Appendix EE

Chancellor's Final Response

REVISED AND UPDATED as of May 29, 2013, to reflect adjustment to one program in the College of Technical Science (AAS Design Drafting Technology), to correct a calculation error, to make minor edits, to add two further explanatory comments, and to include, for ease of review, the recommendations of all academic entities on each program. Mathematics/ Mathematics K-12 B. Ed. and Sustainable Energy Technology BS/AAS were also separated for further clarification.

MONTANA STATE UNIVERSITY NORTHERN

Chancellor's Response

Academic Program Prioritization
May 2013
Prepared by James M. Limbaugh, Chancellor

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PREFACE

The academic leadership of Montana State University-Northern, through the academic program prioritization process, has performed their fundamental duties as committed educators in objectively and honestly evaluating educational programs for rigor, content, and relevancy to the needs of students who entrust their education to us. For their efforts in this regard, I extend my most profound thanks. Their work has created the foundation for institutional efforts to identify programs through which MSUN can develop a reputation regionally, locally, and nationally for academic quality, currency, and excellence.

The next step of the academic program prioritization process that began in September, 2012, is this report: the presentation of my decisions, based on the recommendations of a five-level review with academic affairs—the faculty, the Academic Senate, the Academic Council, the Deans and Chairs, and the Provost. Therefore, the information presented in the pages that follow should be considered an extension of the review process they used, the results of which have been made readily available across campus and through the university's website.

My notes on each program provide, where appropriate, a background for my decision. For clarity's sake, this set of decisions should be read in tandem with the original self-studies and the report generated by

Academic Affairs in order to appreciate the comprehensive approach taken by faculty and by academic leadership to this important task.

By the numbers,

- Seventy-four (74) existing programs at all four levels (certificate, associate, bachelor, and master) were reviewed between both Colleges;
- Of these,
    - Nineteen (19; 25.6%) have been identified to grow (i.e., to have additional resources directed toward their needs),
    - Twenty-six (26; 35.1%) have been identified to be maintained at current levels of staffing and funding;
    - Four (4; 5.4%) have been identified to be reduced in scope or integrated into another program; and
    - Twenty-five (25; 32.4%) have been identified to be placed into moratorium or terminated.

Additionally, three new programs have been identified for further consideration, with a goal of having said programs in place by no later than fall 2015.

Further, <u>it is important to note that I have supported 81% of the faculty recommendations</u> (60 out of 74 programs) which had an agreement ratio of at least 50% (i.e., two out of the four reviewing entities).

Finally, an important metric used in the decision-making process was college completion (graduation rates), a particularly relevant measurement given recent actions by the Montana legislature regarding the Montana University System budget. In the 2014-2015 academic year, the Montana University System will distribute funds to all MUS constituent institutions based on their respective performance against two predetermined standards: first-year to second-year retention and college completion. The latter is defined by the MUS Board of Regents, in the report presented at the May Board meeting, as "the annual number of undergraduate degrees and certificates awarded [which] includes one-year certificates (certificates of applied science) through baccalaureate degrees." Therefore, MSUN must consider the productivity record and potential of each of its programs and make decisions accordingly—hence the focus of this report.

ALIGNMENT WITH INSTITUTIONAL MISSION AND VISION

Our process of academic program prioritization—of evaluating our academic offerings for relevancy to the needs of our constituents—is firmly in line with ongoing efforts to achieve both our mission and vision.

- Our mission emphasizes the provision of "liberal arts, professional and technical programs" that "expand learning experiences."
- Our vision statement projects a future in which MSUN will offer "a unique mix of academic programs [that] are responsive to local, regional, and state workforce needs."

Decisions on each academic program and identification of the three new programs recommended are clearly aligned with institutional mission and vision in the establishment of programs that build on the strengths of MSUN.

GROWTH AT MSUN'S LEWISTOWN AND GREAT FALLS CAMPUSES

MSUN has significant opportunities to expand its programming at both its Lewistown and Great Falls campuses. Both locations provide the benefit of dedicated leadership and a commitment to meeting the

educational needs of the residents of both communities through a vital and ongoing partnership with the faculty, staff, and administration of the Havre campus.

The first step in expanding programming in these locations is to revise the University's stable of academic programs with an eye on creating a niche market. With this report, that first step has been accomplished. With a streamlined cohort of academic offerings in hand, academic leadership is now charged with engaging aggressively in conversation with Lewistown and Great Falls to discuss expansion opportunities within the context of total institutional growth.

SECTION ONE: ESTABLISHMENT OF OPTIMUM PROGRAM MIX

DEFINITIONS OF THE CATEGORIES: GROW, MAINTAIN, REDUCE/INTEGRATE, AND TERMINATE

For purposes of clarity, it is important that the reader understand how I have interpreted the four terms (grow, maintain, revise/integrate, or terminate) in my decisions regarding academic programs.

A. To **GROW** a program is to make the active and conscious decision to shift resources from another program or service in order to provide the resources necessary for a specific program targeted for expansion. This can mean anything from a realignment of faculty, the physical increase of teaching/learning space, or the creation of new faculty positions to the reduction of operating budgets in one area in favor of supporting a growth-oriented program. Also included in a growth orientation is the identification and procurement of external funds through grants and fund-raising. Such decisions will require significant discussions across divisional boundaries due to the potential of campus-wide impact of such re-allocations.

   However, it is important to note that identifying a program for growth does not mean an automatic and immediate shifting of resources. Some programs may require a long-term plan for growth based on faculty credentials, equipment needs, accreditation alignment, etc.

B. To **MAINTAIN** a program is to continue to support a particular program in terms of continuance of current levels of staffing and financial support. However, maintenance may not necessarily mean capping enrollments, depending on the situation. If, for example, a program can be incrementally expanded in current facilities and with current staffing in such a way that the students' educational experience will not be diminished, then it is within the prerogative of academic leadership to do so. However, said growth must be done strategically (i.e., with an understanding of how this decision impacts other programs) and in accordance with stated university goals.

C. To **REDUCE/INTEGRATE** a program, academic leadership is expected to
   a. Reduce current resources assigned to that program, be it staffing or related budgets, in response to declining enrollments or a re-focusing of the program; or
   b. Integrate the program into another program, through curricular redesign, in order to increase the program's currency and relevancy to students.

D. To **TERMINATE** a program is to remove the program from MSUN's roster of academic offerings in one of two State-defined ways: moratorium or termination. It is important to include here the Montana Board of Regents' policy which defines these two actions (see BOR policy 303.4).
   - *"Moratorium is defined as follows: the academic program remains in the catalog and on the approved list of programs, but the institution has temporarily suspended admission to the program. An institution may impose an academic program <u>moratorium</u> to allow for program review, to deal with a temporary shortage of faculty or facilities, to deal with student enrollment pressures beyond what the program can handle or for similar reasons. The imposition and*

removal of a program moratorium shall be reported to the commissioner's office. After a three-year period, an academic program moratorium becomes a withdrawal unless the board of regents approves continuation of the moratorium.

- *"In program withdrawal the academic program has been (or will be) withdrawn from the catalog and no students will be admitted to the program." For this report, the phrase terminate is used.*

➔Decisions are arranged by college and then alphabetically within each decision area.🡐

The following color code is used to identify decisions in each of the four categories.

