Appendix CC

Program Prioritization Review

MONTANA STATE UNIVERSITY NORTHERN

Program Prioritization Review

2012-2013

MONTANA STATE UNIVERSITY
NORTHERN

Academic Council Members
Respectively submit this
Program Prioritization Review
2012 – 2013

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Program Prioritization Review

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Introduction

> *We have a long and rutted road ahead of us, but I look forward to finally arriving upon the right path.*
>
> Anstine Templeton,
> August 1, 2010

Chancellor Limbaugh, it is with great excitement and anticipation that the Academic Council (AC) presents the recommendations gleaned from conducting the Program Prioritization Review project. Academic Council members have spent the past seven months immersed in the world of program review and trying to make sense of the academic side of MSUN. Questions we had to answer follow: 1) what does MSUN look like academically; 2) is this scholastic reality and our past educational image congruent; 3) where do we want to go; 4) how do we want to get there; and 5) once we arrive, will we have reached mission fulfillment? Academic leadership is not for the faint of heart since doing what is right by students and an institution often means making tough and sometimes emotional decisions. In the forward of *Prioritizing Academic Programs and Services* (2010), Stanley O. Ikenberry shares his thoughts concerning the complex nature of universities defining their sense of self. He notes:

> The crucial challenge facing American higher education today is that of defining a sense of self. Each of the thirty-six hundred or so colleges and universities in the United States has a unique heritage. Each vision, each purpose, each institutional character is distinctive. The special strengths and comparative advantages of campuses differ, one from another. Defining a sense of self is a complex task (Forward to first edition, p. xiii).

As you begin reviewing the **ia** site and the documents provided, all members of the AC stand ready to assist in any way needed. We do know your decisions will not be made lightly and are optimistic that documentation provided will help guide the decision making process.

Reference

Dickeson, R. C. (2010). *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance*. San Francisco, CA: Jossey-Bass.

Overview

Montana State University-Northern, as other teaching institutions of higher education in this country, has a mission to serve a diverse student population by providing liberal arts, professional and technical education programs ranging from certificates through master's degrees. The university promotes a student centered and culturally enriched environment endorsing lifelong learning, personal growth and responsible citizenship. The university partners with a variety of community and external entities to enhance collaborative learning, provide applied research opportunities, and stimulate economic development throughout the State of Montana and beyond.

With few new resources available for investment in key priorities, the university must use existing resources in the most efficient manner possible. In order to increase the effective use of our limited resources, Academic Affairs, Academic Senate, and Academic Council reviewed and prioritized programs to place them on a continuum from grow to maintain to integrate/revise to phase-out. This prioritization process or call to re-prioritize will create a roadmap for investment and reallocation over time and into the future.

The prioritization process was coordinated through the work of the Academic Council comprised of five faculty members, three deans, one director and the provost. Academic Council members determined a process and designed the framework that guided the review process. It was determined the total review process would be completed in the following three phases:

- Phase I – Complete a review process and prioritize programs
- Phase II – Academic Affairs will work with Academic Council, Colleges, Academic Senate, MSU, OCHE, BOR, and NWCCU to complete the approval process for changes
- Phase III – Launch integrated, revised, and/or new programs beginning fall 2014

The seven criteria or areas of focus used to review programs included centrality, productivity, internal and external demand, cost effectiveness, quality and size. It was important to the Academic Council that faculty members did not perceive the process as involving solely enrollment numbers or dollars generated. Faculty members in the colleges used the framework to conduct self-reviews of their programs which included departmental certificates, minors, certificate of applied science, associate of applied science, associate of science, bachelor of applied science, bachelor of science, bachelor of arts, bachelor of science education, master of education in counselor education, and master of science in education, instruction and learning. Based on the review criteria, Academic Council developed a rubric (Appendix) and template for assessing and making a recommendation to grow, maintain, integrate/revise, or phase-out for each program. Using the rubric, Deans and chairs examined all self-reviews and made recommendations to their faculty members for revisions.

Once self-evaluations were completed, the deans and chairs reviewed all programs and submitted to the Provost, program priorities for their colleges along with justification in the form of an executive summary. At this point the, Academic Senate was charged to review and make recommendations to the Academic Council. Next, the Academic Council, impounded in a two-day retreat, reviewed and rated all 75 minors, certificates, two-year, four-year and graduate level programs and made recommendations on a continuum from grow to phase-out.

With receipt of this document, the Provost has forwarded recommendations to Chancellor Limbaugh by April 15, 2013. Phase I of the Program Prioritization Review initiative will be completed when Chancellor Limbaugh makes the final program decisions in May. Phase II will enact the curricular clean-up and creation process that involves placing programs into moratorium or terminating, and blocking enrollment in others to allow time for revisions. At this

same time, academic leadership will be working with faculty on developing new programming. Phase III – Education that Works will be the launching of new minors, certificates, and degree programs in fall 2014. See the presentation titled Program Prioritization Review presented at the Chancellor's Open Forum on April 10, 2013.

MONTANA STATE UNIVERSITY NORTHERN

Montana State University-Northern Open Forum April 10, 2013

Program Prioritization Review

When the best leaders' work is done the people say,
"We did it ourselves." --Lao-tzu

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MONTANA STATE UNIVERSITY NORTHERN

Chancellor's charge to the Academic Council September 10, 2012 Phase I

Conduct a comprehensive review of all academic programs to answer the following questions:

1. What is optimum program mix that fulfills our institutional mission?
2. What is the optimum mix of on-line vs. on-site offerings (taking into consideration all three campuses)?
3. What is the recommended future for master's study at MSUN?
4. What are the recommendations of the Academic Council to address other significant issues within the academic realm?

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Why answer these questions?

The Academic Council wanted to examine academic programming for the following reasons:

- To increase quality;
- To better prepare students for the workforce;
- To be responsive to advisory boards' and national accreditation recommendations;
- To strengthen the reputation of MSUN;
- To meet the needs of constituents – local, state, and national levels; and
- To know with certainty who we are (mission) and what we do well (programs).

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How did Academic Council proceed?

1. We built a knowledge base on program review and prioritization processes by reading Robert C. Dickeson's work.
2. We discovered that MSUN fit many of the characteristics that made it a prime candidate for a campus-wide program prioritization review.

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Key Characteristics

Most institutions can no longer afford to be what they've become. Dickeson, 2010

- Most institutions strive to be all things to all people (so cannot focus on programs of distinction);
- Most institutions are over-programmed for their available resources, so quality wanes and faculty become tired;
- Programs increase and calcify without regard to their relative worth; and
- Across-the-board cuts tend toward mediocrity for all programs. Decided we needed to relocate resources.

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Review Process - Seven Criteria for Assessing Programs

1. **Centrality** – Advancement of MSUN's vision, mission, and core themes; relationship to areas of academic excellence;
2. **Productivity** – Credit hours taught (majors, other service courses), degrees granted (graduate and undergraduate), student retention, time-to-degree, number of majors, minors, etc.
3. **Demand – internal** – Student demand and degree to which other programs rely on this program for instruction or support including courses required by majors in other units, general education offerings.
4. **Demand – external** – Present and future demand for program output as measured by market demand for graduates, economic/scientific/social trends; partnerships with external stakeholders; and the uniqueness of the program.

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Seven Criteria, continued

5. **Quality** – State, national and international reputation of the program; faculty recognition; comparisons with peers; student work experiences or other co-curricular learning experiences; faculty achievements in teaching, with success in establishing and meeting learning goals.
6. **Size** – Critical mass of faculty, students, curricular offerings. Outline personnel and/or facilities issues attached to quality, growth, and expansion.
7. **Cost Effectiveness** – Operational expenditures compared to comparable institutions; program efficiency; investment in facilities and equipment; potential economies of scale, proportion of administrative to total costs; self-sustaining and revenue generating activity.

Other – Other activities influencing teaching productivity.

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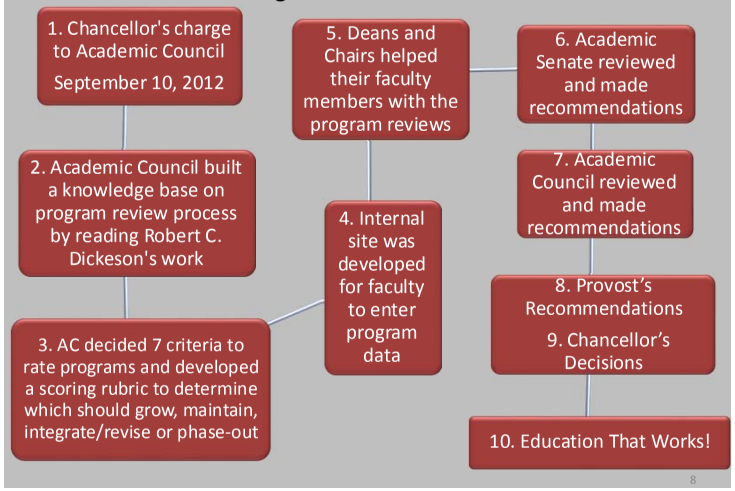
Program Prioritization Process



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Recommendation Results-Grow

Grow was used for programs that are vital to MSUN and its constituents. Additional resources are recommended and will position programs to be those of distinction.

- Seven areas of growth: Nursing, Diesel-Auto-Agriculture, Business, Elementary Education, Community Leadership, Trades and Criminal Justice.

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Recommendation Results-Maintain

Maintain means programming that has been determined to meet a need at MSUN without additional resources needed.

Programs that will be maintained:

1. Master's degree in Counselor Education; and
2. Bachelors' degrees in agriculture operations, civil engineering, industrial technology, graphic design, secondary education—social science and HPE, liberal studies, applied science, and health promotion.

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MONTANA STATE UNIVERSITY NORTHERN

Recommendation Results - Maintain, Continued

Programs that will be maintained:

1. Two-Year degrees in nursing, business, agricultural, and design drafting;
2. Certificate of Applied Sciences in carpentry; and
3. Minors in business, accounting, auto, design drafting, diesel, agriculture, art (K-12), health promotions, and Native American studies

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Recommendation Results - Integrate & Revise

1. MS in Education in Instruction and Learning;
2. Bachelors' degree in biology;
3. Two-Year degrees in auto (fast-track), general education, water quality;
4. Certificate of Applied Sciences in auto; and
5. Minors in computer information, biology, community leadership, English teaching, health and physical education.

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Recommendation Results – Phase-Out

Phase-out defined out as putting in moratorium to recreate programs or terminated to create something new.

1. Graduate - Principal Endorsement (K-12);
2. Bachelors' degrees in computer information, design drafting, mathematics, secondary education-mathematics, general science, and English;
3. Two-Year degrees in carpentry, civil engineering, computer information, graphic design, and sustainable energy;
4. Certificate of Applied Sciences in sustainable energy; and departmental certificates in land survey, agricultural mechanics, and electrical technology; and
5. Minor in civil engineering.

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Next Steps

1. Provost will make recommendations by April 15, 2013 and submit final report to Chancellor;
2. Chancellor will make final decision by May 10, 2013;
3. Provost's Office will work with Academic Council, Colleges, Academic Senate, MSU, OCHE, BOR, and NWCCU to complete the approval process for each program (Phase II).
4. Launch integrated, revised, and new programs (Phase III).

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Possible New Programs

What has been rumored:

- Gaming – CIS/Design Drafting/Graphic Design
- CJ – emphasis in forensics, pre-law, liberal studies
- Trades/Business – credit for prior learning
- CIS integrated into business
- Industrial Tech – STEM and SET
- Rural health care
- Health promotion – wilderness ed, outdoor ed, athletic training, etc.
- Professional communication minor/major
- Native American minor to include musicology and art—unique major
- Rural sociology/border studies
- Rural Studies Center for health, sociology, industry needs, border studies, continuing ed. etc.

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MONTANA STATE UNIVERSITY NORTHERN

QUESTIONS?

SECURING OUR FUTURE BY OFFERING

EDUCATION THAT WORKS

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I. What is the optimum program mix that fulfills institutional mission?

Vision

Montana State University-Northern will be known for its supportive, student-centered environment in which a unique mix of academic programs are responsive to local, regional, and state workforce needs, offered in an atmosphere that promotes student success.

The Academic Council (AC) realized that finding an answer (or a set of answers) to this directive was going to be an immense undertaking. Now, in reflection, we are not only tired but realize that our reform journey has just begun. We have curricular housekeeping to accomplish; consensus building that needs to be done, an assessment culture to develop further, and a group of faculty to excite, encourage, and support in developing new programs. While at the same time, we keep doing the university's day-to-day operations which in itself can be all consuming, both physically and emotionally. Why does this group of 10 Academic Council members work so persistently? We have one purpose—to make education at MSUN the **best** it can be for our students and by doing so we obtain vision fulfillment. In other words, as we continue to improve programs, our students succeed in their academics and future careers. Michael Fullan (2011) calls this level of dedication, moral imperative. He notes, "Moral imperative is about raising the bar and closing the gap in student learning and achievement for all students" (p.3).

The process surrounding this directive has already been shared in the Overview section. Following is a list of documents contain in this section that will give you guidance, as you make your decisions about each program.

- Recommendations on Programs: Grow, Maintain, Integrate/Revise, and Phase-out
- Colleges' Executive Summaries
- Phase I, II, & III Timelines
- Summary of Directive I

Reference

Fullan, M. (2010). *Moral imperative realized.* Thousand Oaks, CA. : Corwin Press.

Montana State University-Northern
Program Prioritization Review

Programs Recommended to Grow

COLLEGE OF TECHNICAL SCIENCES

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Agricultural Mechanics Technology, AAS (A06) Fall 2011 majors = 9 Fall 2012 majors = 12 5 Year Average = 5.8	We recommend that these programs be grown.	The Academic Senate recommends growing this program.	Academic Council recommends growing the program.	The program has been integrated into Diesel and Auto programs, so may grow. However, if not, it may be determined to just maintain it due to local, region and state needs. Degree is unique to MT; enrollment is increasing slightly. MSUN may determine that the subject is important to MT, even with small enrollments.	
2. Automotive Technology, AAS (A08) Fall 2011 majors = 17 Fall 2012 majors = 12 5 year average = 16.4	Our recommendation is to grow all of these programs.	The program should be maintained at its current level until the new facility is built.	Program can definitely grow, but in order for that to happen the new building must be secured and additional resources earmarked.	The program has been integrated into Diesel and Ag programs, so it will grow, even if space is not optimal. The Ford MLR Program continues.	

3. Automotive Technology, BS (B03) Fall 2011 majors = 19 Fall 2012 majors = 21 5 year average = 24.4	Our recommendation is to grow all of these programs.	The program should be maintained at its current level until the new facility is built.	Program can definitely grow, but in order for that to happen the new building must be secured and additional resources earmarked.	The program has been integrated into Diesel and Auto programs, so it may grow. It would be difficult to grow in existing space, so may have to maintain until space available. The Ford MLR Program continues.	
4. Business Administration, BS (B10) Fall 2011 majors = 87 Fall 2012 majors = 112 5 year average = 99.4 All Business Programs= F11 = 109; F12 = 127	We recommend that the program be grown-hire one faculty to get others off overload & hire others to grow.	Grow online so provides students flexibility.	Grow – Need to hire faculty to get others off of overload.	Hire faculty member to get them off of overload. Grow, and determine if another faculty member is needed.	
5. Diesel Technology, AAS (A10) Fall 2011 Majors = 58 Fall 2012 Majors = 58 5 Year Ave = 42.6	Our recommendation is to grow all of these programs.	The program should be maintained at current level until a new facility is built.	Grow-The AAS remains a valuable degree for students who want to transition to work.	Grow—be aware of the facility needs.	
6. Diesel Technology, BS (B05) Fall 2011 majors = 91 Fall 2012 majors = 105 5 Year Average = 84.6 All Diesel = 153 F 2011 All Diesel = 172 F 2012	Our recommendation is to grow all of these programs.	The program should be maintained at current level until a new facility is built.	Grow – incredible regional potential.	Grow—be aware of the facility needs.	

