Assurance System.

Assessment findings have been used to inform program improvements. Examples include requiring EDU 315 Indian Education for All, aligning Classroom Management with the Junior Field experience, restructuring electives to provide more intentional education-focused options, and revising key assessments such as the Teacher Work Sample, Field Observation, and Dispositions tools. The program has also incorporated validity and reliability measures into its key assessments and uses input from its Advisory Board, employers, completers, and accreditation reviews to supplement direct measures of student learning.

The assessment process itself is an area of ongoing improvement. The self-study acknowledges that the formal program-level assessment process had previously been a weakness and reports that program outcomes and the assessment plan have subsequently been substantially revised. Beginning in 2026, the program intends to systematically review assessment data and produce annual reports. The external reviewer affirmed that the learning outcomes are clearly defined, measurable, and aligned with professional expectations, and that the program uses multiple appropriate measures of student achievement. The reviewer also found evidence that assessment results are informing program improvements, while recommending a more clearly defined and documented assessment cycle and more consistent use of disaggregated student-learning data.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

The B.S.Ed. in Elementary Education demonstrates strong alignment with MSU Billings' institutional priorities through its emphasis on student success, workforce preparation, community engagement, inclusive education, and continuous improvement. The program's student-centered approach includes faculty advising and mentoring, structured field experiences, flexible course modalities, and curricular changes intended to improve student progression and retention. The program reports a 74.1% one-year retention rate for the Fall 2024 cohort, representing a 13% increase over five years.

The program also advances the University's role in meeting regional workforce and community needs. The self-study identifies a significant shortage of elementary teachers in Montana, while program graduates have maintained a 100% post-graduation employment rate. Extensive partnerships with area schools and community organizations provide students with authentic field experiences throughout the curriculum and contribute directly to the educational needs of the region. The external reviewer specifically identified responsiveness to local, state, regional, and national workforce needs as a particular program strength.

The program's commitment to access, inclusion, and community is also evident in its partnerships with Native American communities, support for first-generation and nontraditional students, and curricular emphasis on culturally responsive teaching. The recent decision to require EDU 315 Indian Education for All was informed by assessment findings indicating a need to strengthen candidates' understanding of diversity and directly supports preparation of teachers to serve Montana's diverse communities.

Finally, the program demonstrates alignment with institutional expectations for quality and continuous improvement through ongoing assessment, advisory-board engagement, curricular revision, and successful state and national accreditation. Recent improvements include reducing the degree to 120 credits, restructuring electives, revising program learning outcomes and key assessments, and developing a more systematic annual assessment process. The external review affirmed the program's strong alignment with professional standards, data-informed curricular improvement, student support, and regional workforce needs.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BSED BS	Elementary Education		239	206	178	163	164	121	117

TOTAL UNDERGRADUATE ENROLLMENT:			239	206	178	163	164	121	117
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BSED BS	Elementary Education		50	30	30	34	31	22	19
TOTAL DEGREES AWARDED:			50	30	30	34	31	22	19
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINORS AWARDED:									

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings, Health Sciences and Human Performance**

Years Under Review: **2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Health Administration BS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Based on the campus program review process, continuation of the B.S. in Health Administration is justified by its strong alignment with MSUB's strategic priorities and its role in addressing Montana's healthcare workforce needs, particularly in rural and community settings. The applied curriculum, internships, capstone experiences, and faculty expertise and industry connections provide students with the knowledge, professional skills, and experiential learning necessary for healthcare administration and leadership roles. Program assessment demonstrates that students are able to apply classroom learning in professional settings and develop competencies aligned with evolving healthcare workforce needs. The review identified opportunities to strengthen the program by increasing its visibility and expanding the student pipeline through targeted outreach to pre-health, health sciences, nursing, City College, and other clinically oriented students, as well as current healthcare professionals. Greater integration of Health Administration coursework into related academic programs could further strengthen interdisciplinary pathways, enrollment, and progression into professional employment and graduate study while advancing MSUB priorities related to student success, workforce development, experiential learning, and community engagement.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

The B.S. in Health Administration provides students with strong preparation for entry into healthcare administration and related professional roles. Internships and capstone projects provide meaningful experiential learning opportunities that allow students to apply classroom knowledge in professional settings. Faculty demonstrate a strong commitment to student success and community engagement and

bring significant healthcare industry experience and professional connections that help ensure the curriculum remains responsive to evolving student and workforce needs. The program is particularly well aligned with regional workforce demand in rural and community healthcare settings.