Grow	Maintain	Reduce/Integrate	Moratorium or Terminate

COLLEGE OF TECHNICAL SCIENCES

- Total programs reviewed: 43
- Total identified for growth: 9
- Total identified to maintain at current levels: 19
- Total identified to reduce or integrate: 1
- Total identified to place into moratorium or to terminate: 14

Agricultural Mechanics Technology (AAS)	▪ The purpose of the program, according to the website is to provide o Practical hands-on skill sets required to work on current agriculture equipment; o A program of study focused on agriculture tractors, combines, tillage, planting, spraying, and forage equipment; and o Additional studies in diesel engines, hydraulic systems, etc. ▪ From the faculty report: "MSUN is the only A.A.S. program in the state of Montana. MSUN's Ag Mechanics program is the only one in the state where multiple industries sponsor the program with millions of dollars of equipment for faculty to use in the laboratories throughout the academic school year. There are two A.A.S. Ag Mechanics programs in bordering states, of which one is in North Dakota and one is in Idaho. These are both agriculture sponsors specific programs that only expose students to one manufacturer of equipment which is perceived by industry representatives as a deficiency. The closest program in a bordering state is over 500 miles from MSUN." ▪ Program caters to dealerships, technician needs. ▪ Industry support and demand cited as prime reasons for growth because the program is "fulfilling a niche in the industry." ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Grow. ▪ DECISION: GROW as a component of diesel. This is a leap of faith based on faculty recommendations due to its relevancy to the growth of programs appropriate to our location and to the establishment of a market niche. The next step should be a full analysis of the actual costs attached to this decision and where said growth should be managed within a larger strategic roster of resource allocation.
Agricultural Mechanics Technology, Minor	▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Grow. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: GROW as a component of growth plan recommended above for the AAS.

Business Administration, BS	▪ Number of majors and faculty load are clear indicators of success. ▪ This program is exclusively on-line. ▪ Academic recommendations: o Dean/Chair: Grow and hire one faculty to get others off overload. o Academic Senate: Grow online. o Academic Council: Grow and hire faculty. o Provost: Grow and hire faculty. ▪ DECISION: Grow, paying special attention to this faculty observation: "What we believe makes our program unique in the Montana University System, however, is the fact that we are co-located with the technical sciences, giving us the ability to create synergies not available to other campuses." These collaborations with other departments in the College of Technical Sciences and the expansion to collaborations with EASN will add to marketability and desirability. These efforts should move forward with the addition of a new faculty member.
Business: Marketing minor	▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain or grow. o Academic Council: Grow. o Provost: Maintain. ▪ DECISION: Grow with additional faculty member.
Business: Small Business Management, minor	▪ This minor is valuable to several major programs, according to the faculty report. ▪ MSU-Northern offers the only Small Business Management minor in the University System. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow (only minor in MUS). o Academic Council: Grow. o Provost: Grow the online version. ▪ DECISION: Grow, which should happen with the addition of a new faculty member.
Civil Engineering Technology (BS)	▪ The self-study report notes that "We offer the only BS in Civil Engineering Technology (CET) in Montana." ▪ The program averages 31 majors (2011) and 29 majors (2012). ▪ It appears that a primary advantage to a BS is that graduates can sit for the Fundamentals of Engineering exam, the first of two exams required for registration as an engineer in Montana. ▪ This program currently is ABET-accredited. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain. o Academic Council: Grow. o Provost: Maintain. ▪ DECISION: GROW, since it is accredited and the only one of its kind in the state.
Electrical Technology AAS	▪ This program reports thirty majors a year for past two years. ▪ It is one of only two programs in the state of this sort and "only program in the state to offer an Associate of Applied Science degree in conjunction with State of Montana Apprenticeship program approved on-the-job (OTJ) hours" toward apprenticeship. ▪ Strong placement rates are reported. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: No recommendation. o Academic Council: Grow. o Provost: Grow, but with clearer definition of needed resources. ▪ DECISION: Grow the program, especially with the potential for an integrated trades/business degree.
Plumbing Technology AAS	▪ From the website: "Graduates of the associate degree program are qualified to perform the joint making and installation necessary to work under the supervision of a licensed journeyman plumber and, following three additional years of on the job training, qualify for and be successful at obtaining a journeyman plumber license." ▪ MSU-Northern has the only recognized plumbing program in Montana. ▪ Note the program's potential, according to faculty: "There is a huge opportunity to gain hundreds of students if we could convert apprenticeship courses into MSU-Northern courses. There is a growing demand for additional degrees in Trades management since many of the graduates are finding opportunities in owning their own businesses. Many of the Related Training courses have been on-line for several years and along with the General education requirements, and work experience, Northern needs to offer additional on-line course work to assist the on the job employee. I believe that weekend lab courses and on the job hours could

	make a blended course offering work well for the Plumbing apprentices of Montana." ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: No recommendation. o Academic Council: Grow. o Provost: Grow, especially with potential for integrated degree. ▪ DECISION: Grow, especially with the potential for an integrated trades/business degree.
Welding Technology CAS	▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain or grow. o Academic Council: Grow, but with upgrade of facilities. o Provost: Growth, but with upgrade of facilities. ▪ DECISION: Grow due to industry needs and Montana focus on workforce development. Growth may necessitate a facilities upgrade, however, due to limited space and safety issues.
Accounting, Minor	▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain for now, with a focus on moving minor on-line, and GROW if the hiring of an additional full-time business faculty member provides access to appropriate academic preparation.
Agricultural Operations Technology, BS	▪ The program, according to the website, is "designed to prepare students for careers requiring the integration of agricultural sciences, agribusiness and related applied technologies." ▪ Faculty further state in their report that "The AOT program is the only 4-year, applied agriculture program in Montana and the region that combines degree coursework in the agricultural sciences, agricultural technologies and agribusiness." ▪ Five graduates are reported for the past two years, but no other productivity data provided other than a comment that "junior/senior classes this spring are 18-21 so a significant number will graduate shortly." ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Maintain. ▪ DECISION: Maintain. While there are compelling narrative arguments for its growth, the lack of any data supporting that premise does not support a recommendation for growth.
Agricultural Technology, AAS	▪ Website says the AAS "offers courses in agricultural sciences, production, management, computing, marketing, business and mechanics." ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain for the same reasons as cited for the BS program above.
Applied Agriculture, Minor	▪ Faculty maintains that "The Applied Agriculture Minor is popular with students majoring in Business. Students with a degree in business and a minor in applied agriculture are very employable and in demand. Agribusiness is a huge business and the marriage of coursework in business and agriculture makes this a win-win educational linkage. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Grow. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain, because the courses are embedded in the broader agriculture major.

Applied Science, BAS	▪ The faculty report says that the program "provides an opportunity for graduates of two-year programs, both at Northern and around the state, to transition to a baccalaureate degree program. It provides an opportunity for an upper level technical degree customized to meet the needs of students. It responds to work-force development of the region in providing an opportunity for advancement by obtaining a bachelor's degree." ▪ Program report also says no degrees granted in past two years. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain, since the program uses existing courses and faculty and therefore has no additional cost, but develop information for the web and for advising purposes that adequately explains to students the availability and value of this degree.
Automotive Technology, BS	• Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain until new facility is built. o Academic Council: Grow, but new building must be secured. o Provost: Maintain and grow when space is expanded. • DECISION: Maintain until the new facility is constructed, and then plan on having resources in place to GROW in terms of adding faculty as per self-study recommendation.
Automotive Technology, AAS	• Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain at its current level until new facility is built. o Academic Council: Grow, but new building must be secured. o Provost: Grow. • DECISION: Maintain until the new facility is constructed, and then plan on having resources in place to GROW in terms of adding faculty as per self-study recommendation.
Automotive Technology, Minor	▪ Comments below on the CAS will apply to this program. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain. Further, enrollments should be put on "hold" until the new Auto/Diesel Center is constructed, given the issues we have with facilities.
Automotive Technology, CAS (Certificate of Applied Science)	▪ Academic Senate offers this observation: "A serious review needs to be made of the majors and minors in the automotive field. It seems at this time that faculty are adequate to meet the needs of the program. Courses are utilized in a number of the technology areas which makes it challenging to fully review the programs individually." ▪ The website says that "the one-year certificate . . .will prepare you to enter the profession as a technician in a dealership, independent shop, or maintenance facility." ▪ "MSUN is one of two C.A.S. programs in the state of Montana. MSUN's automotive program is the only one in the state with a factory Ford MLR Program. There are five C.A.S. automotive programs in bordering states, of which one is in North Dakota, three are in Wyoming, and one is in Idaho. A significant difference between MSUN's C.A.S. and others is the growth potential for progression of students into a A.A.S. or B.S. degree within the automotive hierarchy." ▪ "Data may indicate there are few graduates in this program; however, students who start this program typically stay and finish with an A.A.S. degree. Due to the cost of graduation fee, students choose not to get a C.A.S. at the completion of the first year due to the fact they are continuing for the A.A.S. As mentioned earlier in this report, the C.A.S. program is an excellent marketing and recruiting tool and there is no additional cost as it is the first year of the A.A.S. degree." ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain at current level until new facility is built. o Academic Council: Put enrollments on "hold." o Provost: Put enrollments on "hold." ▪ DECISION: Maintain. Further, enrollments should be put on "hold," as recommended by Academic Council and the Provost, given the issues we have with facilities.

