

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

**Institution:** Montana State University - Northern

---

**Program Years:** 2013 - 2014

---

**List of the programs reviewed:**

Art Education K-12 (Minor)

---

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

- Maintain the Art K-12 Minor

---

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

Enrollment levels have dramatically rebounded within the Art K-12 Minor. The minor had undergone an accreditation review with the Office of Public Instruction in '12 and, along with initial programs, was fully accredited. In addition, the minor was part of an Internal Program Review that identified that it should be maintained.

<b>Enrollment:</b>	2007	2008	2009	2010	2011	2012	2013
Art Education K-12 (Minor)	1	1	4	1	6	5	10

<b>Graduates:</b>	2007	2008	2009	2010	2011	2012	2013	AVG.
Art Education K-12 (Minor)	2	1	1	2	1	2	3	2.4

Based on growing enrollment numbers, employment of graduates and continued demand for the program, the potential of ongoing success is high. The campus recommends that the Art K-12 Minor be maintained. As part of this commendation, program faculty have identified an area of deficiency that needs to be addressed. Currently, these faculty are working through a plan of improvement that includes curriculum updates which will address needed content knowledge aligning with the Praxis II. Basically, additional and more specific content knowledge needs to be included in several courses.

# Montana University System

## PROGRAM REVIEW

Institution: **Montana State University - Northern**

---

Program Years: **2013 - 2014**

---

### List of the programs reviewed:

Traffic Education K-12 Teaching Minor

---

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

The decision concerning the future of the program, based on the program review criteria was to grow this program.

---

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

The Traffic Education K-12 Teaching Minor at MSU-Northern has averaged 14 new provisional licensures per year for the last five years, and since MSU-Northern is the only institution in the state of Montana accredited by the Office of Public Instruction to provide the instruction leading to licensure for Traffic Education, it would not be unreasonable to estimate a current shortfall of about 50 traffic education instructors in the state of Montana accumulating over the last 10 years. This estimate is further supported by the fact that in 2010-2011, only 119 of 173 eligible districts offered traffic education programs, a difference of 54. Assuming the demand and attrition rates from Huff's 2001 study hold steady, and in order to make up the current shortfall, MSU-Northern could reasonably produce an average of as many as 28 new provisionally licensed traffic education teachers per year to fulfill the current need (18 per year to hold steady plus 10 per year to make up the shortfall). Our current capacity is 20 new candidates per summer.

According to current OPI Traffic Education Director Fran Penner-Ray, Montana school districts employ about 275 traffic education teachers each year. Penner-Ray reports an ongoing community need for additional traffic education teachers stating that both large and small schools are underserved. She stated that OPI does not have current data regarding the number of planned retirements so projecting future needs is difficult. The fact that teachers are almost without exception employed with the initial 8-credit provisional licensure rather than the full 20-credit endorsement, however, speaks to the critical shortage of qualified traffic education teachers. The number of eligible school districts that currently do not offer traffic education programs also speaks to the critical shortage. Again, in 2010-2011, only 119 of 173 eligible districts offered traffic education programs.

In addition to the demand for coursework leading to provisional licensure, the demand for ongoing recertification credits can be roughly estimated from the current number of traffic education teachers and the requirement that provisionally licensed teachers earn four credits every five years in order to maintain licensure. Huff reported that about 54% of traffic education teachers in 2000 were only provisionally licensed. Assuming this statistic has remained stable, and enrollment patterns in elective courses have not changed substantially to indicate otherwise, the ongoing training/recertification need will be about 7.92 FTE

## Montana University System

### PROGRAM REVIEW

per summer (approximately 60 enrollments). If the current estimated shortfall of 50 traffic education teachers can be filled over the next five years, however, the ongoing training/recertification need for 325 traffic education teachers would increase to about 9.36 FTE per summer (approximately 70 enrollments).