Opportunities for continued improvement center on increasing program visibility and expanding the pipeline of students entering the major. Targeted outreach to pre-health, health sciences, nursing, City College, and other clinically oriented students could increase awareness of healthcare administration career opportunities. Program-specific marketing to individuals already employed in healthcare and introducing Health Administration coursework within related programs could further expand awareness and enrollment.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

The B.S. in Health Administration supports MSUB's strategic priorities related to student success, workforce development, experiential learning, and community engagement. Its applied curriculum, internships, capstone experiences, and faculty connections to the healthcare industry prepare students for administrative and leadership roles while responding to workforce needs across Montana, particularly in rural and community healthcare settings.

Expanding awareness of Health Administration across MSUB and City College provides an opportunity to strengthen interdisciplinary pathways and introduce more students to nonclinical healthcare careers. Targeted outreach to current healthcare workers and integration of Health Administration coursework into related academic programs could further strengthen enrollment and career pathways. These efforts would enhance MSUB's role in developing Montana's healthcare workforce and create a stronger pipeline from undergraduate education into professional employment and graduate study.

4. **Provide enrollment and degrees awarded for the past 7 years for each program under review.**

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BS	Health Administration		65	77	65	69	34	35	36
TOTAL UNDERGRADUATE ENROLLMENT:									
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									

Montana University System

PROGRAM REVIEW

TOTAL ENROLLED:								
MINOR ENROLLMENT								
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
BS	Health Administration		15	21	15	22	18	2	5
TOTAL DEGREES AWARDED:									
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINORS AWARDED:									

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings, Health Sciences and Human Performance**

Years Under Review: **2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Health Administration MS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Based on the campus program review process, continuation of the M.S. in Health Administration is justified by its strong curriculum, experienced faculty, positive regional reputation, and alignment with MSUB's priorities related to student success, workforce development, community engagement, and Montana's healthcare needs. The curriculum, internships, and capstone experiences develop and assess core healthcare administration competencies while preparing graduates for leadership and management roles across the healthcare sector, including rural and underserved communities. Program modifications resulting from the review will focus on more clearly mapping learning outcomes to courses and assessments, evaluating the cohort-mixing model to increase entry flexibility, reviewing the fee structure to maintain accessibility and market competitiveness, reassessing the effectiveness and composition of the advisory board, expanding partnerships with healthcare systems and providers, and continuing to grow the 3+2 pathway. Together, these efforts will strengthen assessment of student achievement, expand the pipeline of future healthcare leaders, and enhance the program's responsiveness to Montana's evolving healthcare workforce needs.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

The M.S. in Health Administration provides a strong curriculum addressing core healthcare administration competencies and preparing students for leadership and management roles across the healthcare sector. Faculty bring substantial professional experience and strong connections to the healthcare community, allowing the curriculum to remain responsive to changing industry and student needs. Internship and capstone experiences provide meaningful experiential learning, and the program is well regarded within the regional healthcare community.

Opportunities for improvement include more clearly mapping program learning outcomes to individual courses and assessments and evaluating the cohort-mixing model to provide greater flexibility in program entry. The program should also review its fee structure to maintain market competitiveness, reassess the effectiveness and composition of the joint advisory board with the RN-BSN program, expand partnerships with healthcare systems and providers, and continue growing the 3+2 pathway to strengthen the pipeline.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

The M.S. in Health Administration supports MSUB's strategic priorities related to student success, workforce development, community engagement, and responsiveness to Montana's healthcare needs. Its applied curriculum, experienced faculty, internships, and capstone experiences connect graduate education directly with the needs of healthcare organizations and prepare students for leadership roles within a rapidly changing industry.

Continued development of healthcare partnerships and the 3+2 pathway can strengthen the pipeline of future healthcare leaders while expanding opportunities for MSUB students. Reviewing program fees and entry flexibility can improve accessibility and competitiveness, while clearer alignment of learning outcomes, courses, and assessments will strengthen evidence of student achievement. These efforts position the program to contribute to MSUB's broader role in developing Montana's healthcare workforce, including leadership capacity in rural and underserved communities.