Automotive Technology, Fast Track AAS	▪ This is one of three AAS programs in the state. ▪ The faculty notes that there is evidence of increased enrollment over the past three years, yet the data show only two majors. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Maintain at current level until new facility is built. o Academic Council: Put enrollments on "hold." o Provost: Put enrollments on "hold." ▪ DECISION: Maintain. Further, enrollments should be put on "hold," as recommended by Academic Council and the Provost, given the issues we have with facilities.
Business, Associate of Science	▪ Faculty states that "To maintain the program, one full-time, tenure track faculty member is needed to reduce overload of current faculty. Growing the program will require at least one additional full-time, tenure track faculty and adjunct faculty to allow expansion of offerings as required." ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Grow. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain for now, but look at potential for growth with the addition of the new Business faculty member.
Business Technology, Minor	▪ According to the faculty report, this minor is designed specifically for non-business majors. Business majors may not take this minor. The Business Technology minor is very popular with students pursuing degrees in the technical sciences, as well as Community Leadership. ▪ All courses are on-line. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow; only minor its kind in Montana. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain with potential for growth.
Civil Engineering Technology, AAS	▪ Faculty note, "Students in the past have started CET in either a minor or Associates program and switched to a BS degree in CET. Not a large number of students, but maybe one or two a year. Would these students start in a BS of CET instead? Most likely not. All of the courses offered under the minor or AAS are offered under the BS in CET, so no additional resources are used to keep these programs." ▪ Dean maintains that there is no viability for the program because a two-year education is not a legitimate credential. However, the Occupational Outlook Handbook (2013 edition) indicates that o Civil engineering technician is a viable job classification; o The basic job function is to "help civil engineers plan and design the construction of highways, bridges, utilities, and other major infrastructure projects [and] help with commercial, residential, and land development . . . under the direction of a licensed civil engineer", and further adding that "the need to maintain and repair an aging infrastructure will sustain demand for civil engineering technicians"; o An associate's degree in civil engineering technology is preferred for entry-level civil engineering technicians; and o A 12% job growth is expected through 2020. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: No information to evaluate. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Maintain, since there is no cost, but ONLY if there is assurance that the first two years will be programmed in a way to give students the basic skills they need.
Design Drafting Technology AAS	▪ As stated in the BS discussion, an AAS degree provides appropriate credentials for entering this profession. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain, with potential for on-line growth. o Academic Council: Maintain. o Provost: Maintain and put online. ▪ DECISION: Maintain this program.

Diesel Technology, BS Diesel Technology, AAS Diesel Technology, Minor Diesel Technology, Equipment Management Diesel Technology, Field Maintenance	▪ For all these programs, the following recommendations were brought forth from academic leadership. o Dean/Chair: Grow. o Academic Senate: Maintain at current level until facility is built. o Academic Council: Grow. o Provost: Grow (and maintain minor). ▪ DECISION: Maintain and prepare for growth after new facility is constructed.
Computer Information Systems, Minor	▪ Same concerns exist as those voiced previously for the CIS BS and AAS. ▪ Academic recommendations: o Dean/Chair: Integrate or revise ("re-align"). o Academic Senate: Integrate or revise ("restructure"). o Academic Council: Integrate or revise. o Provost: Integrate or revise. ▪ Decision: INTEGRATE/REVISE as a potential minor, but only if it can be proven that students will gain the necessary knowledge needed as the result of a distillation from a major to a minor.
Agricultural Mechanics Technology, Department Certificate	▪ The self-study provided no assistance in understanding the value of the certificate. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Terminate the department certificate. I will support the creation of a BOR-approved one-year certificate ONLY if adequate justification is provided as to relevancy and need.
Carpentry Technology, AAS	▪ The purposes of the program, according to the website, include o practical hands-on technology skills, o valuable experience for the construction industry, and o Competency-based instruction. ▪ Dean notes that "our inability to fill a faculty position in the program caused the program to stall." ▪ Further, the program began as part of a grant. ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Moratorium. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Moratorium.
Carpentry Technology, CAS	▪ Academic recommendations: o Dean/Chair: Maintain, but with redesigned certificate. o Academic Senate: No recommendation. o Academic Council: Moratorium. o Provost: Moratorium. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: No recommendation. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Moratorium, for same reasons as cited above for the AAS.
Civil Engineering Technology, Minor	▪ Job potential for BS and AAS in Civil Engineering Technology is clear, as outlined in previous discussions. ▪ An AA is the minimum requirement for most employment. ▪ Our responsibility is to identify programs that will give students the best value for the educational dollar. ▪ Virtually no data was provided to justify this minor. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Not enough information provided to evaluate. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Terminate.

Computer Information Systems, BS	▪ According to the website, this program offers the following benefits: o Skills to succeed in the expanding field of information systems; o Emphasis on hands-on education both in and out of the classroom; and o Internships and cooperative education experiences. ▪ Some narrative evidence for the latter (internships, etc.) is presented in report but no data on numbers of students. ▪ Faculty claims that they're the only Computer Information Systems degree in MT. ▪ The on-line Computer Dictionary defines computer information systems as "a business application of the computer. It is made up of the database, application programs, and manual and machine procedures. It also encompasses the computer systems that do the processing." The faculty say that "Our program is much more applied than a Computer Science program (theoretical) and more applied than a business school (MIS) degree (more general). This allows our students to gain employment in a wide range of computer industry positions. Most students are employed prior to graduation. Our students get positions which include help-desk, server management, IT support, programmer, systems analyst, database manager, web designer, web developer, network manager, etc." ▪ Significant issues, based on faculty report, are the lack of faculty and lack of programming lab. ▪ To grow this program, it would require significant influx of dollars for faculty and upgraded/current laboratories. ▪ Growing would be a leap of faith, however, since virtually no data was provided to either support the case for growth or confirm a case for phasing out. ▪ Academic recommendations: o Dean/Chair: Revise/integrate into business. o Academic Senate: Restructure. o Academic Council: Moratorium with a plan to integrate into business. o Provost: Moratorium with a plan to integrate into business. ▪ DECISION: Place into moratorium. The issue here seems to be one of resources and institutional priorities; i.e., do we put dollars into this program before others due to its relevancy and potential for growth? In reviewing CIS, I want the option to be researched that considers costs of growth of CIS as a separate program in addition to its potential for integration into other programs.
Computer Information Systems, AAS	▪ Information presented is not compelling in terms of value of program. ▪ Data show a five-year average of 1.4 majors. ▪ Academic recommendations: o Dean/Chair: Realign program. o Academic Senate: Restructure. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Moratorium; see previous notes on BS.
Design Drafting Technology, BS	▪ Two purposes are listed on the website: o Emphasis on computer-aided design; o Courses emphasizing technical animation, simulation, and multimedia design and development. ▪ Self-study states that "There are 2-year degree offerings at several Montana University System locations. MSUN's 4-year Design Drafting degree is unique in the United States - there are 4-year degrees offered at many schools throughout the nation, but they are specialized in one of the major fields of drafting. MSUN offers the only broad-based Bachelor degree in the country." ▪ Supposedly, according to website, the program is American Design Drafting Association certified. ▪ However, Occupational Outlook Handbook cites that the basic skills required can be learned in an AAS program. Upper-level skills often are needed "from academic programs so that they may move into the work of designing directly for professionals such as engineers or architects." ▪ The dean further notes that the bachelor's degree is not readily recognized by industry." ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Grow for on-line potential. o Academic Council: Phase out. o Provost: Moratorium. ▪ DECISION: Place into moratorium with the strong consideration being given to reducing to an AAS degree.

