Montana University System

PROGRAM REVIEW

Institution/Department: **University of Montana-Missoula, School of Public and Community Health**

Years Under Review: **FY20 to FY26**

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	Global Public Health	Continue with Modifications
BS	Public Health	Continue with Modifications
MPH	Public Health	Continue
MPHPA	Public Health & Public Admin	Discontinued (2025)
PhD	Public Health	Continue
Graduate Certificate	Public Health	Continue
Graduate Certificate	Epidemiology	Continue
Certificate	Environmental Health Sciences	Continue
Graduate Certificate	Global Health	Continue with Modifications
Graduate Certificate	Public Health Administration	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.**

Council on Education for Public Health (CEPH) reaccredited the School in June 2025 following a deferral earlier that year, and the term runs through 2032. CEPH identified three criteria as partially met: evaluation and quality improvement, post-graduation outcomes tracking, and foundational competency assessment for MPH joint degrees.

The MPH, PhD, and graduate certificates in Public Health, Epidemiology, Environmental Health Sciences, and Public Health Administration are recommended to continue. Total degrees awarded rose from 16 in FY20 to 58 in FY26. The MPH produced 22 degrees in FY26, and the PhD produced 4. MPH headcount decline can be attributed to the now discontinued joint degree in Master of Public Health and Public Administration that was withdrawn due to accreditation requirements in both disciplines. These enrollments were all counted under Public Health regardless of the student's primary program.

The BS in Public Health is recommended to continue with modifications. The first graduates were in FY21 and the fall headcount has held at 26 for the past three years. Recent modifications include:

- Consolidation of four concentrations into a single generalist concentration in FY25.
- Health Communication (COMX 480) was added as a required course in fall 2025.
- Professional Undergraduate recruiting and advising was moved to the School.
- The program is currently reviewing the target market for the degree and the modality that best serves that population. The program is currently offered live on campus with some online classes. There are articulation agreements in place with two-year campuses to ensure a smooth transition to the BS in Public Health.

The Global Public Health Minor and the Global Health Graduate Certificate are recommended to continue with modifications. This interdisciplinary minor moved to the School in 2023 and faculty capacity in affiliate units that provided coursework has declined which has impacted recruitment. Conversations about curriculum revisions that can stabilize offerings and meet the program outcomes long-term are ongoing.

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

CEPH accreditation requires each degree to define competencies and assess every student on them. The school maps competencies to specific courses and assignments, and CEPH reviewers validated this mapping through syllabi, assignments, and the site visit.

For the MPH, CEPH validated assessment of 19 of 22 foundational competencies. The three remaining competencies were tied to the MPHPA and MPH/PharmD curricula. The MPHPA has since been discontinued, and alignment for the PharmD joint degree is part of the 2026 interim report. Generalist and community health and prevention sciences concentrations each define five concentration competencies, and CEPH found that all students are assessed on them at least once. Every MPH student completes an applied practice experience and an integrative learning experience as a culminating assessment.

For the PhD, six competencies are assessed through didactic courses, the doctoral seminar, and the dissertation. CEPH raised concerns about alignment between assessments and three foundational knowledge areas, and the school responded with revisions in February 2025.

For the BS, CEPH found foundational competencies were met, but were concerned about two communication competencies, which the school addressed by making COMX 480 a required course.

CEPH confirmed that graduation rates meet or are on track to meet its thresholds for the BS, MPH, and PhD. Positive post-graduation outcomes for MPH and PhD graduates were at or near 100 percent for known cohorts. The school adopted a new evaluation plan in 2024 that links outcomes across instruction, scholarship, and service.

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

The school's programs align with both through a rural and Indigenous focus, workforce preparation, accessible delivery, and research.

- Access: The generalist MPH and the certificates are delivered at a distance. CEPH noted that this format is built around reaching rural students who complete the program while remaining in their communities.