7. Diesel Tech: Equip Manage Opt, BS (B92) Fall 2012 Majors = 1 New Program	Our recommendation is to grow all of these programs.	The program should be maintained at current level until a new facility is built.	Grow – incredible regional potential.	Grow—be aware of the facility needs.	
8. Diesel Tech: Field Maint. Option, BS (B06) Fall 2011 majors = 4 Fall 2012 majors = 9 5 Year Average = 6.8 Enrollment under 10	Our recommendation is to grow all of these programs.	The program should be maintained at current level until a new facility is built.	Grow – incredible regional potential.	Grow—be aware of the facility needs. Also, is this a viable option?	
9. Electrical Technology (A50) Fall 2011 majors =30 Fall 2012 majors = 30 5 Year Average = 32	The Chair and Dean recommend that this program should be grown.	No Recommendation.	Grow- shift resources into program.	Possible Grow—have dean define needed resources	
10. Plumbing Technology, AAS (A40) Fall 2011 majors =13 Fall 2012 Majors = 14 5 Year Average = 17.6	The Chair and Dean recommend that this program should be grown.	No Recommendation.	Grow—good potential.	If the integrated business/trades degree is developed, there may be potential for growth.	
11. Welding Technology, CAS (C17) Fall 2011 majors =9 Fall 2012 Majors = 9 5 Year Average = 7.8	The Chair and Dean recommend that the welding program be grown to meet industry demands.	Maintain or grow.	Grow—good potential. Need to upgrade facilities.	If the integrated business/trades degree is developed, there may be potential for growth. Upgrade facilities. If new faculty cannot be hired and existing retires, issues will surface.	

12. Small Business Management, Minor (M14)	We recommend that the program grow.	Grow-only minor in MUS system.	Grow—MT new businesses are small, so potential.	Grow—online version. Enrollment in F-2-F too low to sustain. Need to collect and track enrollments on minors—not available.	
13. Marketing: Tech Sales & Service, Minor (M13)	We recommend that the program grow.	Recommends to maintain or grow.	Grow—draws substantial #s every semester.	Maintain—until viable data is generated. Some class enrollments are low. No online courses. Need to collect and track enrollments on minors—not available.	

COLLEGE OF EDUCATION, ARTS & SCIENCES, and NURSING

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Community Leadership, BA (B80, B81) This program has a very low graduation rate which needs to be examined. There was little interest on program faculty to complete review. Fall 2011 majors = 20 Fall 2012 majors = 31 5 year average = 21	Our recommendation is that Community Leadership be grown.	Our recommendation is to grow this program.	Grow-- has unrealized potential. Needs an advisory board to oversee curriculum revision, marketing, goal setting, and assessment of this program.	Until a second faculty member is assigned to this program, it should be maintained and carefully monitored to ensure students' needs are being met, due to low graduation rates.	

2. Criminal Justice, BS (B91) Fall 2012 majors = 12 New program.	Grow, this is our most promising program in the Arts & Sciences unit.	This major should grow.	Academic Council recommends growing the B.S. in Criminal Justice. This new program has huge potential.	This program should be grown, with an additional faculty member hired and new emphasis areas developed.	
3. Elementary Education (K-8), BSEd (B53) Fall 2011 majors = 67 Fall 2012 majors = 58 All ELED = 115 F 2011 All ELED = 103 F 2012	The Elementary Education program is also poised for growth.	Grow this program.	Growing the Elementary Education program, however the structure of program delivery in Great Falls needs to be evaluated. Also seek CAEP accreditation.	Strategically grow—making sure the area is not flooded with unemployed elementary education teachers.	
4. Nursing, BSN (B61) Fall 2011 majors = 46 Fall 2012 majors = 54 5 Year Average = 44.6 Clinical experiences need to be redesigned to ease the time restrains on fulltime faculty. All NRSG = 271 F 2011 All NRSG = 288 F 2012	Grow-- BSN provides the remote hi-line region with desperately-needed highly qualified nurses.	Grow this program. The demand is there.	Grow. Upper level coursework is low cost.	Strategically grow. First priority is getting nursing faculty off of overload to be in compliance with state and national standards.	

5. Traffic Education (K-12), Teaching Minor (M57) Need to collect and track enrollments on minors—not available.	Grow. The Traffic Education program is truly a niche program here at MSUN.	Grow this program. Only one in state. Summer offerings.	Grow. Proposals have been submitted to revise this program and offer it for graduate credit.	Endorsement serves a definite need in the state and will change to a graduate level to meet the needs of teachers. Growth, if teachers actually retire, may surface.	
6. Reading Specialist (K-12), Teaching Minor (M56) Need to collect and track enrollments on minors—not available.	No Recommendation.	Grow this minor.	We recommend that this program be grown.	Strategically grow so faculty do not become overloaded.	
7. Criminal Justice, Minor (M91) Need to collect and track enrollments on minors—not available.	Grow—is, perhaps, our most promising program.	Grow this minor.	Grow—well poised to link and enhance other majors.	Grow by linking with other majors. Courses need to be aligned to other programs so not to increase time to degree.	

Montana State University-Northern
Program Prioritization Review

Programs Recommended to Maintain

COLLEGE OF TECHNICAL SCIENCES

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Agricultural Operation's Technology, BS (B04) Fall 2011 majors = 23 Fall 2012 majors = 28 5 Year Average = 23.8	We recommend that this program be maintained.	AS recommends growing this program.	AC recommends maintain with potential to grow.	Provost recommends maintaining this program.	
2. Eng. Tech: Civil Engineering Technology, BS (B21) Fall 2011 majors = 31 Fall 2012 majors = 29 5 Year Average = 31.4	It is our recommendation that this program be grown.	AS senses this program should be maintained.	AC recommends maintaining with the potential for growth.	Provost recommends maintaining this program.	
3. Industrial Technology, BS (B37) Fall 2011 majors = 17 Fall 2012 majors = 14 5 Year Average = 15	We recommend this program be reorganized and maintained.	No information provided by the AS.	AC recommends maintain with major revisions.	Provost recommends maintaining this program.	
4. Sec Ed: Industrial Technology (5-12), BSEd (B36) Fall 2011 majors = 2 Fall 2012 majors = 2 5 Year Average = 4.4	We recommend this program be reorganized and maintained.	AS recommends grow this program.	AC recommends maintain this program.	Provost recommends this program be reorganized and maintained.	

5. Applied Science, BAS (B02) Fall 2011 Majors = 3 Fall 2012 Majors = 4 5 Year Average = 2.8	We recommended maintaining this program.	AS recommends maintaining this program.	AC recommends maintaining this program.	Provost recommends maintaining this program.	
6. Agricultural Technology, AAS (A07) Fall 2011 majors = 11 Fall 2012 majors = 11 5 Year Average = 9.4	We recommend that these programs be maintained.	AS recommends it is prudent to maintain this program.	AC recommends maintaining this program.	Provost recommends maintaining this program.	
7. Design Drafting Technology, AAS (A14) Fall 2011 majors = 2 Fall 2012 majors = 0 5 Year Average = 2	We recommend it be maintained.	AS recommends to maintain and has great potential to grow online.	AC recommends maintaining this program.	Provost recommends maintaining this program and putting online.	
8. Carpentry Technology, CAS (C10) Fall 2011 majors = 2 Fall 2012 majors = 0 5 Year Average = 1.2	We recommend maintaining a re-designed certificate.	AS cannot make a recommendation.	AC move to moratorium with potential rebuilding.	Provost recommends putting into moratorium with a plan to reorganize.	
9. Business Technology, Minor (M11) No Enrollment Data Available.	It is our recommendation that this program be grown.	AS recommends to grow, it is the only business minor in the state and is online to provides students flexibility.	AC recommends maintaining this program.	Provost recommends maintaining this minor and collecting data to make informed decisions later.	

10. Accounting, Minor (M12) No Enrollment Data Available.	We recommend that the program be grown.	AS recommends to maintain this program.	AC recommends to maintain this program.	Provost recommends maintaining this minor and collecting data to make informed decisions later. Minor needs to be developed for online delivery.	
11. Agricultural Mechanics Technology, Minor (M01) No Enrollment Data Available.	We recommend that this program be maintained.	AS recommends growing based on program faculty recommendations.	AC recommends to maintain this program.	Provost recommends maintaining this minor and collecting data to make informed decisions later.	
12. Applied Agriculture, Minor (M02) No Enrollment Data Available.	We recommend that this program be maintained.	AS recommends growing this program.	AC recommends maintaining the minor.	Provost recommends maintaining this minor and collecting data to make informed decisions later.	
13. Automotive Technology, Minor (M03) No Enrollment Data Available.	We recommend growing this program.	AS recommends this program be maintained.	AC recommends to maintain the minor.	Provost recommends maintaining this minor and collecting data to make informed decisions later.	
14. Design Drafting Technology, Minor (M23) No Enrollment Data Available.	We recommend it be maintained.	AS recommends growing based on program faculty recommendations.	AC recommends to maintain, the design drafting minor.	Provost recommends maintaining this minor and collecting data to make informed decisions later.	

15. Diesel Technology, Minor (M05) No Enrollment Data Available.	We recommend growing this program.	AS recommends to maintain at its current level until the new facility is built.	AC recommends that this minor grow or be maintained.	Provost recommends maintaining this minor and collecting data to make informed decisions later.	

COLLEGE OF EDUCATION, ARTS & SCIENCES, and NURSING

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Counselor Education, MEd (G50) Fall 2011 majors = 2 Fall 2012 majors = 23 5 Year Average = 10	We recommend maintaining this program.	AS recommends this program be maintained or grown.	AC recommends that this program be maintained.	Provost recommends maintaining this program.	
2. Graphic Design, BA (B86) Fall 2011 majors = 22 Fall 2012 majors = 16 5 Year Average = 23.4	We recommend maintaining this program.	AS recommends phase-out this major. This may have been meant for AAS degree.	AC recommends maintaining this program.	Provost recommends maintaining this program.	
3. Health and Physical Ed (K-12), BSEd (B54) Fall 2011 majors = 7 Fall 2012 majors = 6 5 Year Average = 13 More data is needed	We recommend maintaining this program.	AS recommends maintaining this program.	AC recommends maintaining this program.	Faculty difficult to find. Enrollment is low. Put into moratorium and move position to Health Promotion so 2 faculty can grow the HP area collaboratively.	

4. Sec Ed: Social Science-(5-12), BSEd (B77) Fall 2011 majors = 6 Fall 2012 majors = 8 5 Year Average 8.4	We recommend maintaining this program.	AS recommends maintaining this program.	AC recommends maintaining this program.	Provost recommends maintaining, but watch carefully.	
5. Health Promotion (non-teaching), BS (B55) Fall 2011 Major = 25 Fall 2021 Major = 20 5 Year Average = 26	We recommend maintaining this program.	AS recommends maintaining this program.	AC recommends maintaining this program, but revise it.	Provost recommends maintaining this program, unless it is decided to hire a 2nd HP faculty and no HPE faculty, at which case it would grow.	
6. Liberal Studies, BA (B88) Fall 2011 Majors = 13 Fall 2012 Majors = 16 5 Year Average = 19.8	We recommend maintaining but revising.	AS recommends this program be maintained.	AC recommends maintaining, but revise it.	Provost recommends maintaining, but revise it.	
7. Nursing, ASN (A61) Fall 2011 Majors = 98 Fall 2012 Majors = 79 5 Year Average = 83.4	We recommend maintaining the program.	AS recommends maintaining this program.	AC recommends maintaining this program.	Provost recommends maintaining this program.	
8. Associate of Science with a Business, AS (A11) Fall 2011 Majors = 14 Fall 2012 Majors = 13 5 Year Average = 14	We recommend maintaining this program.	AS recommends growth for this program.	AC recommends maintaining.	Provost recommends maintaining, but watch viability.	

MINORS					
9. Art (K-12), Teaching Minor (M78) No Enrollment Data Available.	We recommend maintaining this program.	AS recommends maintaining this program.	AC recommends maintaining this program.	Provost recommends maintaining until data is available.	
10. Health Promotions, Minor (M07) No Enrollment Data Available.	We recommend maintaining this program.	AS recommends maintain this program.	AC recommends maintain this program.	Provost recommends maintaining until data is available.	
11. Native American Studies, Minor (M84) No Enrollment Data Available.	We recommend maintaining this program.	AS recommends to grow and integrate this program.	AC recommends maintaining this program.	Provost recommends maintaining until data is available.	

Montana State University-Northern
Program Prioritization Review

Programs Recommended to Integrate or Revise

COLLEGE OF TECHNICAL SCIENCES

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Automotive Technology, CAS (C03) Fall 2011 majors = 1 Fall 2012 majors = 2 5 Year Average = 1.2	Our recommendation is to grow all of these programs.	AS recommends this program be maintained at its current level until the new facility is built.	AC recommends to place enrollments on Hold. The value of this certificate should be examined.	Provost recommends to place enrollments on Hold.	
2. Automotive Technology Fast Track, AAS (A55) Fall 2011 majors = 2 Fall 2012 majors = 1 5 Year Average = 0.6	Our recommendation is to grow all of these programs.	AS recommends that the program be maintained at its current level until the new facility is built.	AC recommends to place enrollments on Hold. No growth.	Provost recommends to place enrollments on Hold.	
3. Computer Information Systems, Minor (M31) No data available.	The Chair and Dean recommend realigning minor with business programs.	AS recommends restructuring to make more viable.	AC recommends integrating into the business program.	Provost recommends integrating into the business.	

COLLEGE OF EDUCATION, ARTS & SCIENCES, and NURSING

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Instruction and Learning, MSEd (G55) Data not available Unmatriculated = 43 Old program majors = 1 New program majors= 1	No programs that are over enrolled.	AS recommends grow or maintain. Program has a specific niche.	AC recommends a refocus of degree based on assessment data.	Provost recommends a refocus of degree based on assessment data.	
2. Biology, BS (B65) Fall 2011 majors = 29 Fall 2012 majors = 29 5 Year Average = 33	The B.S. in Biology program should be maintained but the curriculum requires revision.	AS recommends to grow this program that growth may require that it be reorganized and focused.	AC recommends major revisions with an emphasis in health care and/or forensic science.	Provost recommends major revisions and new focus.	
3. Program of Study in General Education, AA (A26) Fall 2011 majors = 65 Fall 2012 majors = 33 5 Year Average = 32.4	No programs that are over enrolled.	No information provided.	AC recommends attention to focus efforts on degree completion and student progress in the degree.	Provost recommends revisions and new focus on monitoring degree completions.	
4. Water Quality Technology: , AAS (A70) Fall 2011 majors = 1 Fall 2012 majors = 1 5 Year Average = 0.6	No programs that are over enrolled.	AS recommends is to grow this program. One might also consider relocating the program to the COTS .	AC recommends the water quality program should be placed into moratorium, temporarily.	Provost recommends putting into moratorium to reorganize and move to COTS.	
5. Biology, Minor (M65) No data available.	No minors that are over enrolled.	AS recommends to grow this minor.	AC recommends the minor requires revision and greater focus.	Provost recommends revising minor when major is revised.	