Design Drafting Technology, Minor	▪ Comments above about the BS degree apply to the minor. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Grow. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Place into moratorium and roll efforts into the AAS degree.
Electrical Technology, Department Certificate	▪ Report provided no data of any sort to justify the continued existence of this certificate. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: No recommendation. o Academic Council: Maintain. o Provost: Terminate. ▪ DECISION: Terminate the department certificate. I will support the creation of a BOR-approved one-year certificate ONLY if adequate justification is provided as to relevancy and need.
Industrial Technology, BS	▪ MSUN website says "Industry today requires graduates who are not only technically competent, but who can also function well as part of a management team. During the first two years of this degree the focus is on the hands on application of technical knowledge where students combine theory with practice. Students will take courses in a wide range of technical areas including woodworking, construction, machining, welding, manufacturing, drafting, and electronics. In addition, students broaden their educational experience by taking courses in communications, social sciences, humanities, and math and science." ▪ Report says that "there are no similar programs in the state at this time for the non-teaching option." ▪ Report further says "based on discussions with faculty across a variety of disciplines as well as industry representatives, the IT program is undergoing a substantial revision to bring together a number of two-year programs into a single baccalaureate degree providing management and technical skills to enter the industrial workforce in supervisory or management capacities." ▪ Only two graduates in past two years; no other data was provided that can inform the decision-making process. ▪ Academic recommendations: o Dean/Chair: Maintain, but reorganize. o Academic Senate: No recommendation. o Academic Council: Maintain with major revisions. o Provost: Maintain. ▪ DECISION: Moratorium in order to engage in significant program revision. It is further requested that the suggested approach—"bring together a number of two-year programs into a single baccalaureate degree providing management and technical skills to enter the industrial workforce in supervisory or management capacities"—be actively pursued as the primary option for resurrection of a version of this program.
Land Survey Technology, Dept. Certificate	▪ According to the self-study, "This program does not meet the requirements established by the Montana Board of Professional Engineers and Land Surveyors. It is not recognized as an adequate preparation for land surveying qualifications or testing. The board approved programs in Montana are an AAS in Land Surveying from FVCC or a Land Surveying Minor from MSU-Bozeman (with a CE or CET major)." Additionally, they said that only one student has received the certificate in six years. ▪ Academic recommendations: o Dean/Chair: No information provided. o Academic Senate: Moratorium. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Terminate the program.

Secondary Education: Industrial Technology Sec Ed (5-12) BSEd	▪ Faculty maintains that the only similar program in Montana is at UM-Western, with no programs like this in North Dakota, Idaho, or Wyoming. ▪ The program uses existing course work in technical areas within other COTS offerings. ▪ Five degrees have been granted in past two years. ▪ The faculty maintains that their current offerings of nine credits of methods courses unique to the program and be streamlined into regular technical coursework, "which would reduce this requirement to approximately three credits." However, there is no indication that said reduction would meet OPI or accreditation standards. ▪ Academic recommendations: o Dean/Chair: Maintain, but reorganize. o Academic Senate: Grow. o Academic Council: Maintain. o Provost: Maintain and reorganize. ▪ DECISION: Terminate as part of elimination of entire secondary education program.
Sustainable Energy Technology, AAS Sustainable Energy Technology CAS	▪ According to the MSUN website, this program prepares students for skills in the rapidly expanding sustainable energy industry. ▪ Enrollment has been affected by industry (wind turbines in the north-central area did not materialize) and, it can be surmised, by competing programs in the state. ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Moratorium. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Moratorium of both AAS and CAS to identify a way to integrate into another program (e.g., faculty recommends incorporation into Electrical Technology).

COLLEGE OF EDUCATION, ARTS AND SCIENCES, AND NURSING

- Total programs reviewed: 31
- Total identified for growth: 10
- Total identified to maintain at current levels: 7
- Total identified to reduce or integrate: 3
- Total identified to place into moratorium or to terminate: 11

Community Leadership, BS	▪ The purpose of the program is to prepare students to be employed by service-related governmental and nonprofit organizations. ▪ This is the only program of its kind in Montana or the surrounding states. ▪ To quote from the self-study: "The fairly low graduation rate is unusual (1), give the relatively high number of students in 100 and 300 level courses. One of the capstone experiences, the CMSV 498, is low enrolled given the number of majors. These numbers suggest that students are running into some academic impediment that prevents them from graduating." ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Grow, but with advisory board. o Provost: Maintain (a second faculty member should be assigned and reasons for low graduation rates need to be addressed). ▪ DECISION: Grow, but only after the following important questions are addressed: o How will we improve retention and time-to-degree? o How can we revise the curriculum to include areas of emphasis or tracks that allow students to craft a degree that reflects their particular professional goals? o How can additional internship opportunities be developed? o How do we provide students a more varied learning experience? I can support eventually adding a faculty member to this program IF these issues as cited are aggressively addressed.

Community Leadership, Minor	▪ Academic recommendations: o Dean/Chair: Maintain, but with examination of focus. o Academic Senate: Grow. o Academic Council: Revise by placing on-line; otherwise, "phase out." o Provost: Revise as on-line or "phase out." ▪ DECISION: Grow, but only within the context as presented above for the BS.
Counselor Education, MEd	▪ Faculty states that "The uniqueness of the MSUN counseling program is its alternative delivery model. This is the only program in the state with a master's program that offers both the clinical mental health and school counseling options available through weekend delivery. The only other institution in the state that has alternative delivery for a counseling master's degree is the University of Great Falls' clinical mental health program." ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain or grow. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Grow, but only after Academic Council's questions about benchmarks for the admissions process and program quality, as outlined in the self-study, are adequately answered. Additionally, the program should explore opportunities that exist for expansion into other specialties relevant to the needs of our region; e.g., addictions counseling.
Criminal Justice, BS	▪ This program is exclusively on-line. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Grow. ▪ DECISION: Grow as creatively as possible, given the interest already generated (an increase of 400% in five months, as reported by lead faculty member M. DiBrizzi).
Criminal Justice, Minor	▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Grow by linking with other majors. ▪ DECISION: Grow in tandem with growth opportunities for the BS degree.
EDUCATION ➢ Elementary Education (K-8), BS Ed	▪ Elementary education has been a hallmark program of the university for several years. ▪ Solid enrollments are reported. ▪ Issue confronting the department is how to strategically grow Great Falls enrollments. ▪ Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Grow, but the structure of delivery in Great Falls needs to be addressed. o Provost: Grow strategically to ensure the market is not flooded. ▪ DECISION: Grow this program.
EDUCATION • Reading Specialist (K-12), Minor	• Academic recommendations: o Dean/Chair: No recommendation. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Grow, but with a mind to avoiding faculty overloads. • DECISION: Grow this program as part of overall strategic consideration of entire education initiative.
EDUCATION • Traffic Education (K-12), Minor	▪ From the self-study: o "MSU-Northern's Traffic Education Minor is the only such program in Montana accredited by the Montana Office of Public Instruction for an endorsement." o "Since Traffic Education is a minor but primarily an endorsement, Banner data is incomplete. The vast majority of Traffic Education students are in-service teachers who are generally not interested in having the minor recorded on a transcript and do not go to the time and expense of applying for graduation. When they begin the program, they generally declare as 'non-degree seeking' and only rarely do they apply for graduation upon completing the minor. Rather, they apply for licensure from OPI based upon completion of required coursework. The statistics for the number of students completing the 20 credits required for the full endorsement through OPI