- Workforce: The Montana Department of Public Health and Human Services provides scholarships for state and local public health department employees to take the school's graduate certificates, and CEPH reported that many of these students continue to the MPH. The Montana Public Health Training Center provides continuing education for public health professionals statewide.

- Place: The school's priority populations are rural Montana students and Native American students and faculty. Its seminar series, research, and service include work with tribal partners and Montana issues such as housing insecurity.

- Research: Faculty research funding exceeded $7 million in FY23, with strengths in environmental health, Indigenous research, and public health systems science. This supports UM's R1 designation.

- Global perspective: The School's mission links rural Montana to global public health challenges. The Global Public Health Minor and Graduate Certificate extends this to students across the university.

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

UNDERGRADUATE ENROLLMENT (Fall Only)								
DEGREE	MAJOR	FY20	FY21	FY22	FY23	FY24	FY25	FY26
BS	Public Health	-	9	18	28	26	26	26
TOTAL UNDERGRADUATE ENROLLMENT:		**-**	**9**	**18**	**28**	**26**	**26**	**26**
GRADUATE ENROLLMENT (Fall Only)								
DEGREE	MAJOR	FY20	FY21	FY22	FY23	FY24	FY25	FY26
MPH	Public Health	58	59	67	88	65	53	42
MPHPA	Public Health & Public Admin (Joint Degree)	-	-	-	-	-	6	3
PhD	Public Health	12	12	16	12	13	16	16
Graduate Certificate	Public Health	19	23	27	25	21	27	11
Graduate Certificate	Epidemiology	2	3	6	3	5	5	2
Graduate Certificate	Environmental Health Sciences	2	1	4	5	1	2	3
Graduate Certificate	Global Health	3	5	1	1	1	1	-
Graduate Certificate	Public Health Administration	2	2	4	1	2	4	3
TOTAL GRADUATE ENROLLMENT:		**98**	**105**	**125**	**135**	**108**	**114**	**80**
TOTAL ENROLLED:		**98**	**114**	**143**	**163**	**134**	**140**	**106**
MINOR ENROLLMENT (Fall Only)								
MINOR		FY20	FY21	FY22	FY23	FY24	FY25	FY26
Global Public Health		16	17	13	6	6	8	5
TOTAL MINOR ENROLLED:		**16**	**17**	**13**	**6**	**6**	**8**	**5**
AWARDED DEGREES (Fiscal Year)								
DEGREE	MAJOR	FY20	FY21	FY22	FY23	FY24	FY25	FY26
BS	Public Health	-	1	-	3	7	7	5
MPH	Public Health	11	28	19	35	27	23	22
MPHPA	Public Health & Public Admin	-	-	-	-	-	1	1
PhD	Public Health	-	1	4	3	2	1	4
Graduate Certificate	Public Health	3	12	6	10	7	12	17
Graduate Certificate	Epidemiology	-	5	1	4	3	4	3
Graduate Certificate	Environmental Health Sciences	-	-	-	1	2	-	3
Graduate Certificate	Global Health	2	2	4	1	-	-	-
Graduate Certificate	Public Health Administration	-	3	1	3	2	2	3
TOTAL DEGREES AWARDED:		**16**	**52**	**35**	**60**	**50**	**50**	**58**
AWARDED MINORS (Fiscal Year)								
MINOR		FY20	FY21	FY22	FY23	FY24	FY25	FY26
Global Public Health		14	5	7	4	1	2	1
TOTAL MINORS AWARDED:		14	5	7	4	1	2	1

Montana University System

PROGRAM REVIEW

Institution/Department: **University of Montana-Missoula, School of Social Work**

Years Under Review: **FY20 to FY26**

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
BSW	Social Work	Continue
MSW	Social Work	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 BSW and MSW at the University of Montana are the only public Social Work in the Montana University System. Salish-Kootenai College also has a BSW. Both programs are accredited by the Council on Social Work Education (CSWE) and were reaffirmed by the Board of Accreditation in June 2025 for eight years, through June 2033. Enrollment and degrees are above their FY20 levels:

- BSW fall headcount rose from 149 to 191, and degrees awarded rose from 32 to 60.
- MSW fall headcount rose from 62 to 235, with a peak of 274 in FY25. Degrees awarded rose from 26 to 119.