6. Community Leadership, Minor (M89) No data available.	No minors that are over enrolled.	AS recommends that this minor be grown**.**	AC recommends revise minor by placing it online, otherwise it should be phased out.	Revise minor as online or phase out.	
7. English (5-12), Teaching Minor (M82) No data available.	No minors that are over enrolled.	AS recommends maintain this program.	AC recommends the curriculum be assessed in terms of how well it meets students' needs.	Revise minor or phase out.	
8. HPE (K-12) Teaching Minor (54) No data available.	No minors that are over enrolled.	AS recommends maintain this program, classes and faculty are in place.	AC recommends revise program to align with the OPI and Praxis standards.	Revise minor or phase out.	

Montana State University-Northern
Program Prioritization Review

Programs Recommended to Phase Out

COLLEGE OF TECHNICAL SCIENCES

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Computer Information Systems, BS (B20) Fall 2011 majors = 18 Fall 2012 majors = 11 5 Year Average = 17	We recommend aligning this program with business.	AS recommends restructuring this program to make it more viable.	AC recommends moratorium with a plan to integrate it as an option in business.	Provost recommends putting into moratorium with a plan to integrate it as an option in business.	
2. Design Drafting Technology, BS (B23) Fall 2011 majors = 12 Fall 2012 majors = 8 5 Year Average = 12	We recommend placing this program in moratorium.	AS recommends growing this program for online potential.	AC recommends put in phase out – the IT degree and design drafting degree should be integrated.	Provost recommends putting into moratorium with a plan to integrate it with IT and design drafting.	
3. Computer Information Systems, AAS (A13) Fall 2011 majors = 1 Fall 2012 majors = 0 5 Year Average = 1.4	We recommend examining realignment of the program, with a more business focus, possibly as an option under the umbrella of Business.	AS recommends restructuring this program to make it more viable.	AC recommends put in moratorium, currently has no enrolled students and limited students in the past.	Provost recommends putting into moratorium with a plan to integrate it with business and graphic design programs.	
4. Carpentry Technology, AAS (A33) Fall 2011 majors = 4 Fall 2012 majors = 1 5 Year Average = 3.4	We recommend moratorium.	AS recommends sun setting this program.	AC recommends moratorium, there is an identified demand in the industry.	Provost recommends putting into moratorium.	

5. Civil Engineering Technology, AAS (A12) Fall 2011 major = 2 Fall 2012 majors = 0 5 Year Average = 1	We recommend this program be grown.	No information to evaluate.	AC recommends terminating this program.	Provost recommends terminating this program.	
6. Sustainable Energy Technology, AAS (A45) Fall 2011 major = 6 Fall 2012 majors = 2 5 Year Average = 1.8	We recommend that AAS degree be placed into moratorium.	AS recommends sunset, it seems logical to put this program into moratorium.	AC recommends moratorium for this program.	Provost recommends moratorium for this program.	
7. Sustainable Energy Technology, CAS (C16) Fall 2011 majors = 0 Fall 2012 majors = 1 5 year average = 0.2	We recommend that CAS be placed into moratorium.	AS recommends sunsetting.	AC recommends moratorium, while being redesigned.	Provost recommends putting into moratorium.	
8. Civil Engineering Technology, Minor (M21) No Data Available	We recommend this program be grown.	Not enough information provided to evaluate.	AC recommends terminating this minor.	Provost recommends terminating this minor.	

9. Land Survey Technology, Dept. Certificate No Data Available Not recognized by national standards.	No information provided.	AS recommends sun setting this certificate.	AC recommends terminating this program.	Provost recommends terminating this certificate.	
10. Agricultural Mechanics Tech, Dept. Certificate No Data Available BOR approved certificate will allow credit at state and national levels.	We recommend growth.	AS recommends growing this program based on program faculty recommendations - MSU-Northern cannot afford the loss of 54 FTE	AC recommends terminate moving into a BOR approved 1 - year certificate.	Provost recommends terminate moving into a BOR approved 1 - year certificate.	
11. Electrical Technology, Dept. Certificate No Data Available BOR approved certificate will allow credit at state and national levels.	We recommend this program be grown.	No recommendation provided.	AC recommends maintaining but develop into a BOR approved certificate.	Provost recommends terminate moving into a BOR approved 1 - year certificate.	

COLLEGE OF EDUCATION, ARTS & SCIENCES, and NURSING

Program	Dean/Chair	Academic Senate	Academic Council	Provost	Chancellor
1. Graphic Design, AAS (A25) Fall 2011 Majors = 2 Fall 2012 Majors = 8 5 Year Average = 1.6	We recommend phasing out while enhancing the Graphic Design minor.	AS recommends grow this program.	AC recommends terminating, because Graphic Designers need a four year degree in order to find employment.	Provost recommends terminating this degree.	
2. K-12 Principal Endorsement No data available.	We recommend moratorium so it can be revised.	AS recommends: sunset	AC recommends putting into moratorium allowing revisions.	Provost recommends moratorium for this endorsement to develop it into a leadership degree.	
3. Mathematics (non-teaching), BS (B90) Fall 2011 Majors = 2 Fall 2012 Majors = 14 5 Year Average = 2.8	We recommend phasing out.	AS recommendation is to sunset.	AC recommends termination.	Provost recommends terminating this degree	
4. Sec Ed: Mathematics (5-12), BSEd (B78) Fall 2011 Majors = 1 Fall 2012 Majors = 9 5 Year Average = 1.8	We recommend phasing out.	AS recommends sunset this program, low demand for graduates and low student numbers.	AC recommends terminating.	Provost recommends terminating this degree	
5. Sec Ed: General Science (5-12), BSEd (B68) Fall 2011 Majors = 4 Fall 2012 Majors = 17 5 Year Average = 3.4	We recommend phasing out this program.	AS recommends maintain this program, classes are in place and demand is there for graduates.	AC recommends placing in moratorium allowing for revisions.	Provost recommends putting into moratorium.	

6. Sec Ed: English(5-12), BSEd (B75) Fall 2011 Majors = 4 Fall 2012 Majors = 5 5 Year Average = 7.2	We recommend phasing out this program or a possible re-design.	No information provided by AS.	AC recommends placing into moratorium to envision a more viable program.	Provost recommends putting into moratorium.	

Executive Summary

College of Education, Arts & Sciences, and Nursing

Prepared by Dr. Christine Shearer-Cremean, Dean and Chair Norton Pease

For

Chancellor James Limbaugh and Provost Rosalyn Templeton

Academic Council

Academic Senate

General Education and Pre-General Education Coursework

Before we offer our perspective on the specific programs in our unit, it is important we make the argument for the development of a comprehensive learning development center (and we are aware that plans to develop such an academic center are underway for the students requiring pre-general education courses.)

Many institutions create academic centers based on discipline—Math Centers, Writing Centers, Learning Technology Centers, Curriculum Labs, etc.—offering services for students at all levels of their undergraduate careers. A comprehensive, multipurpose writing center would serve the needs of students requiring English 095, Writing 101, as well as other courses requiring writing. (Given the recent NESSE data indicating that students at MSUN do not complete substantial writing assignments, perhaps the installation of a writing center would encourage Writing across the Curriculum and more intensive writing assignments in all classes.)

Based on our review of the Academic Program Prioritization Reports submitted by faculty in the College of Education, Arts & Sciences, and Nursing, we make the following recommendations regarding positioning our unit for the future:

Grow

Community Leadership

MSU-Northern's Community Leadership program is the only one of its kind in the state and region. Community Leadership programs exist in other areas of the country, particularly at private, religious institutions preparing students for careers in human services, community development, economics, and early childhood development.

Community Leadership graduates typically inhabit roles where social, economic, geographic challenges exist. Our region of northern Montana is currently undergoing rapid

change as a result of the growing energy industry and, for some time, has struggled to cope with widespread poverty and systemic social issues on Montana's Indian reservations. Individuals with leadership skills are needed to solve educational, social, and logistical problems; anticipate systemic challenges as a result of economic growth; and function as liaisons between private and public agencies engaging in collaborative projects.

For those reasons, our recommendation is that Community Leadership be grown, but with curricular revisions, additional or re-assigned faculty, and advising improvements. Some specifics are:

- Many students are enrolled in the Community Leadership major, but are not graduating. One reason may be that academically under-prepared students are not completing the necessary developmental coursework early in their MSUN careers, which blocks their progress. The Community Leadership major is often chosen by transfer students—many of whom plan to return to their home communities with a desire to improve them. Because this program is unusual, potential exists to draw out of state students as well as those from the Hi-Line. However, advising must improve, with a focus on course sequencing, retention, and progression toward the degree.
- The curriculum could be revised to include areas of emphasis or "tracks," allowing students to craft a degree more in line with their professional goals. For example, students interested in rural or urban planning could integrate coursework from COTS; those wanting to work with early childhood development could integrate education coursework; students focusing on Community Health—but who are not seeking an ASN or BSN nursing degree—might prefer coursework from Nursing that prepares them for a role as a health educator or liaison. The Criminal Justice minor has typically been regarded as ideal for Community Leadership majors, which it is—but other tracks could work as well.
- Reassigning a faculty member from another area (like from the English department) or hiring an additional faculty member who can deliver coursework would provide students with a varied learning experience. Students should be able to take major courses from several different instructors.
- Advisors in the major have permitted students to make numerous course substitutions. If faculty determine that the coursework doesn't address students' needs, curriculum revision requests can be initiated, perhaps along the lines of developing tracks or areas of emphasis. (Although it is possible that the minors can be used for this purpose.)
- Additional internship experiences should be sought within the state.
- We need to more aggressively market this program to high school students in the state. For example, the student organization Montana Family, Career and Community Leaders of America has over 1000 student members. These high school students, who have already indicated their commitment to their communities, may be eager to obtain a four year degree in this area or a minor course of study.

Criminal Justice

The B.S. in Criminal Justice is, perhaps, our most promising program in the Arts & Sciences unit. A well-credentialed, energetic faculty member has been hired, and student interest is high. The opportunities for growth are as follows:

- In the past three months, our new faculty member has contacted all the tribal colleges in Montana and made positive connections. A group visited Stone Child College to meet with their academic leadership and students to promote the CJ program. On March 27th we will meet with leadership from Fort Peck Community College.
- A new incarceration facility will be built on the Rocky Boy reservation next year, and our institution will be involved in provided trained professionals to staff it.
- Michael DiBrizzi and Curtis Smeby held two "meet and greet" sessions for students this semester.
- Criminal Justice and Nursing faculty are collaborating on a Department of Justice grant proposal focusing on reducing sexual violence, domestic violence, and stalking on college campuses.
- Michael DiBrizzi has established collaborative relationships with the Havre Police Department, the U.S. Border Patrol, and members of the FBI unit in Havre. He is working to establish diverse internship experiences for students.

Overall, then, MSUN now has a faculty member who can build strong, cooperative relationships with external agencies, tribal governments, and students across the state.

Nursing BSN

The Nursing BSN provides the remote hi-line region with desperately-needed highly qualified nurses. Faculty offer the only RN to BSN completion program offered online in Montana, a program which also serves a multi-state region and Canada. Furthermore, the Montana Department of Labor projects that over 10,000 registered nurses will be needed by 2020—well over a thousand more based on the 2010 count. In other words, the job market is strong and likely to remain so for quite some time. With the coming energy-based economy poised to grow, the number of nurses needed to serve the population is likely to increase.

The recent visit of the NALNC accreditation team and the State Board of Nursing requires that we reconsider the current allocation of financial resources. The accrediting body has indicated, (as of this writing) that the nursing program will be placed on warning for failing to meet several standards — one of which is Standard I pertaining to possessing a sufficient Mission and Administrative Capacity. The nursing program will also need to improve its system of assessment and data collection.

If we are to grow this program—and the Dean, Nursing Director, Department Chair, and Nursing faculty feel is in the institution's best interests—we will likely need to channel resources into the

BSN program in order to maintain the program's national accreditation. We need to maintain nursing accreditation for several reasons:

1. NALNC accreditation is required for BSN graduates to obtain a Master's Degree in Nursing from an accredited institution. We may also need to "grow our own" teaching faculty to meet our staffing needs.
2. NALNC accreditation is an essential marketing "Point of Pride" for a small, rural institution like ours. Students need the assurance that if they obtain their BSN from Montana State University—Northern they are receiving the highest quality education in the region.
3. The nursing department's need to maintain accreditation has provided an avenue for academic leadership to improve other programs in CEASN. For example, NALNC requires course sequencing, a tight curriculum, faculty buy-in, and streamlined and accurate assessments of student learning. Maintaining the curriculum requirements for nursing encourages other academic units to examine their own policies regarding course sequencing, course substitutions, etc. Certainly accreditation agencies like NWCCU accomplish some of these same goals, albeit in a more general sense.

In order to improve and grow this program, we recommend the following:

- Maintain national NALNC accreditation.
- Retain a nursing accreditation consultant who can work with nursing faculty and staff to develop a comprehensive and streamlined assessment system.
- Consider the procurement of additional administrative support staff as determined by the Nursing Director.
- Maintain the ASN program at its current numbers but encourage these students to obtain their BSN degrees.

Elementary Education (K-8) BSED

The Elementary Education program is also poised for growth, according to the most recent figures from the Montana Department of Labor. As Elementary Education faculty's report indicates, the need for elementary education teachers is expected to grow 17% from 2010 to 2020. Currently, the program has 103 majors enrolled in pre-education and education. Recently, the department has partnered on a Department of Education grant with Fort Peck Community College, a grant designed to increase the number of Native American elementary education teachers teaching at K-8 Tribal schools.

In order to grow, the elementary education faculty recommend the following:

- The addition of one full-time faculty member in Havre;

- Two full time faculty members in Great Falls (one to instruct exclusively Elementary Education courses, and perhaps the second can instruct elementary education courses, advise, and teach courses applicable to Secondary Education students.)
- One part-time administrative assistant for the Great Falls location.
- One part-time administrative assistant at the Havre location who can assist with assessment record-keeping, or a part time-time assistant who can pick up duties for our current full-time administrative staff person so that she would be free to assist with assessment data maintenance.

The Elementary Education faculty use a highly interactive and collaborative model when assessing student learning outcomes, evaluating their program, developing curriculum, advising students, and making program decisions. Should program growth be determined, one can expect strong support and cooperation from these faculty.

Traffic Education

The Traffic Education program is truly a niche program here at MSUN. In the entire state and region, only Minot State in North Dakota offers this degree.

Traffic Education is currently offered as an undergraduate K-12 Teaching Minor. However, the Dean of Extended University has indicated that the majority possess undergraduate degrees and is K-12 teachers. Many would prefer obtaining a graduate level endorsement as opposed to another undergraduate certificate.

The Dean of Extended University has prepared and submitted all the curriculum revision paperwork necessary to revise the degree. We are in the process of evaluating these course-level changes to ascertain whether the workload is comparable to graduate level coursework. This program is best located in Extended Services because it is offered exclusively during summer. The enrollment numbers are high and are expected to grow.

Maintain

Liberal Studies

For years, the Liberal Studies degree has been used as a “catch all” for students who have accumulated excess credits but have not the requirements for another major.

This program possesses a great deal of growth potential if its use as a “default” major is reduced. Currently, many students graduating with this degree are during so after accumulating excess credits without fulfilling the requirements of a particular major program. Initially, the degree was developed to provide interdisciplinary, liberal arts coursework for students planning a law degree or a master’s degree. Transfer students who had garnered a number of general education credits could also find this degree appropriate.