	(the number of completion packets sent to OPI each calendar year) are 11 for 2010 and 12 for 2011." o "Montana is one of the few states in the northwest to offer a complete traffic education minor rather than just requiring two or three courses for an endorsement. With the addition of a graduate certificate, MSU-Northern could eventually become a contender with one of the best traffic education programs in the nation (St. Cloud in Minnesota)." ▪ Coursework is offered only during the summer. ▪ Academic recommendations: o Dean/Chair: Grow, as it is truly a niche program for MSUN. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Grow. ▪ DECISION: Grow, especially with consideration of the idea of a graduate certificate.
Health Promotion (non-teaching)	▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain, but revise. o Provost: Maintain, but grow if a second faculty member is funded. ▪ DECISION: Grow the program and focus on the new ideas of wilderness education, outdoor education, athletic training, as soon as possible to continue to build a market niche.
Health Promotion, Minor	▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Grow, given the decision to transfer the HPE position to Health Promotions.
Art K-12 Teaching, Minor	▪ Faculty note, in their discussion of present and future demand, that "This minor needs to be revised to an Ed minor with the major needing to be Art/Graphic Design. The inclusion of a major will bring much needed content to students. Those who double major in Elem. Ed and GDSN were most successful in taking the Praxis II." ▪ Issue of alignment with Praxis II seems significant. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Maintain, but move aggressively to address curricular issues related to students' success with the content in a Praxis II environment.
Graphic Design, BA	▪ Faculty note that only one other institution in Montana offers a BA in Graphic Design: MSU-Bozeman. However, their program requires application at the end of the student's sophomore year, whereas ours allows students to begin the program immediately. ▪ Academic Council makes the following observation: "The job market for Graphic Designers is average. Between our current staff and resources, the enrollment is stable and generally meets workforce demands. The curriculum does need revision in order to best meet the demands of the workplace." ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: "Phase out" (but this recommendation may have been meant for the AAS degree). o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: MAINTAIN at current levels and work to refine program offerings as suggested in the faculty report. While there is discussion going on about a video gaming major, it is important to note that the Occupational Outlook Handbook's observation: "Employment of multimedia artists and animators is expected to grow by 8 percent from 2010 to 2020, slower than the average for all occupations. Expected growth will be due to increased demand for animation and visual effects in video games, movies, and television. However, growth will be slow as companies increasing hire animators who are overseas. In addition, competition for jobs will be tough because there are many people interested in entering the occupation."

Instruction and Learning, MS Ed	▪ According to the website, "Instruction and Learning program is designed to improve the instructional skills of the professional educator within their particular professional learning environment; whether traditional K-12 school, community college, government training, or business training and development." ▪ Faculty leadership should consider resurrecting the discussion about a training and instruction certificate as a collaborative effort from several years ago with Dean Kegel and former Chancellor Groseth. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: "Re-focus" degree based on assessment data. o Provost: "Re-focus" of degree based on assessment data. ▪ DECISION: Maintain program at current size while concerns from Academic Council and Provost are addressed (specifically, a systematic review of data that has yet to be collected under the new assessment system).
Liberal Studies	▪ Academic recommendations: o Dean/Chair: Maintain but revise. o Academic Senate: Maintain. o Academic Council: Maintain, but revise. o Provost: Maintain, but revise. ▪ DECISION: Maintain, because it can provide an opportunity through its flexibility to offer students the chance to design a customized major. However, I agree that significant work should be completed regarding issues of program quality (see items 5 and 6 on the self-evaluation).
Native American Studies, Minor	▪ The report states three graduates of the program in past two years, noting that "Since NAS is a minor, students don't have to declare it as a minor until graduation, so the numbers may not be fully accurate. In any case, by far most students take NAS courses as General Education Cultural Diversity requirement." ▪ From the report: "MSU-Northern has for years neglected potential partnerships with the four Hi-Line tribally controlled community colleges. The potential to cooperation is ever present. All four tribal colleges currently have NAS programs of various titles, and many of the students transferring from these institutions transfer with NAS requirements at hand. One of partnerships that has been discussed, and tribal colleges have indicated interest in in the past, are faculty exchange options, but these have not yet been explored. Concurrent delivery options have not been explored. At times, the four tribal colleges have approached MSU-N for partnerships, but lack of profitability has been one of key hindrances to creating these partnerships. What also could be developed, but has not been yet, are potential team-taught courses, ideally in partnership with local tribally controlled Community Colleges." ▪ Added by the dean or chair: "Partnerships with Fort Peck Community College, Flathead Community College, and Stone Child Community College are underway; these pathways are being developed in regard to the Criminal Justice major, with the minor in Native American Studies a natural fit for that program." ▪ Academic Council observes, "The Native American studies minor enhances a number of major degree programs, among them Community Leadership, Business, and Criminal Justice. Our formal articulations and collaborative relationships with the tribal colleges make this an attractive degree option for students, including transfer students. However, we need to investigate the enrollment figures and degree numbers for this program, as they do not seem to provide a full picture. After examination, it is possible this program could grow." They further state that making this program an on-line offering may be an option for growth. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Grow and integrate. o Academic Council: Maintain. o Provost: Maintain. ▪ RECOMMENDATION: Maintain with the potential for growth—even to the status of being a major--but with the following caveats: o It is agreed that we have an opportunity here to provide significant educational opportunities to Native Americans and to students interested in Native history and culture, given our location. o However, the university has to consider the NAS within the broader context of outreach and relationships—a significant task that has seen varying stages of success. o Additionally, the only way that I can support growing the program is if significant