The BSW is offered in person in Missoula and as a 2+2 distance option with ten partner community and tribal colleges. The MSW is offered in person and online. CSWE asked for follow-up on specific standards, including:

- CSWE asked the School to describe how the BSW field education director's assigned time is calculated and to clarify the sufficiency of accessibility supports for its physical space.
- Strengthening program and field orientation for distance students in the BSW 2+2 option after a lower graduation rate for a recent cohort.
- Creating a written advanced standing policy for the MSW to prevent repetition of generalist content, a secondary mechanism for students who do not qualify, and clarification of how these apply to all program options.

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

CSWE site visitors confirmed that students, faculty, and field instructors understand how competencies are assessed. Both programs assess the nine CSWE social work competencies, and the MSW also assesses a tenth competency in its specialized practice area, Advanced Integrated Practice. Each competency is

assessed through multiple instruments, including course assignments, a generalist exam in the MSW, and a field education instrument tied to a learning agreement. Students complete learning agreements with their field supervisor and review them at three points during the year.

The Accreditation Committee includes representatives of the BSW, MSW, and field education committees. It reviews outcomes each summer, and the results are shared at the fall faculty retreat and with each program committee, which decides on changes to the curriculum.

All nine BSW competencies met the 85 percent benchmark in the self-study, with results from 94 to 100 percent. The aggregate graduation rate was 71 percent in the latest period against a 70 percent benchmark. The aggregate employment rate at graduation was 79 percent against a 70 percent benchmark.
Six of nine generalist MSW competencies met the 80 percent benchmark. Competencies 2, 5, and 8 did not, at 73, 73, and 79.8 percent, and the revisions described above responded to these results. All ten Advanced Integrated Practice competencies met the benchmark at 97 to 100 percent for the in-person option. Graduation rates were 85 percent for the in-person option in the latest period and 85 percent for the online option. The employment rate at graduation was 55 percent against a 70 percent benchmark, which the self-study notes is collected before graduation.

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

Both programs align with UM's mission and vision to be a Flagship for the Future through access, workforce preparation, and service to rural and Indigenous communities.

- The BSW 2+2 option allows students to begin at a partner community or tribal college and complete the degree online. The online MSW and the advanced standing pathway extend access across the state.

- The School's stated goal for the 2+2 option is to strengthen the state's social work workforce. Field partners described students as well prepared for practice. This is also true of the MSW online and Advanced Standing programs.

- Both mission statements commit to rural and Indigenous contexts, and the programs are working to Indigenize the curriculum in collaboration with tribal communities. Students named the Cultural Humility course as among their most impactful experiences.

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

UNDERGRADUATE ENROLLMENT (Fall Only)								
DEGREE	MAJOR	FY20	FY21	FY22	FY23	FY24	FY25	FY26
BSW	Social Work	149	161	149	146	168	201	191
TOTAL UNDERGRADUATE ENROLLMENT:		**149**	**161**	**149**	**146**	**168**	**201**	**191**
GRADUATE ENROLLMENT								
DEGREE	MAJOR	FY20	FY21	FY22	FY23	FY24	FY25	FY26
MSW	Social Work	62	67	115	210	269	274	235
TOTAL GRADUATE ENROLLMENT:		**62**	**67**	**116**	**212**	**269**	**276**	**237**
TOTAL ENROLLED:		**211**	**228**	**265**	**358**	**437**	**477**	**428**

AWARDED DEGREES								
DEGREE	MAJOR	FY20	FY21	FY22	FY23	FY24	FY25	FY26
BSW	Social Work	32	46	42	39	33	51	60
MSW	Social Work	26	28	27	34	18	110	119
TOTAL DEGREES AWARDED:		**58**	**75**	**71**	**74**	**51**	**162**	**180**