To some extent, then, this program has devolved to the point where it lacks a coherent and marketable identity. However, faculty delivering coursework in this program have, during preliminary discussions, been enthusiastic about developing thematic curriculum options. For example, coursework could be united with common topical threads like, “Development in Baakken,” or “Rural Poverty,” or “Montana’s Hi-Line,” etc.

Other options would be to encourage the Liberal Studies major with a Criminal Justice, Community Leadership, or Native American Studies minor. Faculty have also discussed developing a communications minor; a minor in professional communication linked to a major in Liberal Studies could offer students a broad-based liberal arts curriculum preparing them for advanced degrees in law, rhetoric, communications, or mass communication.

Nursing ASN

Our current ASN numbers are manageable and stable at this time. The Director of Nursing is working collaboratively with the Dean at the MSU Great Falls, as the Great Falls campus is phasing out its program.

Given the requirements by NALNC, we have sufficient faculty to provide instruction and clinical supervision to the students currently enrolled. However, growing the ASN program would require additional faculty.

In addition, when the next window of opportunity opens for requesting increases in lab and classroom activity fees, the nursing department will likely propose their lab fees increase.

Graphic Design

Currently, the graphic design program is operating at sustainable levels. Nationwide, in 2010, a total of 279,200 jobs were posted for Graphic Designers. The projected increase for 2010-2020 is 13% of the 20101 total. The US Dept. of Labor also projects a 13% increase for the span of 2008-2018. Within Montana, the Dept. of Labor and Industry recognizes 807 jobs during 2010-2010. Their projected increase is 11.6% for 2010-2020.

B.S. in Biology

The B.S. in Biology program should be maintained but the curriculum requires revision. The Biology program review indicates that the job outlook for undergraduates seeking employment in wildlife biology or general biology is declining, but employment in the health professions is increasing. Revising the curriculum to accommodate pre-pharmacy, pre-dentistry, pre-med, etc., might be a positive step.

Another option is to encourage students to major in biology but choose a minor in Criminal Justice (a good choice for those interested in forensics or criminal investigations); Community Leadership, or linking more directly with the STEM fields in COTS.

In other words, overall we should maintain this program, but also consider how we might eventually grow it by reflecting and revising the current curriculum. Filling the empty position vacated by Vaughn Rundquist's retirement offers the unit an opportunity to think more broadly about interdisciplinary partnerships.

BSED in Biology 5-12

Most of the courses required in the B.S. in Biology degree are also requirements for the BSED. If we maintain this degree—and doing so is probably in the institution's best interests if we maintain the B.S. in Biology—a detailed curriculum review would be necessary to make certain that the curriculum is aligning with the PRAXIS II. For years, Montana has been a sort of "hold out State" regarding the establishment of a benchmark score on this test for teacher licensure. However, beginning this year students will be expected to hit an established score. Depending on how our students fare, we may need to revise the content elements of the curriculum.

MSU-Northern's curriculum for secondary education majors is unlike others in Montana because the main degree/program emphasizes Education rather than the content area. With the initiation of the Praxis cut scores, maintaining this program (as well as the others in secondary) will mean reducing the number of Education courses required and increasing courses in the Content area.

Health Promotion

The current job outlook, according to U.S. Occupational Outlook Handbook, that higher than average growth is expected for health educators. The job outlook for 2010-2020 is an expected growth of 37% which is deemed higher than average. The Health Promotion program maintains sufficient numbers to indicate student interest; curriculum requests have been submitted that revise the coursework to better meet student needs. For example, over the past few years a number of students have requested course substitutions preparing them for advanced degrees in Physical Therapy. A major in Health Promotion with a minor in Biology would be ideal for students planning to attend Physical Therapy school.

Another option is to link Health Promotion and Community Leadership together. Students obtaining a Health Promotion major and a Community Leadership minor could seek positions in Community Health or Health Education (not in a public school setting, necessarily.) If the athletic training/athletic injury aspect of HP was enhanced, partnerships with Biology and/or Nursing could be forged.

BSED Health and Physical Education/Health and Physical Education (K-12) Teaching Minor

Both of these programs should be maintained, but with one HPE position going unfilled for over two years and the recent retirement of the HP faculty member, we have concerns about the program sustaining itself without filling these positions.

BSED Industrial Tech 5-12

On a national level, the job outlook for Industrial Technology teachers is fairly stable, with only a 2% expected increase in growth from 2010-2020. However, in our state of Montana Industrial Technology 5-12 teacher positions are regularly advertised. In fact, the Big Sky Pathways Grant (which MSUN recently received) encourages us to develop pathways for high school students along the Montana Hi-Line. And, anecdotally speaking, our Director of Field Placement and Education Department faculty regularly handle requests for Industrial Technology teachers in the high schools.

BSED Social Science Broadfield 5-12

Of all the secondary education programs, the BSED in Social Science Broadfield possesses the most sustainable numbers. Much of the program is delivered online. The Education department has discussed enhancing this program in Great Falls.

If we hired one elementary education person for Great Falls (to replace the current faculty member whose contract was not renewed this year) and another secondary education faculty member—or someone who could teach K-12 and advise for secondary education, as well—we could grow this program in Great Falls and maintain the numbers we currently have.

As is the case with the other secondary education programs, a threshold score on the PRAXIS II will be required for all graduates seeking licensure in Montana. As a result, maintaining a high quality program necessitates aligning the social science broadfield curriculum with this exam. Many states have abandoned comprehensive and generalized degrees (like "broadfield" or "composite" courses of study) because the programming did not correspond to the PRAXIS areas.

Reduce

We do not have CEASN programs that could be considered "over-enrolled," or that would seem to require a reduction in numbers as opposed to being phased out entirely.

Sunset/Phase Out

B.S. Math

The majority of the math faculty feel that the current program does not provide students with sufficient upper level coursework to meet their needs. Because the vast majority of our students require developmental math, few students test into Math 121: College Algebra when they begin their academic careers here at MSUN. Most students intending a math major would expect to begin their first year with upper division general education math courses.

Any students who have sought a major in math have been forced to take almost all their courses as independent studies, which is a problem from not only an accreditation standpoint but in terms of students lacking peers with whom they can collaborate.

Math majors are on the decline overall—for example, MSU Bozeman, which has 10 times the students we do—only 14 students graduated with a Mathematics degree, and of those 14 a number were actually obtaining teaching degrees (the minor being in secondary education) and others were specializing in statistics. Which much larger institutions struggling to maintain their enrollment numbers in this program, it seems unlikely that MSU-Northern could sustain a B.S. in Mathematics.

Math BSED 5-12

For many of the same reasons listed above, the BSED in Math has suffered from a lack of enrollment. However, the job outlook for middle school and high school math teachers is higher than for other academic areas, and according to the U.S. Occupational Outlook, the need for high school teachers in the U.S. West is higher than in other regions.

Perhaps trying to deliver a face-to-face BSED math program at the Havre Campus is simply not feasible, but would delivery at the Great Falls campus be a more lucrative proposition? Great Falls would provide us with supervising secondary education teachers and practicum sites in addition to adjunct faculty who could teach upper level mathematics courses. Furthermore, if the coursework was delivered online, we could build a program at that alternative location.

Overall, then, our inclination is to sunset the B.S. in Mathematics here in Havre and refocus our energies towards addressing the academic needs of our students, offering extensive developmental coursework and creating a math lab or center.

BSED English 5-12

The BSED in English does not retain high numbers; over the past ten years the numbers of declined. 2002 was a peak year, with 10 graduates. In 2011 there were 3 students declared in the major. Five students were registered in the major this year (2012).

The Office of Public Instruction has initiated benchmark scores for the Praxis II in this content area, and all secondary education curricula need to align with the requirements of the standardized test. Having engaged in curriculum revision for English Education before, I would speculate that several changes would need to occur in order to satisfy the Praxis II—first, the students would need a Writing Process Theory course in addition to a Grammar/Linguistics class. Some programs combine the two into one course, although that’s often challenging for instructors. In addition, students should be required to take all the survey courses—American Literature I, American Literature II, British Literature I, and British Literature II, as well as at least one World Literature course. Currently students are not required to take all the literature

surveys although they are covered on the Praxis. At least one (preferably two) intensive writing courses would be necessary. Media Literacy could also be an applicable course.

If it is determined to retain this major, then, the faculty would need to commit to assessing their curriculum, perhaps sitting for the Praxis themselves as part of this project. We believe that this program should be revamped so that its curriculum can meet Praxis 2 standards.

K-12 Principal Endorsement—put in Moratorium so it can be revised.

This program has, for two years or so, been in a not-quite moratorium state, but after consulting with the Director of Field Placement, we have decided that a market exists for the K-12 Principal Endorsement, in an online capacity in particular, with a change in focus from K-12 principal endorsement to Educational Leadership.

One aspect of this revision would entail bolstering coursework on Educational Law. Our new CJ professor, who possesses a Juris Doctorate and is licensed to practice law in Montana and New York, has begun preparing to deliver coursework in Montana Educational Law and is interested in attending a workshop on the subject during his summer break.

AAS in Graphic Design

The AAS degree in Graphic design is being phased out, with a minor in Graphic Design being enhanced. Associates prepared graphic designers are not prepared to enter the contemporary workforce; on the other hand, graduates with a four-year degree and a minor in Graphic Design are more likely to secure professional positions.

Additional Notes:

<u>Music</u>

The MSUN catalog includes the following Music Courses:

MUSI 103: Fundamentals of Music Creation

MUSI 147: Choral Ensemble

MUSI 195: Applied Music

MUSI 201: Introduction to Music History

MUSI 303: Music History of the 20th Century

Since the Fall of 2010, perhaps earlier, only MUSI 201 has been offered for general education with Jan Wiberg offering it online. MUSI 147: Choral Ensemble is offered for students and the community, but generally as a one credit participation course.

When Jan Wiberg retired in 2009, a search and screen to fill her position was initiated but was ultimately unsuccessful. It was determined not to fill the line, resulting in a reduction from 4 music offerings every semester to one.

However, MUSI 201 is a popular course.

Fall 2010: 22 students enrolled

Spring 2011: 20 enrolled

Fall 2011: 25 enrolled

Spring 2012: 24 enrolled

Fall 2012: 25 enrolled

We feel that it's important for students to have Fine Arts options for their General Education credit. Because MSUN enrolls different types of learners, a course like Music appeals to auditory learners in particular. In addition, Music 201 provides a link to the role of music in other cultures.

Eventually, it might be interesting to offer a course in Native American Musicology, although it can be challenging to find qualified instructors. If we were to grow the Native American Studies minor, though, such a course would be an asset.

We could, then, expunge MUSI 303, MUSI 103, etc., from the catalog but retain 201 as it appeals to a broad range of students.\

<u>Theatre</u>

These courses are listed in our catalog under THTR:

THTR 101: Introduction to Theatre

THTR 105: Theatre Workshop I

THTR 120: Introduction to Acting I

THTR 194: Seminar/Workshop

THTR 208: Studies in Drama

THTR 230: Introduction to Theatre History

THTR 339: Drama in Elementary Education

THTR 375: Directing I

THTR 395: Practicum

MSUN has long maintained a vibrant and creative theatre culture, as is the case with many western frontier regions. Most western towns with a substantial population erected an opera house which served as the primary entertainment venue. Our modest theatre in Cowan offers numerous, well-attended productions every year.

If resources allowed for the growth of a theatre program, it might be popular for secondary education majors interested in acquiring an additional endorsement or seeking a sort of composition Speech/English/Theatre BSED. The course "Drama in Elementary Education" is, as one can see, already in the catalog, so perhaps at one point developing an education- based theatre minor was considered.

THTR 105: Theatre Workshop I is the only course in this category offered over the past five semesters; the enrollment numbers are fairly solid.

Fall 2010: 21 enrolled

Spring 2011: 22 enrolled

Fall 2011: 21 enrolled

Spring 2012: 22 enrolled

Fall 2012: 20 enrolled

These numbers indicate that students maintain an interest in this fine arts category, and we support continuing to give them this option. Perhaps at some point we can consider expanding or revising the coursework and linking it to Secondary Education.

From: Greg Kegel, Dean and Larry Strizich, Chair

To: Provost Rosalyn Templeton
Chancellor James Limbaugh

Subject: Executive Summary of 2012/13 Program Review

Introduction:

The academic programs in the College of Technical Sciences have been reviewed by program faculty, in cooperation with the Dean and Chair of the college. Program faculty provided much of the information and analysis provided in these reviews, though specific quantitative information has been taken from information provided by the Registrar or by the Director of Assessment, Jay Howland. We've decided to write this summary by arranging the programs by the academic groups we've currently organized under the umbrella of the COTS. Our recommendations regarding the programs have resulted from our review of the reviews, data that has been provided by the DOL and Montana Job Service, feedback from our advisory boards, input from industry recruiters and HR directors that visit our campus, and our experience with regional and national workforce needs.

Mechanical Technologies:

Automotive Technology Minor, CAS, AAS, AAS (Fast Track) and BS degrees
Diesel Technology Minor, AAS, BS (broad field), BS (Equipment Management), BS (Field Maintenance)
Ag-Mechanics Technology Dept. Certificate, Minor, AAS

General Observations:

Faculty: The faculty in this group are qualified and bring expertise from a wide spectrum of the transportation industry. The programs have aligned themselves with criteria established from outside accrediting bodies e.g., NATEF, Ford MLR, Toyota T-Ten, etc. Faculty in this area are certified by the ASE Blue Seal of Excellence and are active in attending factory training from entities like General Electric, Case New Holland, General Motors, Toyota, Ford, Komatsu, Caterpillar, et al. The faculty also represents a wide range of age and technical expertise. They have been instrumental in expanding the Diesel program and course offerings to off campus sites in West Memphis and Wolf Point.

Facilities: Facility appropriateness and condition for theses disciplines is mixed. We have sufficient lab space and working conditions in the Farm Mechanics and ATC but we have significant challenges with code issues, footprint, relevance, and growth with the Auto Tech building. We believe that the programs in this group will see a positive impact in FTE growth when the new Auto/Diesel complex is funded and built.

Equipment and Instrumentation: The programs in this group have been fortunate to be the beneficiary of numerous corporate gifts and grants that have allowed them to equip and build first class teaching and training laboratories. Most of their equipment is in the class of *new to relatively new*.

Organization and Planning: The mechanical technologies faculty have completed a detailed and complete review of the programs that they started two years ago. That review resulted in a strategic analysis to determine the current status and future options for the program. The faculty had a number of recommendations that have been shared with administration several times over the past two years.

Basically, their findings and recommendation was to continue to grow these robust programs, taking advantage of program reputation as well as regional and national demand for the graduates of these programs.
Dean Kegel and Chair Strizich strongly agree with these recommendations. Currently the Dean has a list on his desk that is approaching 1000 job opportunities from industry partners and corporate entities. We estimate that these programs could enroll over 500 students if supported properly with faculty, facilities, equipment, and administrative support. ***Our recommendation is to grow all of these programs***.

Agriculture Technology:

Agriculture Operations Technology BS
Agriculture Technology AAS
Applied Agriculture Minor

General Observations:

Faculty: The faculty in this group are thirty year plus veterans with strong Ag backgrounds. Both are well received by students and the Ag community.

Facilities: The Ag laboratory was just renovated with new cabinets, counters, tables, chairs, paint, and presentation equipment. A new greenhouse is currently in construction and will offer the Ag department the ability to expand their curriculum in the plant sciences. The overall condition of their facilities is adequate.