4. **Provide enrollment and degrees awarded for the past 7 years for each program under review.**

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
TOTAL UNDERGRADUATE ENROLLMENT:									
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
MS	Health Administration		20	20	23	23	22	15	11
Certificate	Health Administration and Leadership						1		
TOTAL GRADUATE ENROLLMENT:			***20***	***20***	***23***	***23***	***23***	***15***	***11***
TOTAL ENROLLED:									
MINOR ENROLLMENT									

MINOR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
TOTAL MINOR ENROLLED:							

AWARDED DEGREES								
DEGREE	MAJOR	CONCENTRATION	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
MS	Health Administration		18	6	12	9	11	8	5
Certificate	Health Administration and Leadership						1		
TOTAL DEGREES AWARDED:			***18***	***6***	***12***	***9***	***12***	***8***	***5***
AWARDED MINORS									

MINOR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
TOTAL MINORS AWARDED:							

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings-College of Business- Department of Business Administration- Information Systems Minor**

Years Under Review: **2018/2019 through 2024/2025**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Minor in Information Systems	Continue with Modifications

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

The self-study report concerning the Minor in Information Systems. The self-study highlighted how the minor can be a vital tool in meeting the needs of students with interests in AI technologies and business analytics. As such, any number of business students can be attracted to the program, especially ones from the B.S. Management and Marketing options. I also reviewed the thorough external review, provided by Ms. Jenny Scott, M.A., Interim Chair & Professor, Business & Computer Science Division at Lewis-Clark State College. The self-study highlighted and the external reviewer notes stress the tightening of resources which has led to a two-course (6 credit) deficiency in the number of upper-level courses. This deficiency of courses has, no doubt, contributed to the overall demise of enrollment in the program. As well, a bottleneck in BMIS 311- Management Information Systems (required of all College of Business majors) has also manifested due to only having one faculty member available to teach these courses. May commendations would include:

- Thorough evaluation and revamp of the program, including:
  - A. program objectives,
  - B. required courses,
  - C. course rotations,
  - D. plans for advising students into the minor
- Excellent coordination and engagement with the faculty at City College as a front-line resource in delivery of the minor.
- Comprehensive plan for moving forward this semester with the needed catalog changes such that the program can “reemerge” in the Fall of 2027 as a vibrant minor.

These Recommendations should be addressed:

- Submit Academic Proposal Request form and the Curriculum Proposal form as required by OCHE due to major revisions of curriculum and request to retitle the minor.
- With the intention to meet all deadlines necessary for inclusion in the Fall 2027 catalog, prepare and submit curricular changes forthwith to the Department of Business Administration's Academic Program Review Committee, to be followed by tracking and facilitating reviews by the Department as a whole, the University Curriculum Committee, and the MSUB Faculty Senate.
- Document agreement and support for the proposed changes from City College program leader in Computer Science.
- Work directly with all the faculty of the College of Business so they will be able to articulate the value of the minor and so they can properly advise students concerning how to complete the minor while working on their B.S. degrees.
- Work directly with the Registrar's Office Care teams and New Student Services to make the front-loading advising personnel aware of the Information Systems minor revamping and reinvigorating efforts once they are finalized.

2. Provide a high level overview of the programs' assessment of programmatic learning outcomes.

Overall, the program went into dormancy when key personnel retired, and those positions were either eliminated or redefined. As a result, enrollments dwindled and substitutions of courses became the "path to completion." Once reviewed, it was agreed that the learning outcomes were outdated and that it was not advisable to rebuild the program given the old objectives. As such, new objectives have been defined, with attention to emerging technologies and the contemporary demands of businesses for analytical skills.