	involvement from the tribes—and specifically in the provision of faculty—is provided. Otherwise, there is a credibility gap that cannot be overcome. o Also, to ensure that any sort of Native American Studies program could be approved by the Board of Regents (given the concern about duplication), faculty are strongly encouraged to explore the feasibility of special tracks that create uniqueness; e.g., musicology, art, tribal law enforcement, community issues.
Nursing BSN	• MSUN's program continues to be the only on-line BSN program in Montana. • Every indicator shows that demand will continue and increase. • Our challenges are recruiting and maintaining faculty and being able to meet stringent accreditation standards. • Academic recommendations: o Dean/Chair: Grow. o Academic Senate: Grow. o Academic Council: Grow. o Provost: Grow, but do so strategically with a focus on reducing overloads. • DECISION: MAINTAIN current levels while strategic decisions are made that will result in growth of the program. Of particular importance in EASN is the cultivation and growth of low-cost, high-yield programs that will offset the costs of the Nursing program—the only way we can continue to afford the costs associated with Nursing.
Nursing ASN	▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ Decision: MAINTAIN based on current levels of staffing and focus on Great Falls, but eventually grow given demand and reputation. The issue with growth, however, is that EASN will need to concurrently grow high-yield, low-cost programs to offset the costs of maintaining an accredited nursing program.
Biology, BS	▪ An interesting note from the faculty: "The biology program was reconfigured in 1997 when the program was about to be dropped from MSU-Northern. The program students lobbied the Board of Regents to retain the program. The Board of Regents agreed, but only if the core program was also to be used in the preparation of broadfield general science secondary education students. Thus, the program was modified and continues to be modified to provide secondary education students the knowledge the Office of Public Instruction requires." ▪ The program has had five graduates per year for past two years. ▪ Comments from report note opportunities based on future demand: "The Montana Department of Labor Information has projections for the need for biologists, zoologists or wildlife biologists to be decreasing over the next ten years. The projections range from -6% to -9.1%. However, the outlook for health care support occupations that include pharmacists will only increase. The projections for pharmacists are an increase of 26% and for those that go into physical therapy, an increase of 38%. This shift in students' professional goals may necessitate a review of the Biology program. The unit needs to hire a faculty member to replace a recent retirement; this vacancy is an opportunity for the college to consider its curriculum and its direction. In addition, the Baaken development in eastern Montana, North Dakota, and Canada will certainly result in a need for an environmentally and biologically sophisticated workforce; opportunities for growth are strong. We can envision a student choosing a major in biology with minors in Community Leadership, Criminal Justice, or Liberal Studies--degrees which could lead to advanced degrees in environmental or contract law, or community or social leadership." ▪ In considering other options, the faculty further state, "We should make attempts to grow the STEM fields, partnering when possible with COTS and nursing. At least one additional faculty member would be necessary, perhaps a field biologist who can expand research opportunities for students." ▪ The dean observes that "revising the curriculum to accommodate pre-pharmacy, pre-dentistry, pre-med might be a positive step" given the projected growth in health-related professions. ▪ Academic recommendations: o Dean/Chair: Maintain, but with curricular revision. o Academic Senate: Grow, but said growth may require reorganization of curriculum. o Academic Council: "Major revisions" with an emphasis in health care and forensic science. o Provost: "Major revisions" and new focus. ▪ DECISION: Integrate/revise based on the curricular options outlined above.

Biology, Minor	▪ A clear message from the program review is that this minor has potential but it needs to be thoroughly analyzed. For example, "Given this reality, and the opportunities currently existing to reframe or revise the curriculum, academic leadership and biology staff should discuss the program's direction. The job outlook and economic trends in the region suggest that the health sciences are growing, and perhaps the biology minor should be revised to address this shift. Furthermore, the Baaken development's impact on our state and regional environments may necessitate a curriculum revision or the development of a biology track emphasizing water and soil quality, etc. Farming and ranching are significant agricultural industries in Northern Montana, and partnering with the Agricultural programs in COTS might be lucrative, too. Another option might be to develop a biology minor that could be attached to some of our niche programs like Community Leadership, Criminal Justice, or Nursing." ▪ Academic recommendations: o Dean/Chair: Integrate/revise. o Academic Senate: Grow. o Academic Council: Integrate/revise. o Provost: Integrate/revise when major is revised. ▪ DECISION: Integrate/revise as part of the broader conversation about the Biology major.
General Education, Program of Study AA	▪ For alignment with institutional mission, the faculty state: "The AA degree offers liberal arts programming students can use to transfer to other programs in the state. The AA supports many other degrees." ▪ Academic recommendations: o Dean/Chair: Integrate/revise. o Academic Senate: No information provided. o Academic Council: "Focus efforts on degree completion." o Provost: "Revisions and new focus on monitoring degree requirements." ▪ DECISION: Integrate/revise based on guidance provided by provost and deans.
English 5-12 Teaching Minor	▪ English 5-12 states that "some education programs offer minors in content areas so that students can acquire additional endorsements. These states often require that students hit the appropriate Praxis II benchmark scores. . . However, it's unclear—based on the curriculum in the catalog—whether the coursework in the minor would prepare students for passing the Praxis II." In elaborating on this concern, the report goes on to state that "the program, as it stands, needs to be examined in terms of how the coursework corresponds to the licensure criteria in the state of Montana--including the new Praxis II requirements. In that sense, it's unclear whether much demand for this program exists. ▪ The report notes that "Students may be confused about the differences between majoring in Secondary Education with an English Teaching emphasis and getting a Minor in English 5-12 Teaching." ▪ ON #6 of the self-study related to size, it is stated that "we are beyond critical mass." This observation is unclear as to exactly what is beyond critical mass. ▪ Academic Council states that "this minor is primarily of use to prospective middle school teachers who would like the option of teaching English," but they cite a concern of how well it meets students' needs. ▪ Academic recommendations: o Dean/Chair: Revise with emphasis on grades 5-8. o Academic Senate: Maintain. o Academic Council: Assess curriculum in terms of how well it meets students' needs. o Provost: Revise or phase out. ▪ DECISION: Terminate as part of re-focusing of education program on elementary curriculum.
EDUCATION ➢ Health and Physical Education (K-12) BS Ed	▪ Similar programs exist in Bozeman, Western, Billings. ▪ Cited in the report is the chronic difficulty to find qualified faculty for HPE. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Moratorium. ▪ DECISION: Terminate and shift resources to development and expansion of Health Promotion. Enrollment in Health Promotion is significantly higher and shows no signs of loss of interest by students.

EDUCATION • Health and Physical Education (K-12) Teaching Minor	▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Revise program to align with OPI and Praxis standards. o Provost: Revise or phase out. ▪ DECISION: Terminate and shift resources to development and expansion of Health Promotion.
EDUCATION SECONDARY • English (5-12) BS Ed	▪ On average, 2.6 degrees have been awarded annually for the past five years. ▪ Every review entity recommends moratorium, with Senate saying that the need is to "re-evaluate and to formulate a more viable program." Viable based on what criteria? The self-study cites the following considerations: o OPI benchmark scores for the Praxis II and the need for the curriculum to align with the requirements of the test; o Adding a writing process theory course, o Providing students all the survey courses, o At least one, and preferably two, intensive writing courses; o A media literacy course. ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: No recommendation provided. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Terminate, as part of elimination of the entire secondary education program.
EDUCATION SECONDARY • Sec Ed General Science (5-12) BS Ed	▪ No data is provided Academic Senate contention regarding "demand for graduates." ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Maintain. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Terminate as part of overall elimination of secondary education programs.
EDUCATION SECONDARY • Social Science Broadfield BS Ed	▪ The vision of the program is to "meet the needs of Montana's small, rural school districts with limited budgets that need interdisciplinary generalists rather than single subject specialists." ▪ Emphasized in the mission is that the seven essential understandings of "Montana Indian Education for All" are incorporated into the fabric of its course offerings. ▪ Five degrees have been awarded in the past two years. ▪ Academic recommendations: o Dean/Chair: Maintain. o Academic Senate: Maintain. o Academic Council: Maintain. o Provost: Maintain. ▪ DECISION: Terminate as part of overall elimination of secondary education programs.
EDUCATION • K-12 Principal Endorsement	▪ No information provided except for this statement: "No enrollment (placed on hold for the past 2 years). However, it has been determined to place the K-12 Principal Endorsement into moratorium with a notation that it will be restructured as a possible 'Certificate/Masters endorsement in Educational Leadership.'" ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Moratorium. o Academic Council: Moratorium. o Provost: Moratorium. ▪ DECISION: Moratorium.
EDUCATION • Mathematics BSEd 5-12	▪ The report is very clear about the challenges the program has faced for years in terms of student preparation and enrollment. ▪ Additionally, several ideas were offered by the faculty that bear consideration: o Grow the math minor; o Develop a comprehensive math center (although not technically a curricular issue); o Partner with MSU-Bozeman to offer a math degree. ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Moratorium. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Terminate.