Equipment and Instrumentation: The Ag lab is equipped with a limited amount of older technologies that should be replaced and modernized to compliment the recent remodeling of the lab. The department is fortunate to have a large investment of current GIS/GPS equipment and other mapping peripherals.

Organization and Planning: MSU-Northern's agriculture programs are unique in the state, and provide a needed and popular resource for the Ag industry in the north-central Montana region. The programs are performing well in terms of majors and graduation rates are improving. The program faculty members have focused on learning outcome assessments over the past two years and have a well-developed program of assessment and analysis. ***We recommend that these programs be maintained***.

Business Administration:

Business Administration BS
Associate of Science with a program of study in Business, AS
Business Technology Minor
Accounting Minor
Marketing: Technical Sales & Service Minor
Small Business Management Minor
Computer Information Systems minor, AAS, BS

General Observations:

Faculty: The faculty in the Business program are qualified and well received by their students and peers. They are a compatible and cohesive group that meets on a weekly basis to discuss program issues. They do a good job in representing the interests of the COTS by actively participating in university affairs and

various academic committees. Concern was noted in this review where their workloads have been stretched in to the point that all of them are approaching the maximum in overload credits.

Facilities: Facilities that are used by the Business faculty are adequate. We've recently upgraded all the classrooms with tables, chairs, paint, dry boards, and presentation equipment. The Business program should befit from the availability and capability of our newly funded PolyCom Tele-Communication lab in Brockmann Center.

Equipment and Instrumentation: We recently renovated the main business lab with state-of-the-art presentation equipment and computers; the program also has access to an adjacent 40 seat computer lab for courses that utilized electronic software. We have software licenses for the software that they use in instruction and an earnest attempt has been made to keep it up-to-date. There is interest among the business faculty to equip a lab with video capture equipment to enhance on-line offerings and we believe we will support that initiative.

Organization and Planning: The Business program faculty members, including the CIS program faculty, have completed a good review of the programs. This review demonstrates that the program is strong, with good potential for continued growth. The Business program(s) are used as a core for a number of innovative degree options for mechanical technologies through the Equipment Management Option, as well as programs in development for a trades management degree that will articulate trades oriented AAS degrees and professional licensure into a management track, and a program for construction management to add an option for Civil Engineering Technology students. The limitations of the program at this point include faculty and technology support.

We recommend that the program be grown – first by bringing on additional faculty to allow reduction in load to 24 credits per year. This will allow development of the new degree options and cooperation, and to allow faculty to focus more clearly on quality, such as aligning with national standards, like the ACBSP accreditation mentioned in the quality section of the review. In addition, since the online program and course offerings are a key factor in increasing enrollments and graduation rates, technology support including bandwidth and the ability to capture lecture and other presentation material for inclusion in the online program.

The Computer Information Systems programs have very low numbers of graduates and majors, which has decline steadily over the past few years. The program itself is sound and graduates are able to obtain employment. The outlook for CIS related occupations is still strong into the foreseeable future. Faculty analysis cites lack of promotion for the degree programs as the major inhibitor to enrollment. The CIS faculty has been working with Graphics design faculty exploring the possibility of a combined degree with an emphasis in Game programing and potentially mobile application programing and design. ***We recommend that additional resources be allocated to strengthen facilities, and to increase the visibility of the program. It is also recommended to examine realignment of the program with a more business focus, possibly as an option under the umbrella of Business***.

Trades:

Carpentry Technology CAS, AAS
Electrical Technology Dept. Certificate, AAS
Sustainable Energy Technology CAS, AAS
Plumbing Technology AAS
Welding Technology CAS
Manufacturing Technology AAS

General Observations:

Faculty: Faculty in Electrical, Plumbing, Sustainable Energy, and Welding are at or exceed qualifications for the industry standard. The Carpentry and Manufacturing programs currently exist without dedicated faculty members.

Facilities: Facilities in use for the electrical and plumbing programs were existing spaces that we moved into when we created the programs. The instructional space for the electrical program is marginal at best while the plumbing program enjoys an almost perfect layout with exterior access, multiple lab areas, and an adjacent lecture room. The Welding facility has renovated space in an old and aging structure. This facility needs a major facelift with new windows, exterior grading and paving, and a new exhaust system. Our Carpentry facility is too small to grow the program into a serious construction technology program and we are recommending funding a large hoop type building to accommodate it as well as our other trade's group facility needs.

Equipment and Instrumentation: The electrical and plumbing programs are fairly well-equipped – largely through donations from industry. The cost of materials remains a major challenge to providing the hands-on training necessary for apprenticeship training.

The welding program, as previously noted, requires an investment in an upgraded ventilation system that will accommodate program growth. Excessive smoke accumulation has been a particular problem in the weld shop and poses a health hazard for both students and faculty. Almost all of the equipment in this facility is new and near excellent condition representing a significant asset in instructional resources.

The Sustainable Energy Technology program is reasonably well equipped, and efforts to acquire an additional wind turbine and nacelle will proceed to support other grant related activity. The existing equipment will be used to enhance the electrical and plumbing programs to integrate sustainable energy into that curriculum.

Organization and Planning: By and large, the trades programs are performing very well, meeting or exceeding expected enrollments and providing a valuable resource for the region and the state in general in providing trained technicians in the skilled trades.

A notable exception to the success of the trades programs lies in the Sustainable Energy Technology area. Though the original program was well designed and received broad state-wide support with glowing projections of growth in the alternative energy industry in Montana, most of this growth was never realized. The program suffered instability in faculty due in part to the recognition of this weakness by the previous program faculty. Significant resources were dedicated to growing the program over the past year, but the future outlook for the program doesn't look good. Based on the existence of good curriculum and very good facilities, ***it is recommended by the Chair and Dean, that the current CAS and AAS degree be placed into moratorium, and eliminated from the catalog***. ***Options in the Electrical***

and Plumbing technology programs will be explored to maintain the ability to provide skilled workers to enter the alternative energy industry.

Both the Plumbing and Electrical programs have articulation agreements with the Montana State Department of Labor and Industry's Apprenticeship and Training program. The director of the Apprenticeship Training program is an ex officio member of both program's industry advisory boards. In that capacity, he has helped with curriculum development, marketing, and recruiting. Our Apprenticeship Related Training program remains active and has seen a recent surge in activity due to the upward swing in the construction market. Enrollment and market projects in these fields is solid, ***it is recommended by the Chair and Dean that both these programs be grown***.

The welding program continues to provide a needed resource for the region, based on the energy boom in eastern Montana, the Keystone XL pipeline project, and recent manufacturing activities in Great Falls to support oil extraction in Alberta's Tar Sands region. Students that receive a welding certificate participate and receive certification credentials from the American Welding Society. Courses in welding are used in many of our technical programs as service courses and Diesel Technology has a Field Maintenance option that requires a number of welding courses and certifications. ***The Chair and Dean recommend that the welding program be grown to meet industry demands.***

Although a degree in manufacturing technology was recently approved, and most of the coursework and equipment is in place, the implementation of the program has not occurred. We recommend that future hires in the College of Technical Sciences take into account the need for someone with experience in manufacturing, machining, and CNC equipment to allow this degree to be implemented and actively promoted. Montana has good opportunities for trained manufacturing technicians. ***The Chair and Dean recommend that this program should be maintained.***

The Carpentry program was started 6 years ago by MSU-Northern's participation in the Montana BILT project. The project was funded through a DOL capacity building Community Block grant that provided funds for equipment, materials, and personal for a three year period. Our inability to fill a faculty position in the program cased the program to stall. With the success of Northern's YouthBuild program, there is a new light on the possibilities of a re-designed certificate in construction that we feel should be explored. Points for consideration ……..

- The median age on the Ft. Belknap reservation is 23.47
- The median age on the Rocky Boy's reservation is 27.1
- Ft. Belknap has 119 families on a waiting list for housing
- Rocky Boy's has 629 families on a waiting list for housing
- Havre has 313 families on a waiting list for section 8 housing
- Almost 70% of the homes in the area were built prior to 1980
- There are a projected growth of up to 1000 new jobs to be created in the area through energy exploration and transmission

The aforementioned facts indicate, (1) a need for housing, and (2) a young labor force, current and future that will be available from the reservations. A revised one-year construction certificate would help to fill an anticipated labor need for housing with the young people of the region. A one-year carpentry certificate, following industry recognized NCCER or HBI guidelines, could provide many of the skills and competencies that an employer would seek. ***The Chair and Dean recommend placing the AAS in Carpentry into moratorium and maintaining a re-designed certificate***.

Engineering Technology and Design:

Civil Engineering Technology Minor, AAS
Engineering Technology: Civil Engineering Technology BS
Design Drafting Technology Minor, AAS, BS
Industrial Technology BS, BSed in Secondary Education (Industrial Technology)

General Observations:

Faculty: The faculty in Civil Engineering and Drafting are qualified by the standards of the Accrediting Board for Engineering Technology (ABET) and the American Design Drafting Association. They seem to be committed to the development of the program and appear to be well received by their students and peers. Each of the CET faculty members hold a master's degree in engineering, and one is a registered professional engineer, and the newest faculty member has met all qualifications for licensure and must only take the final eight-hour examination to become a licensed PE.

Facilities: Classrooms and computer labs for the Civil Engineering program is adequate and recent modifications to the Civil Engineering lab have helped the program, but a continued effort here is needed. The facility space for Industrial Technology is excellent with a combination of industrial grade woodworking machinery and modern day CNC manufacturing equipment.

Equipment and Instrumentation: The Cad Lab is very well equipped with a 3D printer, large format plotter, computers, and computer peripherals. Software needs for both programs reside on the computers in the Cad lab and that software is adequate to meet the demands of those programs. The Civil Engineering programs have been the recent recipient of a year end funds and a couple of equipment grants so their instrumentation and equipment is state-of-the-art.

Organization and Planning: The civil engineering technology program is exceptionally rigorous and enjoys recognition by the internationally recognized accreditation granted by the Accreditation Board for Engineering and Technology (ABET) – Engineering Technology Accreditation Council (ETAC). The faculty are committed and have actively engaged in program and facility improvement over the past year. ***It is our recommendation that this program be grown***.

Design Drafting Technology has suffered from low enrollments and faculty have been difficult to attract and maintain. Over the two years of this study, this instability has taken a toll in enrollment and program success. The Bachelor's degree in Design Drafting Technology is not readily recognized by industry and ***it is our recommendation that it should be placed into moratorium***. The AAS continues to be a viable and industry sought credential and ***we recommend it be maintained***.

Program modifications to the Industrial Technology degree should be explored to include an option to provide a bachelor's degree path for Design Drafting programs throughout the region to attain a four-year credential. The Bachelor's degree in secondary education is a credential currently being actively sought by school districts throughout Montana. MSU-Northern is one of the only schools in the region to offer this credential and many Montana high schools have active programs with aging staff. The connection of MSU-Northern with secondary educators state-wide is a critical part of any effort to maintain or grow programs at Northern. ***It is the recommendation of the Chair and Dean that this program be reorganized and maintained***.

Bachelor of Applied Science:

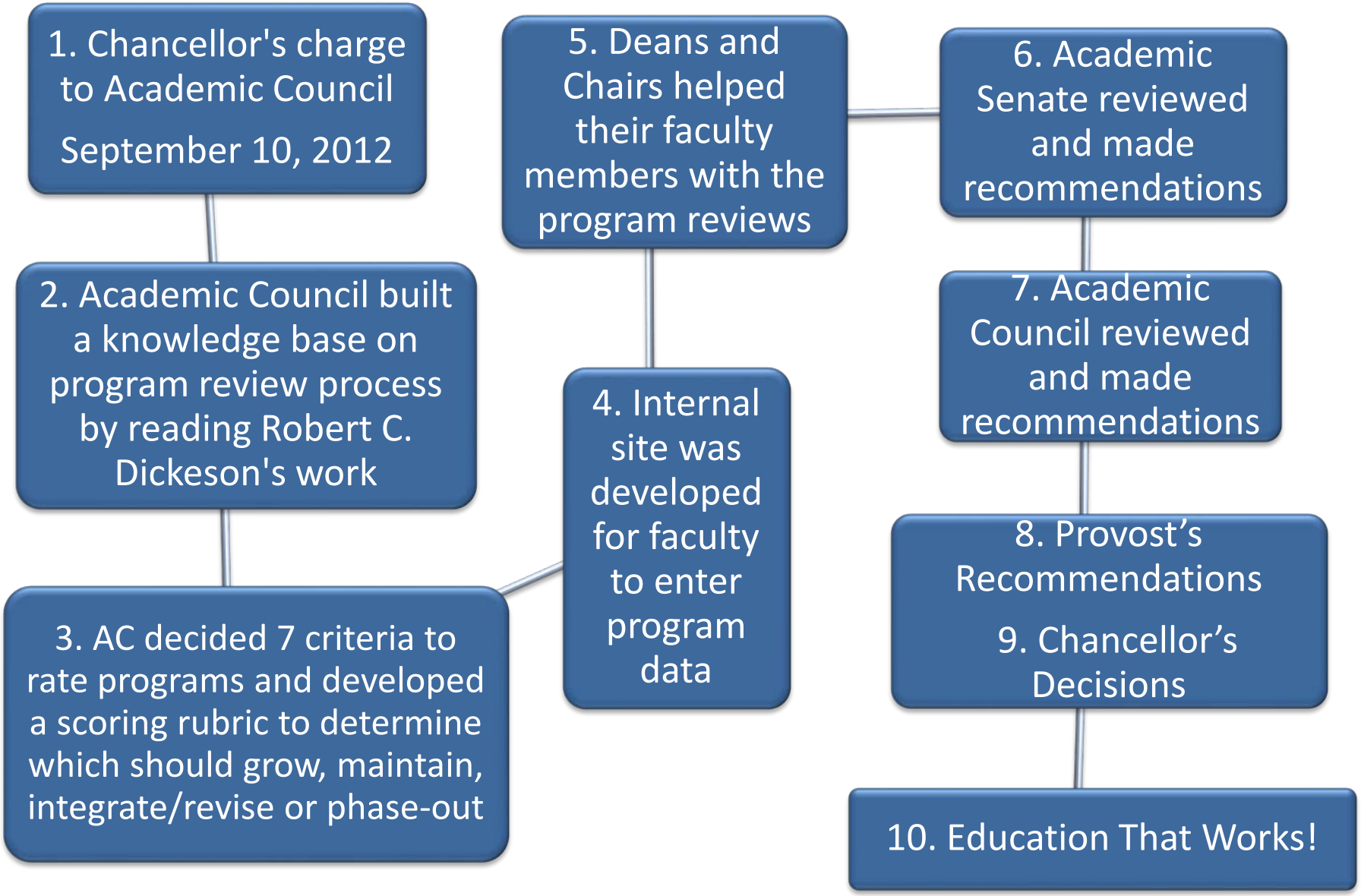
Applied Science, BAS

General Observations: The BAS degree is not specifically a College of Technical Sciences degree, but it has been frequently used to provide a path to a baccalaureate degree for graduates of technical AAS degrees from community colleges throughout the Northwest.