3. What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)

Montana's businesses are in search of graduates to help with emerging analytical trends and AI applications. Thus, this program is perfectly positioned to serve the overall goals of a regional university, and the revamped program is aligned with the University's former Strategic goal of providing a transformative educational experience. The program also aligns with the newly adopted university vision. In terms of MAGIC, the revamped program will produce students with high-level analytical skills that are not necessarily fully developed in the Majors offered in this campus. In terms of STUBBORNESS, it was via careful review of multiple courses that the faculty spied the underlying (already in-place) elements of the program. In terms of UNIFIED, the program will produce graduates that can help fill gaps in the workforces of all of the economic sectors of Montana's economy. In terms of BUILT DIFFERENT, the program faculty were aware of budget constraints and of the outdated focus of the Minor as it appears in the current catalog. They are committed to using existing resources to bring the Information Systems minor into a contemporary focus that students and employers will find valuable.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
TOTAL UNDERGRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Business Management Information Systems			3	3	3	8	8	3	2
TOTAL MINOR ENROLLED:			3	3	3	8	8	3	2
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
TOTAL DEGREES AWARDED:									
AWARDED MINORS									
MINOR			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Business Management Information Systems			0	1	0	1	3	0	0
TOTAL MINORS AWARDED:			0	1	0	1	3	0	0

Montana University System

PROGRAM REVIEW

Institution/Department: MSU Billings – City College/Nursing, Health, and Public Safety

Years Under Review: 2019-2026

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Paramedic AAS	Continue
Paramedic Sprint AAS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Paramedic programs (both traditional face-to-face and online-sprint) have strong industry support and significant student interest. National program accreditation provides opportunity to expand the online-sprint program option to all locations around the United States, with student interest coming from Washington, Texas, and New Mexico currently. This expanded market could spotlight the program as a national leader in paramedicine. The program will continue to offer both an in-person and remote-online option to serve two unique student populations, with a renewed focus on recruitment of out-of-state students for the online degree path.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

Paramedic programs (both traditional face-to-face and online-sprint) are nationally accreditied and recently received full re-accreditation with no recommendations. The programs have a very active and engaged advisory council that provide program curriculum oversight as well as clinical opportunities for students in the program. The employer's of graduates commend the excellent preparation of the graduates as they enter the workforce.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

Paramedic programs develop members of a skilled workforce who enter the employment sector as highly skilled, high salary members of the local and state workforce.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
AAS	Paramedic	In-Person	35	30	37	32	29	14	18
AAS	Paramedic	Sprint					17	16	11
TOTAL UNDERGRADUATE ENROLLMENT:			***35***	***30***	***37***	***32***	***46***	***30***	***29***
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
AAS	Paramedic	In-Person	7	9	10	12	15	11	4
AAS	Paramedic	Sprint						11	12
TOTAL DEGREES AWARDED:			***7***	***9***	***10***	***12***	***15***	***22***	***16***
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7

TOTAL MINORS AWARDED:							

Montana University System

PROGRAM REVIEW

Institution/Department: **MSU Billings – City College/Transportation and Welding – Metal Fabrication**

Years Under Review: **2019-2026**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Process Plant Technology AAS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Process Plant Technology is very unique to our region, with the only other program in the region located in North Dakota and an online only program. Program graduates earn one of the highest salaries of the all programs, as are in high demand with energy sector employers. Assessment of course delivery and student support services is underway to determine the source of the enrollment decline and the year one to year two matriculation concerns. Additionally, there is a renewed focus on recruitment and marketing efforts on this program as a high wage employment educational degree option**.**

The Process Plant Technology program is a hallmark program for City College and may require resource investment (human and financial) to ensure enrollment viability remains positive.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

Process Plant Technology program uses internal and external assessment measures to ensure student achievement. The internal measures indicate students struggle early in the program, but find increased success after completion of the first program semester. Further evaluation of gateway courses is underway to determine if additional student support services and advisement can positively influence student retention. External measures indicate highly achieving students complete the program and perform at an advanced skill level during the first year of employment. Program graduates earn wages in the top 10 percent of all MSUB program graduates within the first year of employment.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals).**

Process Plant Technology develops members of a skilled workforce who enter the employment sector as highly skilled, high salary members of the local and state workforce.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
AAS	Process Plant Technology		51	47	39	33	33	23	11
TOTAL UNDERGRADUATE ENROLLMENT:			***51***	***47***	***39***	***33***	***33***	***23***	***11***
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
AAS	Process Plant Technology		14	22	17	11	11	12	5

TOTAL DEGREES AWARDED:			***14***	***22***	***17***	***11***	***11***	***12***	***5***
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINORS AWARDED:									