Graphic Design, AAS	▪ No justification provided to keep in any way. ▪ No graduates in past two years. ▪ Occupational Outlook Handbook confirms that a bachelor's degree is a minimum requirement for legitimacy in the profession. ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Grow. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Terminate as a separate degree.
Mathematics (non-teaching), BS	▪ The report is very clear about the challenges the program has faced for years in terms of student preparation and enrollment. ▪ Additionally, several ideas were offered by the faculty that bear consideration: o Grow the math minor; o Develop a comprehensive math center (although this is not technically a curricular issue); o Partner with MSU-Bozeman to offer a math degree. ▪ Also, the dean and chair mention the potential of an on-line program. ▪ Academic recommendations: o Dean/Chair: Moratorium. o Academic Senate: Moratorium. o Academic Council: Terminate. o Provost: Terminate. ▪ DECISION: Moratorium. Given our propensity for technical programs and the concurrent need for math, I hesitate about the message it would send if we terminated a mathematics program, especially if we decide to recommend other technical programs that may require math support.
Water Quality Technology AAS	▪ Interesting note: The website says that "The Water Quality Program offers an Associate of Applied Science Degree in Water Quality Technology: Environmental Health and a Bachelor's of Science in Water Quality Technology: Environmental Health." ▪ Also of interest is that the website invokes the concept of Environmental Health. ▪ According to the "centrality" component, it is noted that the water quality program is greatly supported through the efforts of the METC and DEQ. It further notes that the faculty of the program work with the professionals of these units. ▪ The faculty further states that the water quality program is the only one of its kind in MT. ▪ The website says "The Water Quality program prepares students to enter the workforce whether it is for a community public works or a governmental agency." Also, it states that "students are prepared, through participation in this program, to become certified operators by taking and passing the state water/wastewater operator certification exams. All public water supply system and wastewater treatment systems require certified operators for employees. ▪ However, Occupational Outlook Handbook says that water and wastewater treatment plant and system operators require extensive on-the-job training and a high school education. ▪ If the Environmental Health component is considered, then there are several options with differing requirements: o Environmental science and protection technician (AA); o Environmental engineering technicians (AA); o Environmental engineers (BS); o Environmental scientists and specialists (BS). ▪ The self-study states that "Very few of the core courses of the water quality program have been taught." They also state that faculty has worked with COTS to encourage students in civil engineering and plumbing to take water quality courses. ▪ Still, there have been no graduates in past two years. ▪ Academic recommendations: o Dean/Chair: Integrate/revise, possibly moving to College of Technical Sciences. o Academic Senate: Grow; possibly relocate to Technical Sciences. o Academic Council: Moratorium. o Provost: Moratorium; possible relocation to Technical Sciences. ▪ DECISION: Moratorium. There is great potential here, but the program requires significant and considered discussion.

SECTION TWO: NEW/REVISED PROGRAMS FOR FURTHER REVIEW AND POSSIBLE IMPLEMENTATION

A. Secondary Education, Broadly Speaking

Building on the input of faculty and academic leadership, Montana State University-Northern will eliminate all secondary education programs and focus on elementary education. Anemic graduation rates have contributed significantly to this decision, as illustrated below.

Secondary Education Emphasis	Degrees Granted 2011	Degrees Granted 2012	Majority Recommendation	Chancellor Decision
English	3	2	Moratorium	Terminate
General Science	0	2	Moratorium	Terminate
Industrial Technology	2	3	Maintain	Terminate
Mathematics	0	1	Terminate	Terminate
Social Science Broadfield	2	3	Maintain	Terminate
Health and Physical Education	11	3	Terminate	Terminate

Given the low productivity rate of these programs, it is in the best interests of institutional mission and vision to re-deploy resources provided these programs to other areas of potential growth.

B. Growth of On-Line Programs and Off-Site Programs

The section of the report on on-line education notes the following (page 3): "Taken as a whole, Academic Council recommends growing on-line delivery; however, within several strategic areas [and] with certain constraints." The observations regarding the importance of continued technology upgrades as well as the projected prevalence of hybrid/blended learning environments are certainly relevant to any discussion about strategic positioning of the university's offerings. Further, it has been observed by the Dean of Extended University that the best option for the University is to focus on development of complete on-line programs rather than courses.

With that, the report is peppered with possible recommendations for new on-line programs; for example,

- Design Drafting Technology (AAS);
- BSED Math 5-12 (from Dean and Chair, EASN);
- K-12 Principal endorsement (from Dean and Chair, EASN), but with a change to Educational Leadership;
- Business Marketing minor;
- Business Small Business Management Minor;
- Community Leadership Minor.

Academic leadership must move beyond projecting what might be possible on-line and develop a prioritized list of on-line programs to grow within the context of institutional mission, vision, and capability. Additionally, we must address in a comprehensive manner the ongoing discussions about the possibilities available in Great Falls and Lewistown.

- **ACTION NEEDED:** By December 1, 2013, academic leadership should provide an action plan that details a prioritized list of both on-line and off-site programs that will guide future resource decisions. Said action plan must include some sort of approval process to ensure academic rigor and alignment with programmatic goals. Additionally, the plan must address the ongoing controversy over compensation for development of on-line courses and programs.

C. Development of New Programs

In Dr. Templeton's presentation to campus on April 10, 2013, she provided a roster of possible new programs, noting "what has been rumored": Gaming, rural health care, STEM- and SET foci in Industrial Tech, etc. A key contributor to the decision to embark on an academic program prioritization review has been to address such programs as to their viability on several levels:

- Alignment with mission and vision;
- Contributions to developing a market niche;
- Ability of the university to successful offer new programs.

With those parameters in mind, after reviewing every component of the program prioritization review, and after listening to faculty, staff, students, and community for the past sixteen months, I am directing academic leadership to pursue aggressively the creation of the following three new programs (plus a fourth initiative using available resources) which I believe meet the three fundamental tenets addressed above. Grant dollars may be available in each of the three areas to address start-up costs.

Technical/Professional Writing

According to the Occupational Outlook Handbook, employment of technical writers is expected to grow, "driven by the continuing expansion of scientific and technical products and by growth in web-based product support." It is further notes that "Job opportunities, especially for applicants with technical skills, are expected to be good." This projection applies directly to significant cohort of our students—especially those in the technical fields whose success in moving beyond the level of technician will require that they have the ability to write reports, summaries, and presentations within their fields of expertise.

A program in Technical/Professional Writing—with the potential of being an on-line offering—would be the first of its kind in the state of Montana. To implement such a program, the University enjoys the expertise of four tenured English faculty and one long-term contractual faculty member.

Listed below is an overview of what is currently offered at every other four-year institution in the state.

- Montana Tech: B.S., Professional and Technical Education.
  - From the catalog: "The Professional and Technical Communication (PTC) program at Montana Tech prepares students to enter the exciting and dynamic world of technical communication. Our program provides students with a rich understanding of the very latest media technology and the theoretical framework necessary for effective communication. The excellent faculty, combined with state-of-the-art facilities, gives our students a competitive edge in the global job market."

- Montana State University-Bozeman
  - B.A. in English. Curriculum provides students with three options, one of which is Writing, "for students wishing to specialize in the study and practice of a wide range of writing, including expository, professional, creative, and scholarly writing. This option is also ideal for students who wish to double-major in writing and in another field of study."

- University of Montana
  - English with an option in Creative Writing. Available as a minor, a bachelor's degree, and a master's degree.
  - Technical Communication (Master's). "Emphasizes a problem-solving approach that empowers people in many disciplines to communicate more effectively across a wide range of media. Candidates are expected to bridge the complex and isolated vocabulary of science and technology with the needs of a wider society."

- Montana State University-Billings
  - Communication Arts, with an undergraduate major in one of three options: Mass Communication, Organizational Communication, and Theatre.
  - English: Bachelor of Arts. Can take twelve credits in Writing; one three-credit course in technical writing is an option.

- University of Montana-Western
  - BA in English with a focus on Professional Communications. Courses include one four-credit course in advanced technical writing.

- Rocky Mountain College
  - BA in English with a focus on Creative Writing. One three-credit course in professional writing is available.