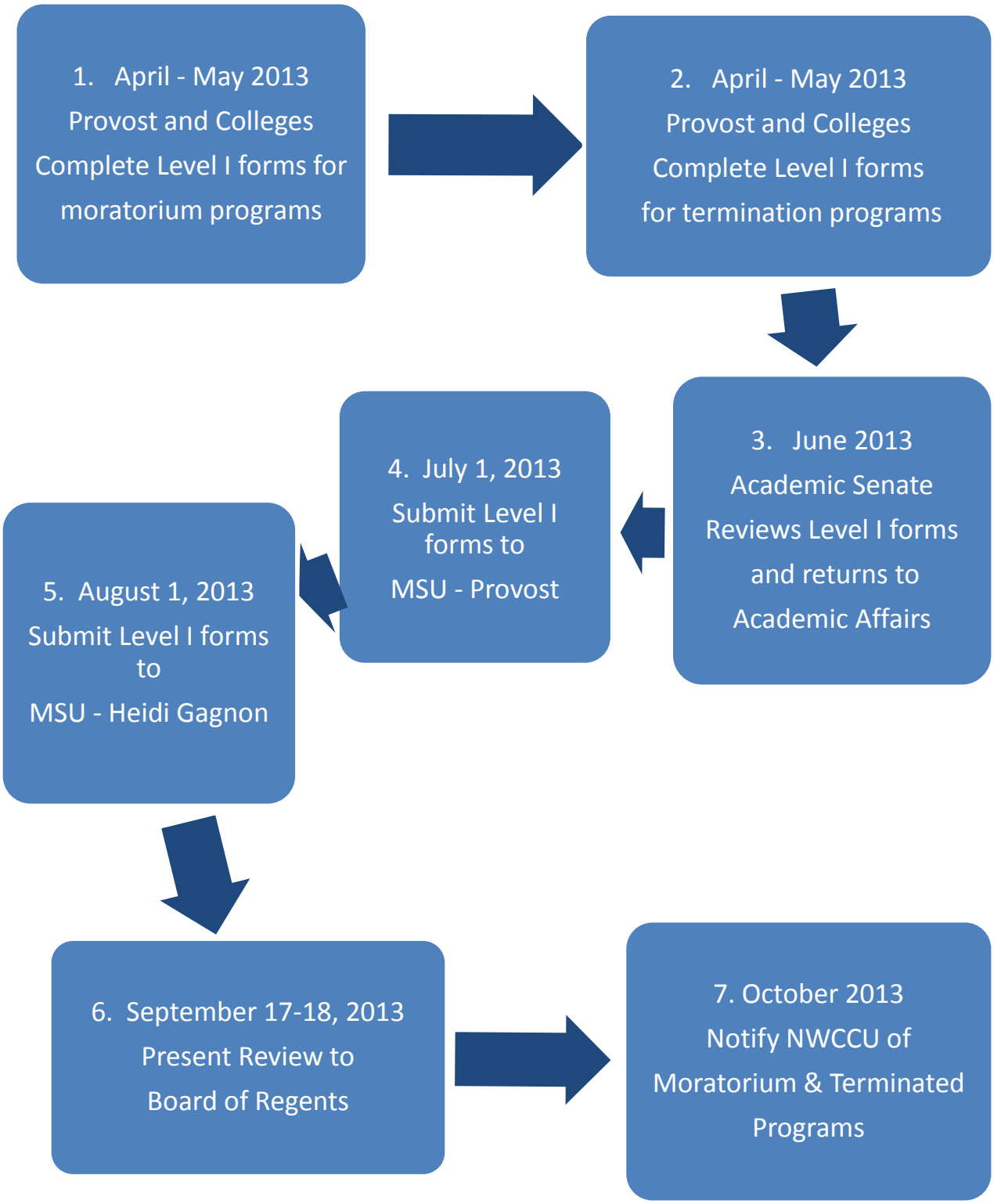
Faculty: There are no faculty specifically assigned to the BAS degree program, but several faculty have served as advisors to students in BAS degree programs.

Facilities: There are no facilities or equipment dedicated to the BAS degree program. Programs are comprised of the General Education core and sufficient upper division coursework to meet bachelor's degree requirements. Regular course offerings in a variety of programs are used to make up the BAS degree, thus increasing productivity in our regular courses. ***It is recommended by the Chair and Dean of the College to retain the BAS degree.***

Program Prioritization Process – Phase I



MSU-Northern
Program Review Phase II
2012-2013 Timeline



MSU-Northern
Program Review Phase III
2013-2014 Timeline

Fall 2013

Phase III

Work with Deans/Chairs/Faculty

in revising and developing

new programs

Fall 2013-Spring 2014

Provost's Office works with

Academic Council & Senate, MSU, OCHE, BOR and NWCCU

in completing the approval process

Fall 2014

Launch interated, revised, and

new programs!

Summary of Directive I

Programs Recommended to Grow

For the most part, the Deans/Chairs, Academic Senate, Academic Council and Provost were like minded on their decisions to grow the B.S. in Nursing, Diesel-Auto-Ag Mechanics, Business, Elementary Education, Criminal Justice, and Trade programs. For the B.A. in Community Leadership, the Provost's recommendation was to not Grow but Maintain. Since we have limited resources, the program's issues with graduation rates and other operational aspects need addressing prior to investing resources. On my part, it may be "what comes first—the chicken or the egg—syndrome." Another difference was that Academic Senate recommended maintaining the Diesel-Auto-Ag Mechanics programs due to lack of adequate facilities. Facilities was a real concern with all groups who reviewed; however, hopeful optimism appeared to influence the decision to grow this program.

Programs Recommended to Maintain

Again the Deans/Chairs, Academic Senate, Academic Council and Provost were like minded in their recommendation on almost all programs and minors. Groups were split on recommendations, with half wanting to Grow the B.S. in Engineering Technology: Civil Engineering and the other half wanting to Maintain it. Another program, BSEd in Health and Physical Education was a Maintain by all but the Provost who recommended putting it into Moratorium, due to difficulties finding faculty and low enrollment numbers. The Provost understands how difficult it is to run a program with one faculty member and the numbers do not

support two HPE faculty being hired. However, the Health Promotion area is strong and hiring two faculty for this area may be justified.

Programs Recommended to Integrate or Revise

Although different terms were used (revise, integrate, restructure, refocus, etc.), all groups were like minded in their recommendations that programs needed to be reorganized for a possible new beginning. Two programs were recommended for holding enrollments: CAS in Automotive Technology and AAS in Automotive Technology Fast Track, due to lack of value and enrollment. One program was recommended for moratorium—AAS in Water Quality Technology for lack of enrollment and desire to move to the COTS.

Programs Recommended to Phase Out

The majority of groups, including the AC, were like minded in that the programs in the phase out category should either be placed in moratorium or terminated. Moratorium was recommended to give faculty time to integrate or revise the program. Whereas, terminate was suggested to allow for reallocation and development of new programs.

II. What is the optimum mix of on-line vs. on-site offerings (taking into consideration all three campuses)?

The question of optimum mix of on-line versus on-site offerings is an emerging issue in higher education nationally. Other than reporting trends and the impacts of these trends, though, the literature is essentially silent on the issue of an optimum mix. As on-line enrollments climb sharply in comparison to on-site enrollments, clearly the nature of higher education changes; however, there is no definitive evidence at this time supporting a causal or zero-sum relationship between the growth of one and the decline of the other. Rather, clear evidence exists that the number of traditional high school graduates nationwide has peaked and is now in decline, while the need for higher education is rapidly increasing among the vastly greater non-traditional population in order to be competitive in the current job market. The needs of traditional and non-traditional populations in terms of educational delivery models are widely divergent, resulting in the differential growth rates.

The Academic Council therefore perceives the question of optimum mix of on-line versus on-site offerings in terms of two functionally separate markets rather than as a zero-sum game. The on-line market, according to the literature, consists of largely non-traditional "adult learners" who opt for online learning due to conflicting family and work obligations and/or because they are place bound. The on-site market, according to the literature, consists of primarily traditional students seeking a traditional campus learning and student life experience. Since these markets represent two distinct populations requiring two different delivery models, growing one delivery method does not necessarily require reducing the other. If planned and implemented strategically, Academic Council believes both on-line and on-site offerings at MSU-Northern

have the potential to grow. In terms of resource requirements and allocations, however, the Council acknowledges a necessity for prioritization.

Based upon both historical trends and future projections, the on-line market clearly has greater growth potential in Montana than on-site offerings. The number of high school graduates in Montana each year has been declining for over a decade and is projected to continue decreasing over the coming decade. Since the number of institutions of higher education in the state has not declined, however, these institutions have found themselves competing for a dwindling pool of candidates. At the same time, the Montana Department of Labor and Industry (2011) asserts that "Montana's workforce will need to become more educated to fill future jobs. Workers with a higher level of education will be in demand, while there will be an oversupply of workers with only a high school diploma" (p. 2). The majority of new jobs in Montana, 62% of the available positions by 2018, are projected to require some level of postsecondary education (OCHE, 2012). Since only 40% of adults in Montana currently have an associate's degree or higher and only 28% have a bachelor's degree or higher, the potential non-traditional market in contrast to the traditional market is large and growing (OCHE, 2012). Historically the Montana Board of Regents' (2006) own strategic plans have even acknowledged that "it is simply not possible for the university system to sustain itself or our growing economy if we continue to rely on the traditional pipeline of students. Our campuses must expand outreach to non-traditional students, who are frequently place-bound or in rural areas, if they are to continue to support the economic growth of the state" (p. 21).

The growing strength of the non-traditional market is also strongly reflected in historical trends of online learning growth. Online learning enrollment nationwide between the fall of 2002 and the fall of 2010 (in terms of headcount, defined as students taking at least one online

course) grew at an annual rate of 18.3% (Allen & Seaman, 2011). Higher education enrollment as a whole during this same eight year period grew at a much lower rate of just over 2% annually (Allen & Seaman, 2011). In Montana, units of the MUS system averaged 25% growth in student credit hours generated online between fiscal year 2009 and fiscal year 2010 (Gibson, 2010). Locally, online growth in FTE at MSU-Northern since 2004-2005 has averaged about 25% annually; meanwhile, overall enrollment at Northern in the same period actually declined an average of 1.5% annually (although for the current academic year enrollment grew almost 2% overall). If these rates of growth were to continue (assuming continued growth rather than decline in overall enrollment), in five years well over half of MSU-Northern's FTE would be generated online; however, Academic Council recognizes that this scenario is unlikely. Growth in online learning nationally has recently begun showing signs of slowing, and enrollments are eventually expected to reach a natural peak or saturation point. The rate of growth in online learning enrollment from fall 2009 to fall of 2010 dropped to 10% (Allen & Seaman, 2011). While this trend has not yet emerged in Montana, it is expected in the coming years. Likewise, the number of programs and courses at MSU-Northern appropriate to online delivery has a natural limit, and the institution will likely achieve that point within the next three to five years.

Taken as a whole, Academic Council recommends growing online delivery, however within several strategic areas, with certain constraints, and with one important caveat: Academic Council recommends that Academic Senate collaborate with the deans of both colleges and Extended University to develop a course review procedure to assess the quality of online courses prior to having them go live, as well as to review existing online courses. MSU-Northern currently has four degree programs approved for online delivery: B.S. in Business Administration, B.S. in Nursing, B.S. in Criminal Justice, and M.S.Ed. in Instruction and

Learning. The Academic Council recommends growing all three undergraduate majors and revising the graduate degree. A fifth program, the Associate of Arts in General Education, was also recently approved for online delivery by the Montana Board of Regents. It should be noted that all of these current online programs are both low-cost and high enrollment, making them ideal targets for growth. Furthermore, supporting growth in these programs would require only hiring additional faculty and not substantial investments in either equipment or brick and mortar.

In addition to the existing online programs, Academic Council recognizes that the strong growth potential of the B.S. in Business Administration online flows naturally into the associated minors in marketing and small business management. Academic Council also recommends moving the accounting minor online, as well as integrating the computer information systems minor with the business program in support of the major. Academic Council further recommends maintaining the business technology minor and the A.S. with a Program of Study in Business and recognizes that the program has a strong potential for online growth in the future with the addition of faculty.

A number of other minors are also important to move online in support of existing online majors. Academic Council recommends offering the Community Leadership minor online, as it supports the Business and Criminal Justice majors online. Likewise, Academic Council recommends growing the Criminal Justice minor online, as it enhances a variety of majors including Community Leadership and potentially Biology (for those interested in forensics) and Liberal Studies (for those interested in pursuing law). The Native American Studies minor also enhances a number of major degree programs, including Community Leadership, Business, and Criminal Justice, and could potentially grow.

Academic Council recognizes that opportunities to move additional programs online are somewhat limited, primarily in minors. These include a Graphic Design minor, the Secondary Education (5-12) Broad Field Social Science degree, the English (5-12) minor, the Reading (K-12) minor, and potentially the K-12 Principal Endorsement if it were to be revived as an Educational Leadership degree. Probably the greatest opportunity for new program growth online, however, would be with the B.A. in Liberal Studies, if it were revised into a clearly pre-professional degree program with defined disciplinary tracks.

Based upon the recommendations above, Academic Council believes additional online growth in business, nursing, and criminal justice would have little impact on either on-site enrollments or physical space requirements. Additional office space would be required for new faculty, as well as for an additional online technical support position in Extended University. Growing existing online programs, however, would neither expand nor reduce physical requirements for classroom space at any of the three physical campuses. Likewise, the additional online growth opportunities identified above are already currently offered to some extent online. These would likely have minimal impact in terms of office requirements as they would be delivered by existing faculty and none of these are currently high enrollment programs. The need for classroom space could possibly be reduced slightly, although again none of these are currently high enrollment programs and the need for face-to-face coursework would remain to serve the traditional student market.

Academic Council believes that the utilization of physical space requirements is largely dependent upon decisions to grow, reduce, or eliminate current on-site programs, irrespective of decisions relating to on-line programs. Growing the Agricultural/Automotive/Diesel Technology, Electrical, Plumbing, and Welding programs in particular will require expanding

specialized learning spaces to accommodate their unique needs, while growing Elementary Education would only require better utilization of existing classroom space. Likewise, ample space is available at both outreach sites if Elementary Education were to be launched in Lewistown and/or secondary education programs were to be launched in Great Falls. Probably the greatest impact on space requirements in the near future, however, will not be from either on-line or on-site offerings, but rather from hybrid/blended learning (or what is now frequently referred to as the "flipped" classroom) as new technologies take root in the classroom. These courses leverage the advantages of various distributed learning technologies to supplement and maximize classroom time, which is typically reduced proportionally. These strategies have the potential to reduce classroom requirements, but would increase the expense of maintaining the remaining classrooms. Recent advances in voice and video over IP, for example, have made it feasible for Northern's diesel program to broadcast live interactive lectures to distance sites at other institutions in Fort Peck, Billings, and West Memphis, Arkansas.

While interactive television is by no means new, recent advances in video compression technology have improved to the point that minimal bandwidth is required, and yet with direct IP connections the service is more reliable and far less expensive than the older bridge technology. The College of Technical Sciences has already invested in a new teleconferencing studio in Brockmann Center. If program delivery works as planned, it is feasible that other programs could begin delivering distance programs in this way, including dual credit coursework to high schools in Great Falls and other locations. Programs might also experiment with rebroadcasting recorded lectures more effectively to serve non-traditional populations requiring asynchronous learning models. The adoption of new technologies will require significant continued

investments in upgrading classrooms; however, again these technologies could potentially reduce classroom requirements.

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III. What is the recommended future for master's study at MSUN?

To focus and wrap heads and minds around the future of graduate level education at MSUN, the Academic Council (AC) was presented with the following questions:

1. What are the current growth rates for the two graduate programs
2. Is this growth rate optimal or should it be adjusted?
3. What are some strategies (based on program review) for refocusing graduate programs?
4. What other types of graduate programming should be developed? Or integrated between colleges?
5. What graduate level programming/courses, professional development training can we develop to meet the needs of the region and the state?
6. If more graduate level programming is developed or even the current programs maintained, how can we expand the ability of undergraduate faculty teaching graduate level courses? What would be our process/system for determining qualifications for teaching graduate courses?