Montana University System

PROGRAM REVIEW

Institution/Department: **MSU Billings – City College/Nursing, Health and Safety**

Years Under Review: **2019-2026**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Radiologic Technology AAS	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

Radologic Technology is a competitive entry program that has limited clinical capacity. The core program student acceptance is limited to 14 students by the JRCERT acreditaition based on the availability of appropriate clinical sites. With at or above 100 students seeking core program admission, the applicant pool is extremely competitive for the 14 available spots. Additional clinical partners are under review to ensure students receive the highest quality clinial experience while adhering to the program accreditation requirements.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

Radiologic Technology is uniquely JRCERT accredited that presents students with employment and credential opportunities that are unique to the region. The Radiologic program advisory board is highly engaged with program curriculum review as well as program entry applicant evaluation for the competitive entry process. The program has nearly a 100% completion rate, and nearly 100% first attempt certification exam pass-rate once students are admitted into the program. Graduates earn high salaries with the majority living and working in the greater Yellowstone region following program completion.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

Radiologic Technology develops members of a skilled workforce who enter the employment sector as highly skilled, high salary members of the local and state workforce.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
AAS	Radiologic Technology		84	65	76	77	71	89	120
TOTAL UNDERGRADUATE ENROLLMENT:			***84***	***65***	***76***	***77***	***71***	***89***	***120***
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINOR ENROLLED:									
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
AAS	Radiologic Technology		13	13	14	12	13	13	13
TOTAL DEGREES AWARDED:			***13***	***13***	***14***	***12***	***13***	***13***	***13***
AWARDED MINORS									

MINOR	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL MINORS AWARDED:							

Montana University System

PROGRAM REVIEW

Institution/Department: **Montana State University Billings / Women's Studies Minor**

Years Under Review: **2018-2025**

List of programs reviewed and decision(s) concerning the future of the program(s), based on the program review criteria established at the campus: Choose from Continue, Continue with Modifications, Discontinue

PROGRAM	DECISION
Women's Studies Minor	Continue

1. **Provide a rationale or justification for the decision based on the program review process established at the campus. Identify any program modifications that may result from this process.**

The APR process demonstrated that this program, which was put into moratorium and then removed from moratorium during this seven-year period, is strong and in demand. Enrollment increased significantly when it was removed from moratorium, and graduation rates are also increasing as these cohorts move through the curriculum. The History Department is working closely with our Director of Assessment and Accreditation, Kathleen Thatcher, to create a new and improved schedule for assessment. The program will likely consider expanding its connections to other departments as well as a potential name change based on recommendations from the outside reviewer.

2. **Provide a high level overview of the programs' assessment of programmatic learning outcomes.**

Housed in the Department of History, the minor in Women's Studies provides a multi-disciplinary analysis of local, state, national, and international cultural questions as they relate to this topic. Those directing this program have developed a systematic assessment plan in collaboration with our Director of Assessment and Accreditation, Kathleen Thatcher. While assessment has taken place in the past, the improved method will take a more regular and systematic look at the success of program outcomes.

3. **What is the alignment of these programs with the institution's strategic plan? (i.e. university mission, vision, values, and/or goals)**

The minor in Women's Studies aligns with MSUB's long-standing strategy of connecting with the larger community while supporting student success. Internships and local research projects across disciplines are hallmarks of this program.

4. Provide enrollment and degrees awarded for the past 7 years for each program under review.

UNDERGRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL UNDERGRADUATE ENROLLMENT:									
GRADUATE ENROLLMENT									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL GRADUATE ENROLLMENT:									
TOTAL ENROLLED:									
MINOR ENROLLMENT									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7
Women's Studies			7	4	3	11	12	12	11
TOTAL MINOR ENROLLED:			***7***	***4***	***3***	***11***	***12***	***12***	***11***
AWARDED DEGREES									
DEGREE	MAJOR	CONCENTRATION	Year1	Year2	Year3	Year4	Year5	Year6	Year7
TOTAL DEGREES AWARDED:									
AWARDED MINORS									
MINOR			Year1	Year2	Year3	Year4	Year5	Year6	Year7

Women's Studies	1	2	1	2	3	2	4
TOTAL MINORS AWARDED:	***1***	***2***	***1***	***2***	***3***	***2***	***4***