This program should be developed under the leadership of current English faculty and in partnership with the Dean and Chair of the College of Education, Arts, and Sciences, and Nursing, to be implemented no later than fall 2015.

- ACTION NEEDED: Conversations on the feasibility of this program should commence immediately, with an eye to meeting all OCHE and NWCCU guidelines for new programs in a timely manner so as to offer the program no later than fall 2015.

Rural Studies

Montana State University-Northern is arguably the most rural four-year university in the continental United States. Therefore, we have a very real opportunity to take advantage of our location and create a specific undergraduate program related to the study of rural issues, which can focus on subjects as diverse as farm production, environmental concerns, social disruption, health care, education, rural community development, and public lands policies (for example, the "boomtown" phenomenon seen in the Bakken oil patch area).

A preliminary internet search reveals that the following academic programs in rural studies are currently available. This is not an exhaustive list; further consideration of this major will require a more comprehensive evaluation of other programs. Of note here is that this cursory search did not reveal any undergraduate four-year programs leading to a bachelor's degree—a niche that MSUN could fill if it created such a program.

- Oregon State University offers a graduate minor in Rural Studies and a Certificate in Rural Studies.
- Southwest Minnesota State University offers a minor in Rural and Regional Studies.
- The University of Missouri, within the College of Agriculture, Food and Natural Resources, offers an undergraduate rural sociology minor in Rural Studies that focuses on "an understanding of the processes and global context of social and economic change impacting rural America." It also offers the MS and PhD in Rural Sociology.
- Penn State University offers an M.S. and a Ph.D. in Rural Sociology in one of four signature areas: agriculture and food systems; community and international development; natural resources and environment; and rural social demography.

To support and complement a program of study in rural issues, the university has the potential to create a center that can provide opportunities for research in rural topics. Of particular importance to this premise is that MSUN currently has such a center "on the books" of the Board of Regents. Known as the North American Rural Futures Institute (NARFI), it was authorized through Board of Regents action (see BOR Policy 218.6) as an institute for "researching and teaching future trends and events related to rural factors." I find no evidence that this center has been dismantled since the updating of this policy in April 2009.

Of interest is the original purpose of NARFI: "to connect rural citizens, community leaders, researchers, and futurists throughout Montana, North America, and around the world who are working on innovative visions to enhance the sustainability of rural regions, "helping rural citizens "to widen their view of the issues and problems they will need to face over the next ten-fifty years." Centers focusing on rural issues exist in various formats across the country, but they do not appear, at first read, to include an emphasis on future trends.

- The University of Montana's Rural Institute has as its emphasis the provision of resources and information on "a variety of topics related to disabilities."
- The Center for Rural Studies at the University of Vermont "works with people and communities to address social, economic, and resource-based challenges through applied research, community outreach, program evaluation, and consulting."
- The Chapman Center for Rural Studies at Kansas State University is dedicated primarily to research into and preservation of the history of Rural Kansas through the provision of opportunities for undergraduate and graduate research.
- The California Institute for Rural Studies is a social-justice entity, working to "increase social justice in rural California for all residents" with a focus on the needs of marginalized populations.
- The Center for Rural Studies at Sam Houston State University focuses on the "building, strengthening, and maintaining of rural Texas communities."
- The Southwest Minnesota State University Center for Rural and Regional Studies focuses on issues in southwestern Minnesota relates to "the tallgrass prairie bioregion and the central North American grassland biome," with work encompassing "environmental, ecological, demographic, geographic, social, cultural, and historical studies."
- South Dakota State University, within its Department of Sociology and Rural Studies, administers the Rural Life and Census Data Center and offers opportunities for research into rural issues. No academic program is attached to it.
- The California Center for Rural Policy, located at Humboldt State University, is "a research center committed to informing policy, building community, and promoting the health and well-being of rural people and environments."

- ACTION NEEDED: Conversations on the feasibility of a rural studies program should commence immediately, with an eye to meeting all OCHE, MUS, and NWCCU guidelines for new programs in a timely manner so as to offer the program no later than fall 2015.

- **ACTION NEEDED**: An exploration into requirements to resurrect MSUN's Rural Futures Institute should begin immediately through the appointment by the Provost of a task force. Said task force should be given a specific charge and timeline for completion of its tasks. This initiative can be pursued in tandem with conversations about the expansion of institutional grants activity.

Border Studies

MSUN's proximity to the Canadian border, the presence of a Border Patrol unit, and the commencement of our on-line program in Criminal Justice combine to create an optimum opportunity for the creation of undergraduate and graduate programs in border studies and security studies. Such a program can address

- A burgeoning interest in the culture, economics, history, and politics of those areas adjacent to international borders (for example, the creation, in 1976, of the Association for Borderlands Studies, "dedicated exclusively to the systematic interchange of ideas and information relating to international border areas"); and
- An escalated effort to train professionals in the challenges of policing and securing international borders.

The best example of a well-defined approach to border and security studies can be found at Angelo State University (TX), whose Center for Security Studies provides programs in Border and Homeland Security; Criminal Justice; Cultural and Security Studies; and Intelligence, Security Studies, and Analysis.

- **ACTION NEEDED**: The Chancellor served as Provost at Angelo State University during the creation of the aforementioned Center for Security Studies. It is recommended that the Chancellor "make introductions" and that selected academic leadership visit Angelo State University to talk with the Director, Dr. Rob Ehlers, about their programs. Conversations on the feasibility of a border studies program should commence immediately thereafter, with an eye to meeting all OCHE, MUS, and NWCCU guidelines for new programs in a timely manner so as to offer the program no later than fall 2015.

Integrated Technical/Business Degrees

As a fourth initiative, but technically not a new program, I further direct the academic leadership to proceed aggressively with the development of programs, as mentioned in the report they generated, that integrate technical and business training in order to provide our technical graduates additional opportunities for career growth.

D. The Future of Graduate Study

Montana State University-Northern is a public, comprehensive university and, as such, is sanctioned to offer post-baccalaureate degrees. The issue facing MSUN is the identification of the best programs to offer that align with institutional mission and vision. While there are two graduate programs within Education, the possibility exists for expansion into additional graduate studies.

However, to do so we must analyze thoroughly our capability to provide graduate education. Therefore, I concur with the recommendations made by the Academic Council; specifically, that a full analysis be done of graduate education, to include

- A comprehensive analysis of strengths, weaknesses, opportunities and threats;

- Identification of appropriate evaluation metrics for analysis of both current and projected graduate programs;
- A statement on the expectations of graduate faculty that hopefully will address the chronic conundrum that we face regarding the role of graduate faculty at MSUN.

Before any new graduate programs can be presented (e.g., Master of Science in Career and Technical Education, Master of Science in Criminal Justice Administration), we must first fully develop expectations of excellence.

- ACTION NEEDED: The Provost and Vice Chancellor is charged with developing the procedures necessary to guide the discussion about the future of graduate education at MSUN.

Closing Comments: "Next Steps"

Montana State University-Northern's academic program prioritization review represents a milestone achievement in its comprehensive review of every academic offering. However, this document and the findings of the academic leadership preceding it are but two steps in an ongoing process of continuous improvement. Now that decisions on the status of academic programs have been made, "next steps" include, but are assuredly not limited to,

- Submittal of necessary paperwork to the Office of the Commissioner on Higher Education and the Montana University System Board of Regents on those programs identified for moratorium or termination;
- Discussions led by the provost and academic leadership to prioritize their strategies of growth in existing programs;
- Development of faculty task forces to begin the discussions on the new academic offerings announced in this report;
- Review of budgets in order to identify possible new resources;
- Evaluation of existing and future services to provide students to promote student success; and
- Identification of data needed to inform further the decision-making process.

Throughout this process, we will be ever mindful of our institutional vision:

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