The AC was also encouraged to conduct a review of the literature on graduate level curricula for the 21st century to help base decisions on information rather than emotions, personalities and historicism.

In acquiring the information to understand the current growth rates of the two graduate programs, the AC needed information concerning the existing and incoming cohorts. However, the AC was faced with the lack of data being collected and used to make informed decisions. Matt was asked to help provide assistance and his response is below:

> I can look into it. Class enrollment is easy to get. Tracking retention and progress is going to be a little more difficult because most of the graduate students are part time and/or intermittent students. It's going to be tricky establishing when they started (officially pursuing their degree at least) and who left vs. who is just taking a break. Most of them will have some course-work prior to starting their grad program (either as undergrads or continuing-ed students) so we can't use admit dates to identify when they started. Anyone who only attends summer, for example, is going to be hard to represent properly for retention as well.

Although, our statistician's challenge is recognized, the AC believes data, such as time-to-degree, completion rate, advancement from un-matriculated to matriculated rate, number of degrees awarded per year, employment rate, etc. needs to be collected on a regular basis and utilized to assess whether our current graduate programming fits our motto of ***Education that Works!*** Additionally, the graduate programs are lacking student progress data and were reviewed more than once in the past few years by OPI and found in non-compliance of assessment standards for not collecting key pieces of data and using it to make program improvements. Therefore, given the lack of data, what follows is basic enrollment information, anecdotal information gleaned from graduate students' files and suggestions based on areas of concern that surfaced during our examination of graduate programs.

Counseling Education

Academic Year	**Average Class Enrollment Fall**	**Average Class Enrollment Spring**	**AY Average**
2009 - 2010	12.6	10	11.3
2010-2011	9.7	9.3	9.5
2011-2012	15.5	9.88	12.7
2012-2013	16.0	14.3	15.2

Instruction and Learning (formerly known as Learning Development)

Academic Year	**Average Class Enrollment Fall**	**Average Class Enrollment Spring**	**AY Average**
2009 - 2010	7.25	7.2	7.22
2010-2011	7.2	7.2	7.2
2011-2012	14.5	19.5	17
2012-2013	15.6	16.25	15.92

The AC goes on record stating the information in the following table is neither reliable nor valid; however, it does give a snap shot in time and shows that a better method for tracking progress of our graduate level learners is needed.

Anecdotal Information Spring 2013

PROGRAM	Current students fully admitted into program	Possible new students	Class retention rate
Counseling	18	6 – Summer 2013 6 – Possible for F13	1 drop fall 2012 1 drop spring 2013
Instruction and Learning	19	3 – Fall 2013	1 drop fall 2012 2 drops spring 2013

The answer to whether our graduate programming's growth rate is optimal or should it be adjusted is illusive without accurate data. However, in examining workload reports for the past two years, graduate faculty members are slightly under or over the required annual load of 24 semester hours. MSUN's Students by Major report shows that there are 68 individuals who have indicated a major in Counseling or Instruction and Learning, with the majority (43) sitting in the un-matriculated category. With obscure admission's process for students, it is difficult to know how many students are in either of the graduate programs or how they are progressing. Currently Counseling has 23 students and Instruction and Learning has 1 student, with 43 students sitting in Un-matriculated. This issue may be resolved if all graduate programs in the MSU system adopts CollegeNet, the admission's software to streamline the admission's process.

Based on the program review results, following are some strategies for refocusing graduate programs. With these suggestions come more questions that need to be answered.

- Instruction and Learning already manifests, to a significant extent, an interdisciplinary model. The program draws students from a variety of disciplines. As a result, opportunities to solidify interdisciplinary partnerships are present.
- The Counselor Education Program must operate with a certification/professional licensure model. Students could be encouraged to engage in research, but overall the emphasis needs to be on professional placement and hitting testing benchmarks.

These ideas are largely taken from the monograph, "Prioritizing and Strengthening Graduate Education at UC Davis," from May 18, 2012. The AC recommends conducting a SWOT analysis of graduate level programming, as outlined below.

- SWOT Analysis
    - We should engage in a comprehensive analysis of Strengths, Weaknesses, Opportunities, and Threats
    - Appropriate Assessment metrics are needed—not necessarily the metrics used for OPI Accreditation, although there would certainly be some overlap.
        - Student-faculty productivity
        - Grants and awards
        - Time to completion
        - Student/faculty ratios
        - Student publications and research
        - Students meeting their career goals/professional employment goals
        - Diversity of students in our graduate programs. (That's something to potentially highlight.)
- Most graduate programs are grounded in mentoring research which includes the IRB process and/or providing licensure and certification. How do our graduate programs hold up in these regards? How many research projects are conducted and grants written?
- How do we know that the graduate programs are rigorous? How can we chart student effort as we assess this rigor?
- Can the students be involved in the generation of assessment metrics?

Additionally, during the review process discussions surrounded the relevance of programming and progressiveness of curricula. A SWOT analysis may help shed light on whether our graduate programs need more focus and/or updated curriculum.

In discussing the development of new graduate level programs, the AC believes it should be unique to the state, relevant to the region and if possible be integrated between colleges. Currently, the AC understands that two areas are moving into graduate level coursework: Traffic Education (offering at graduate level to meet the needs of certified teachers) and the K-12 Principal Endorsement (revising into a graduate level leadership degree). The AC would like to present two new master's degree programs, as possibilities for the future.

1. Master of Science in Career and Technical Education

The strength of this type of program is that it enables career and technical instructors in allied health, business, industrial technology (teaching and non-teaching), trades, health promotion, and training and development to attain an advanced education by building on previous training, occupational experience and education. This program would integrate programs in all existing colleges.

2. Master of Science in Criminal Justice Administration

This program would help students gain knowledge in areas such as legal issues and the nature of crime; enhance skills through criminal justice research methods and criminal justice evaluation; and focus on administration through leadership, budgeting, and personnel management courses. This degree would enable individuals to advance in their agency careers, as well as prepare them for doctoral or law studies.

In addition to developing new graduate degree programs, the AC sees possibilities in offering advanced levels of professional development training and specific courses to meet the need of the region and state. The Joint Administration / Academic Senate Special Task Force on Graduate Education of the UC Davis (2012) reference a report, "The Path Forward: the Future of

Graduate Education in the United States," where the consensus is that more and more graduate students will not be entering academia after completing their programs. They write, "Given this shift, university services and faculty need the knowledge and means to prepare graduate students aspiring to a variety of potential career paths. It is imperative that there are systems in place to provide graduate students with the skills and knowledge needed to excel in environments both within and outside of academia" (p. 21). Given our region, the realities of the workforce, and our institutional mission of ***Education that Works***, we should discuss whether potential new graduate programs at MSUN should be developed with an eye towards workforce development rather than careers in academia. We need to explore public and private industry trends and demands. It seems that the strongest universities with the most vibrant programming actively seek out such partnerships. We should also aggressively reach out to the tribes—the Instruction and Learning program has fairly strong relationships with the tribes, but what other types of programming would they like to see? With the new incarceration facility being built, is there an expanded role for the Counselor Education program? How many of the counselor education graduates work at tribal institutions?

If more graduate level programming is developed or even the current programs maintained, how can we expand the ability of faculty teaching graduate level courses? What would be our process/system for determining qualifications for teaching graduate courses? Even in the minds of the forward thinking Academic Council, these last questions and their answers seem to be in the distant future. However, the AC sees the value in a system where those faculty members who teach or aspire to teach graduate level education need to continually meet a set of rigorous criteria or endorsement processes. The AC recommends that the Graduate Council in consultation with the Dean of CEASN begin the process of a developing a Graduate Faculty

Membership procedure. Below are two examples from University of Central Oklahoma and

Christopher Newport University provided to begin the conversation.

Example One: University of Central Oklahoma http://www.uco.edu/

There are two membership levels in the Graduate Faculty: Full Members and Associate Members.

Full Members of the Graduate Faculty
The Graduate Council grants Full Graduate Faculty membership to all tenured UCO faculty. Faculty members who retire from UCO as Full Graduate Faculty retain their status after retirement.

Associate Members of the Graduate Faculty
The Graduate Council grants Associate Graduate Faculty membership to non-tenured faculty under the conditions listed below.

Non-tenured faculty members who hold terminal degrees are automatically Associate Members of the Graduate Faculty, with renewable, five-year terms which begin on the first day of class of the first UCO graduate courses which they teach. Associate Graduate Faculty members automatically become Full Graduate Faculty members upon receiving tenure. Faculty members who retire from UCO as Associate Graduate Faculty and who have terminal degrees retain their status after retirement.
The terms of those who retired prior to July 1, 2013, shall run until July 1, 2016. The terms of those who retire after July 1, 2013, shall run to the first July 1 which falls five years after their effective retirement dates.

Non-tenured faculty members who wish to be Associate Graduate Faculty members but who do not hold terminal degrees must submit recommendations from their department chairs every five years, based on the following criteria:

1. Professional qualification, and
2. Superior teaching ability and innovation, and
3. Active participation in research leading to publications and/or other appropriate scholarly/artistic activities and/or activities, performances, or exhibits commended by professionals in the candidate's field of study.

Expectations of the Graduate Faculty (Full and Associate Members) include the following:
1. Maintain their current credentials in the Office of Academic Affairs.
2. Teach courses open to graduate students.
3. Seek undergraduate students of outstanding ability and encourage them to pursue graduate study.
4. Conduct graduate classes and seminars which stimulate creativity and contribute to the growth and development of independent scholarly attitudes and performance.

5. Participate in research *and/or* creative activity which has intrinsic scholarly or artistic value and which will motivate the students to similar endeavors.
6. Mentor students and supervise research/artistic projects of graduate students.
7. Encourage informal activities among students leading to scholarly or artistic production.
8. Maintain standards of student performance to prepare graduates for the professional and scholarly responsibilities of an educated person in a free society.
9. Review the reports of the Graduate Council and the various committees of the JCGS and determine the general direction of the college.

Example Two: Christopher Newport University http://cnu.edu/

Eligibility for Graduate Faculty Membership
A. General
1. Earned doctorate/terminal degree in the teaching discipline or a related discipline.

B. Regular Graduate Faculty
1. All full-time faculty members with terminal degrees, including restricted positions at the Visiting Professor/Associate Professor/Assistant Professor/ and Lecturer ranks, are appointed as part of the Regular Graduate Faculty upon employment.

C. Associate Graduate Faculty
1. Associate graduate status may be granted to adjunct faculty, restricted faculty at the Instructor or Lecturer level, or other faculty without the terminal degree who have exceptional experience.
a. There must be a demonstrated need for an instructor that cannot be fulfilled by a Regular Graduate Faculty member.
b. There must be an assigned regular graduate faculty member to mentor the associate.
2. Associate graduate status may be granted to laboratory instructors/supervisors who do not have direct teaching responsibilities.
3. Associate graduate faculty are appointed for six year terms, renewable.

D. Nomination and Admission to Graduate Faculty Membership for Associate Graduate Faculty status
1. Application submitted to department chair
2. Endorsement by department chair, and program coordinator and Director of Graduate Studies

E. Removal from Graduate Faculty Membership
1. For associate faculty serving a six year term, a department chair or the Director of Graduate Studies can request a review of the faculty member's performance based on IDEA evaluations, annual reports (EVAL 6), or other documents.
2. The Director of Graduate Studies will exercise one of the following three options:
a. No action be taken; faculty member remains on graduate faculty
b. Written plan of action to be developed jointly by faculty member and Director of Graduate Studies.
c. Removal from graduate faculty

As way of conclusion, the AC would like to provide the following recommendations:

- Conduct a SWOT analysis of the graduate programs;
- Create an assessment system where key data sets are collected regularly and utilized for program improvement;
- Develop a more efficient system to transition students from un-matriculated to matriculated status;
- Streamline the admission's process (use the new system MSU is purchasing);
- Create an IRB system that is effective and timely; and
- Develop a membership process for Graduate Council.

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Christopher Newport University. (2012). *Graduate faculty membership and governance.* Retrieved in April, 2013 from http://cnu.edu/gradcouncil/pdf/.

University of Central Oklahoma. (2011). *UCO Graduate Faculty Handbook.* Retrieved in April, 2013 from http://www.uco.edu/.

IV. What are the recommendations of the Academic Council to address other significant issues within the academic realm related to time-to-degree, scheduling, etc.?

Since its formation, the Academic Council (AC) has been addressing the following issues in the past year. As issues surface, they are added to the list. Some items were started prior to the AC forming and were addressed by the Provost Council. What follows is an update (in blue) on the status and progress that been made on each topic.

Academic Council Topics

1. Update policies:

The AC agrees that having and using updated policies will ensure the Academic Affairs unit of MSUN can provide education that is reflective of the institution's Mission, Vision and Core Theme or said in simple terms—providing ***Education that Works.***

--303 Assessment and Accreditation Committee—updated 2/2012
The next update (2/2014) should include the role of the Director of Institutional Assessment and Accreditation.
--402.1 University Catalog and Course Master File (2011)—updated 2/2013
The next update should mention new minor/major change forms and the vetted signature approval process.
--403.1 Program Review (2002)—updated by Academic Senate (2012) and not brought to AC for approval due to the SLAP process being created by the AAA Committee. This policy should now be sent back to Academic Senate in fall 2013 to be revised to fit the SLAP process.
--403.2 Curriculum Proposals: Review and Approval (1982)—Not Started
--403.3 Curriculum: Course Numbering Procedure (1980)—In process, at UAC
--403.4 Curriculum: Special Studies & Experimental Courses (1980)—In process, at UAC
--404 Applications for Graduation or Final Degree Requirement Check Sheet (2002)—In progress—split applications for graduation apart from a degree check.
--405 Learning Experience Assessment Program (2001)—Not Started
--501.1 Class and Course Assignments: Cancellation of Courses due to low enrollment—updated 6/2012, with next update in 6/2014
--502.2 Emeriti—needs to be updated, last review (9/2011).
--502.3 Retired Faculty—updated 9/2012

New policies need to be developed, approved and implemented through the AC and Academic Senate:

- Completing developmental course work within three semester to be in compliance with the BOR;
- Declaring a major—this has been developed and implemented and is listed in catalog but needs to be formalized as an Academic Affairs policy.
- Requiring study skills for students on warning or probation-- this has been developed and implemented and is listed in catalog but needs to be created as an Academic Affairs policy.
- Faculty development—Faculty and Staff Professional Development Committee was formed two years ago to provide a much needed process and funding structure for individuals wanting to actively seek professional development and learning. Procedures were developed and forms completed; however, it is time to formalize the purposes of faculty/staff development, its definition, the eligibility and participation requirements, roles and responsibilities of the university and the employee, funding and authorized expenditures. In other words, it is time to formalize this university level committee, its membership, and its processes.
- Adjunct faculty—Since part-time faculty have become vital to the operation of the institution, it is time recognize this group of high quality instructors by defining the term, conditions of employment, overloads for adjuncts, and making sure institutional mission, vision, and core themes are being met. MSUN should maintain a balance between fulltime and adjunct faculty and not exceed the U.S. Department of Education national average for like institutions.
- One-year (LOA) faculty—MSUN needs to make a commitment to this dedicated group of educators by defining and formalizing the conditions of employment to make them feel an integral part of the educational process.
- Course syllabi—Academic Senate in 2005 created and approved a template for the development of syllabi. This template needs to be reviewed by the Academic Senate, adjustments made if needed and a formal policy created to ensure all courses at MSUN can met the minimum criteria—one that guarantees the expectations of all courses are clearly defined for our students and reflect quality instruction.
- Graduate faculty membership—This item is address in directive IV.
- Faculty absences (not for illness)—Since many of our faculty are required to do training for licensure or attend conferences, they need a set of expectations established—very simple: Faculty need to make arrangements with the college chair for someone to cover their classes.
- Faculty compensation from grants and contracts—With an interest in grant writing, faculty need guidelines on compensation from grants. Universities usually have a 20% to 25% of base salary for compensation during the academic year. Summers are usually handled on a month-to-month bases, with each month the faculty member earn a month salary based on base salary.
- The procedure to have chairs evaluated by faculty—Academic Affairs needs oversight of the mechanical aspects of an annual faculty evaluation of their chair—to operate much like the student evaluation of courses.

2. Last day to add courses;

AC has been working with the Registrar's Office on this issue. Currently, students can add a course 7 working days after the class begins. The Registrar's Office wanted to shorten the time and require faculty signatures. This is still in progress—since student retention is more prominent, the AC will want to shorten the time further and require a faculty signature.

3. Decrease or tighten time to degree by:

- Review all programs and corresponding minors for time conflicts
- Requiring all courses in programs and minors to be aligned to prerequisites
- All programs will have a four-year degree completion sample program plan;
- Requiring all programs to have a course rotation plan

Still in progress. Some accomplishment in the area of program plans can be noted. The AC believes with the launch of Degree Works, some of the challenges above will be easier to resolve.

4. Improve developmental courses and add a reading course;

The recreation of M095 has taken place; W095 needs to be reviewed; and Study Skills has been reviewed and online version created. Need a more efficient system for students getting into the study skills course. Need to develop the reading course—it may be that education faculty who do the reading endorsement (K-12) can lead the project. A draft should come to colleges, PEU, Academic Senate and Academic Council for review and suggestions—then move through the curricular approval process. The creation of the Learning Success Center will help give students more contact with instructors and time to learn better academic skills

5. Create a credit hour policy;

This policy has been developed and passed the AC. Now, it is on hold as per MSU, who wants the four campus Academic Senate Presidents to work together to create one policy for all four campuses

6. Review and update the general education core;

MSUN's General Education core was over programmed with too many courses. The General Education sub-committee of the Academic Senate has been working on this project all year. For the size of MSUN, the goal is to have no more than 7 to 10 course offerings in each of the 7 categories. The General Education Core sub-committee will submit their annual report this summer or fall.

7. Tutoring for students (Develop a Tutoring Center—other than SSS);

Tutoring will be provided to students in both the Learning Success Center in the Library and in CH (after hours in the SSS). This is part of the Student Success initiative and the details are being finalized in the near future.

8. Create and enforce academic policies to help students succeed—study skills and developmental course work taken within first three semesters (BOR);

Study skills has been accomplished with the AC working with Registrar's Office to block registrations and Student Success assess students on an individual bases. The developmental course work may be a apart of the Early Alert system.

9. Add tutoring to some sections of core courses – Math 121, Writing 101, etc.;
This topic is in the discussion stage and it is moving forward.

10. Examine and improve faculty advising with training and handbook;
Due to the retention initiative and Student Success, a team is working on this topic.

11. Develop a student handbook for each degree program;
In discussion stage, with at least one program creating a excellent example (Elementary Education) and one program revising their document (Nursing).

12. Create Positive Improvement Plans (PIPs) for students at risk of failure;
Not started but may end-up as part of one of the Student Success Teams.

13. Developmental course work offered during the summers, as part of a bridge program;
This has been accomplished for summer 2013 and will continue to refine the process.

14. Work with deans/chairs to create the framework for Learning Communities—launch F 2013;
This project was launched as part of the Student Success initiative. The Dean of EASN is chairing the committee working on this project and the launch date has been moved forward.

15. Develop an approval process for online coursework and programs;
Discussion has begun in the Academic Senate, who will work with the deans of colleges and Extended Universities to develop the process. AC would note that a similar process be created for the traditionally delivered courses—maybe as an add-on to the slap system.

16. Inclement weather policy for faculty;
The AC recognizes that Policy 1004.2 indicates that operations will be maintained each class operating day, unless the campus is closed. The AC recommends expanding this policy to include procedures for faculty members to follow when they cannot get to campus due to weather.

17. Faculty use of sick leave;
The Faculty Federation is currently working on this topic.

18. Develop an evaluation processes for deans to be completed by his or her faculty members; and
This is in the discussion stage. The AC recognizes that the deans are evaluated on an annual schedule by his or her Provost. A process that allows the faculty to evaluate their dean on a three or four year schedule is warranted.

19. What is the future of our general education core?

The AC acknowledges that in the near future a closer look at how general education core is delivered in a set of isolated courses needs further review.

Conclusion

The Academic Council would like to conclude with the five actions (we believe) we will need in order for the results of our program prioritization project to move smoothly through the next two phases. First, as academic leaders, we will need to continually establish goals and expectations for each other and our faculty. This means that we will have to provide relentlessly focused leadership that constantly asks, “Is this good enough for our students? Can we do better? Am I proud of this final product?” Second, our resources will have to be used strategically. How many new faculty positions can we afford to hire; what type of equipment, supplies and materials do we need; and/or what are the costs of upgrades to facilities? We need to make decisions that have long lasting and positive impacts on our students and the institution? We see the results of too many quick decisions that have died on the vine and cost the university precious resources. Third, as academic leaders, we will have to find ways to ensure high quality teaching. Even stellar, in demand programs are lost, if the delivery and its relationship building are inadequate, so who we hire and how we provide support is critical. Fourth, we will have to figure out ways to create an environment that is conducive to learning and working and building relationships—one that is safe and orderly, emotionally, socially, as well as physically. This may be the most important task we have before us. It will be the key to having current and exciting programs to offer, where faculty can be creative and stretch themselves in new directions, without the worry of failure, gossip, jealousy, and/or reprimand.

Finally, as representatives of the academy, we have to lead faculty learning and development by actively participating and modeling the learning process. For example, groups of academic leaders and faculty participated in a grant writing workshop and an accreditation

training, where knowledge learned will have long-lasting and positive impacts on student learning. Research (Fullan, 2010; Gates Foundation, 2010; OECD, 2011; and Sharratt & Fullan, 2012) tells us that the more professional development we provide our faculty, where leaders are active participants, the more students learn and succeed. Intuitively, we understand this principle—the more faculty members learn how to teach and conduct labs, the more successful students become. The Academic Council understands that we need to do a better job of supporting our faculty and their development. In other words, more resources have to be invested in developing a culture of learning for all. The AC looks forward to the day when "learning is the work" of the institution and policies and procedures reinforce this expectation. We understand our important role in the future of the institution; therefore, the Academic Council submits this report as the first step in creating a system where our motto ***Education that Works***, (and works well) is fully realized.

References

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Appendix
Montana State University Northern
Academic Program Prioritization Rubric

SECURING OUR FUTURE AT MSU-NORTHERN			
4	**3**	**2**	**1**
Centrality - Advancement of MSUN's vision, mission, and core themes; necessity of program based on statute, government regulation or other internal or external mandates; number of other programs of the same or similar kinds in Montana or in bordering states; potential impact on other MSUN programs.			
Program can demonstrate a direct link to advancing MSUN's vision, mission and core themes.	Program can demonstrate some relation to or support of MSUN's vision, mission, and core themes.	Program has little evidence of link to or advancement of MSUN's vision, mission or core themes.	Program has no relation to MSUN's vision, mission or core themes.
Program has an above average alignment and can demonstrate that alignment, to meet the needs of a statute, government regulations, or other internal/external mandates.	Program has an average alignment to meet the needs of a statute, government regulations, or other internal/external mandates.	Program has a below average alignment or correspond to statutes, government regulations, or other internal/external mandates.	Program has no alignment or linkage to any internal/external mandates, statutes, or government regulations.
Program is unique to Montana and bordering states.	Program is unique to Montana.	Program is not unique to Montana. Program is unique in bordering states.	Program is not unique to Montana or bordering states.
Program offers instruction unique to its majors and provides service courses in support of more than two other academic programs; therefore, has an above average impact on other MSUN programs.	Program provides instruction necessary for completion of two degree programs—has an average impact on other MSUN programs.	Program provides instruction not required by more than one other program, possibly duplicating course work in other programs—has a below average impact on other MSUN programs.	Program provides little instruction to either its own majors or those of other programs. Program has no impact on other MSUN programs.

Productivity – Productivity numbers are to be based on the 2010-2011 and 2011-2012 academic years combined or averaged as indicated in the section areas. Credit hours taught (majors, other service courses), degrees granted (graduate and undergraduate), student retention, time-to-degree, number of majors, minors, undergraduate and graduate enrollments (metrics per faculty FTE); ratio of credit hours offered to majors versus non-majors; other factors influencing productivity (professional development, training, grants, maintaining certificates).

	Far Above Average	Above Average	Below Average	Far Below Average
Credit Hours Taught In majors & other service courses per program	----------	----------	----------	----------
Degrees Granted graduate and undergraduate	(4) 81-100th percentile	(3) 51-80th percentile	(2) 21-50th percentile	(1) 0-20th percentile
Student Retention: Freshman fall to spring Freshman to Sophomore Sophomore to Junior Unmatriculated to Matriculated?	(4) 81-100th percentile	(3) 51-80th percentile	(2) 21-50th percentile	(1) 0-20th percentile
Time to Degree	(4) 81-100th percentile	(3) 51-80th percentile	(2) 21-50th percentile	(1) 0-20th percentile
Number of majors/minors, metrics per faculty FTE	(4) 81-100th percentile	(3) 51-80th percentile	(2) 21-50th percentile	(1) 0-20th percentile
Number of Enrollments SFTE per Faculty FTE	(4) 81-100th percentile	(3) 51-80th percentile	(2) 21-50th percentile	(1) 0-20th percentile

Other factors that may enhance or hinder your program productivity:

Demand – external - Present and future demand for program output as measured by market demand for graduates, economic/scientific/social trends; partnerships with external stakeholders; the uniqueness of the program; project the percentage of online, hybrid, evening, weekend versus face-to-face enrollments FTE.

Graduates of this program are consistently offered jobs in their field of study or a related field.	Graduates of this program are likely to find employment in their field of study or a related field.	Graduates of this program are unlikely to find employment in their field of study or a related field.	Graduates of this program are very unlikely to find employment in their field of study or a related field.

Current trends indicate that demand for partnerships within this program will remain strong into the foreseeable future.	Demand for partnerships within this program has been generally constant over time, and economic indicators show no change into the future.	Demand for partnerships within this program has been declining over time and indicators are this trend will continue.	Demand for partnerships within this program has declined to the point of few agreements and few program majors.
This is the only program of its kind on campus and in the state, with growing demand from students and stakeholders.	The program, while not unique in the state, is popular with incoming students and some stakeholders.	The program is redundant as compared to one or more MSUN and state programs and has little student and stakeholder interest.	The program is redundant with both MSUN programs and other institutions, with no or very little demand by students and stakeholders.
The program has online, hybrid, evening, and/or weekend offerings, and has an above average possibility of increasing those types of offerings in the future.	The program has some online, hybrid, evening, and/or weekend offerings, and has an average possibility of increasing those types of offerings in the future.	The program has a few online, hybrid, evening, and/or weekend offerings, and has a below average possibility of increasing those types of offerings in the future.	The program has no online, hybrid, evening, or weekend offerings, and has no possibility of increasing those types of offerings in the future.
Demand – internal – Student demand and degree to which other programs rely on this program for instruction or support including courses required by majors in other units, general education offerings.			
Enrollment in the program and demand for its courses are growing.	Enrollment in the program and demand for its courses are maintained.	Enrollment in the program has declined, but other majors have a demand for its courses.	Enrollment in the program has declined and there is no demand for its courses.
Graduation requirements needed by other programs are offered by this program.	A sizable number of general education credits are generated by this program.	This program offers courses that duplicate those of one or more other programs.	The courses offered by this program are not in demand (low enrollment) and very few, if any, students declare this major (< 20).

Quality – State, national and international reputation of the program; faculty recognition in teaching, and scholarship and/or service; student work experiences or other co-curricular learning experiences; success in establishing and meeting learning goals; other factors influencing quality.			
The program has a well-established national and international reputation and is fully accredited by its disciplinary accrediting body—reviews indicate that this instructional program is of the highest quality.	The program demonstrates an alignment to national and/or international standards and students take state and/or national exams. Program does not hold accreditation.	The program demonstrates it has been assessed by an advisory committee as meeting high quality standards.	The program demonstrates no alignment to quality standards.
Faculty in this program have received recognition for their achievements in teaching, service, and/or scholarly activities and engagement with students.	Faculty in this program have received some recognition for their teaching, service, and/or scholarly activities and engagement with students.	Faculty in this program have received limited recognition for their teaching, service, and/or scholarly activities and engagement with students.	Faculty in this program have not received recognition for their teaching, service, and/or scholarly activities and engagement with students.
Percentage of the programs'/discipline areas' undergraduate or graduate students participating in research, service learning, international or other experiential learning experiences is above average for peer programs and other programs at MSUN.	Percentage of the programs'/discipline areas' undergraduate or graduate students participating in research, service learning, international or other experiential learning experiences is average for peer programs and other at MSUN.	Percentage of the programs'/discipline areas' undergraduate or graduate students participating in research, service learning, international or other experiential learning experiences is below average for peer programs and other programs at MSUN.	Few or none of the programs'/discipline areas' undergraduates participate in research, service learning, international or other experiential learning experiences.
The program has established and implemented a set of learning goals and accountability metrics and has used the process to make improvements in their undergraduate or graduate programs.	The program has established and implemented a set of learning goals and accountability metrics for the undergraduate program.	The program has established but not yet implemented a set of learning goals and accountability metrics for the undergraduate program.	No learning goals or accountability metrics have been developed for the undergraduate program.

Other factors that may enhance or hinder your program quality:			
Size – Critical mass of faculty, students, curricular offerings for 2010-2011 and 2011-2012. Outline personnel and/or facilities issues attached to quality, growth, and expansion.			
Personnel and facilities are optimal for course delivery, instruction, and research.	Personnel and facilities are acceptable for instruction, course delivery, and research.	Personnel and facilities require hiring, upgrading and/or updating in order to meet faculty and student needs.	Personnel and facilities are unacceptable for meeting instructional needs.
Required and elective courses are always scheduled and offered.	Required and elective courses are usually scheduled and offered.	Required and elective courses are infrequently scheduled or are scheduled and frequently do not make.	Required and elective courses are not scheduled regularly and courses frequently do not make.
Cost Effectiveness – program efficiency; investment in personnel, facilities and equipment; potential economies of scale, proportion of administrative to total costs; self-sustaining and revenue generating activity.			
Program generates more revenue than expense.	Program is revenue neutral – revenue generated generally matches expense.	Program is costly, perhaps inefficient, in its use of resources.	Program is chronically in fiscal trouble (account deficits growing).
Investment in personnel, facilities and equipment is optimal.	Investment in personnel, equipment and facilities is acceptable.	Investment in personnel, equipment or facilities may be needed or existing resources reorganized.	Investment in personnel, equipment or facilities is needed.

Overall Recommendation			
o **Grow**	o **Maintain**	o **Integrate/Reduce**	o **Phase Out**
Comments:			