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

**Institution:** Montana State University - Northern

---

**Program Years:** 2013 - 2014

---

**List of the programs reviewed:**

Education B.S. Secondary Education: Health & Physical Education (K-12); Education B.S. Secondary Education: English (5-12), Education B.S. Secondary Education: General Science (5-12); Education, B.S. Secondary Education: Industrial Technology; Education B.S. Secondary Education: Mathematics; Education B.S. Secondary Education: Broadfield Social Sciences (5-12)

---

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

The programs were placed in moratorium in 2013. The institution recently has decided to remove the majority of the secondary education programs from moratorium, where they were placed in 2013, with the exception of mathematics which has been terminated.

---

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

The secondary education programs at MSU-Northern were included in the Office of Public Instruction's accreditation process for the Teacher Education Program which included a site visit in the spring of 2010. The secondary education programs were found to meet the standards with the exception of the general science program. The deficiency in the general science program was addressed, and on the subsequent visit by OPI in spring of 2012, it was found to meet the standards.

Montana State University – Northern undertook an institution wide program prioritization review in 2012/2013. All programs were evaluated and were placed in one of three categories: 1) Grow, 2) Maintain or 3) Terminate. The process required several layers of review to follow the recommendation put forth by the faculty. The review process included recommendations from the Deans/Chairs, the Academic Senate, the Academic Council, and the Provost with the final decision being made by the Chancellor. The end result of this review process was to place all of the secondary education programs into moratorium effective the Fall/Spring of 2013/14.

The enrollment data and graduation data for the secondary education programs are presented below. The HPE program was viable prior to the placement in moratorium with a five year average, 2009/10 through 2013/14, graduation rate of 5.4. The Broadfield Social Science degree program had a five year graduation average of 3.0 while the English program had a five year graduation average of 2.4. The General Science and Industrial Technology programs have 1.2 and 1.4 graduates

## Montana University System

### PROGRAM REVIEW

respectively over a 5 year period. Both these programs feature courses that are part of other programs and thus are regularly offered.

In the Fall semester of 2014, the Provost, Dr. William Rugg, and the new Interim Chancellor, Mr. Greg Kegel, having met with students, faculty, other school administrators, and community members, announced a reinstatement of the various secondary programs. At the Board of Regents meeting at MSU-Billings on September 17 and 18, 2014, Dr. Rugg proposed the resumption of the secondary programs in the following sequence: 1) for the current 2014-2015 academic year, both Health and Physical Education and General Science; 2) for the 2015-2016 academic year, the proposal is to return both Broadfield Social Science and English; and, 3) for the 2016-2017 academic year, the proposal is to return Industrial Technology.

The reasoning for bringing these programs out of moratorium by the administration is two-fold:

1. The secondary education programs all have addressed integral parts of the MSU-N Mission Statement: "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 administration is utilizing the words of the mission statement, as well as acting on the behest of local area principals and community members, who have stated the need for MSU-N graduates to teach in regional secondary programs.
2. Another factor in bringing back the secondary programs is the positive interdependence of the various disciplines themselves. Though there has been a steady decline in the numbers of MSU-N (secondary education) graduates in the past few years (see data above), there is now a renewed effort to review how the disciplines will be offered. That is to say, the departments are actively working to broaden and streamline their majors so that they feature more up-to-date curriculum on one hand, but also create more offerings linked to "real-world" applications and deliveries. Moreover, the education and content area faculty are committed to providing a core curriculum for secondary education that can be shared across all the secondary programs. The content area faculty are committed to providing a core curriculum for secondary education that can be shared across all the secondary programs. These faculty members are committed to providing a content core of classes that ensure that the programs will continue to meet the Montana Office of Public Instruction program standards.

Two important and coalescing reasons for the resumption of the secondary programs are the aforementioned commitment of the content area faculty, but also the support from the local area communities. When the secondary programs were put in moratorium in 2013, the Havre citizens were disappointed, for they take pride in education, and they point out that there was never a time that secondary teachers were not needed and/or wanted by the local schools. Though the people in this area have voiced their approval for a return of the various secondary programs, there was and is also professional educator support. In recent monthly meetings of the Montana Association of School Superintendents (MASS), they have unanimously agreed that they want and need to employ high school teachers in general. However, because MSU-N graduates have done well in their

**Montana University System**  
PROGRAM REVIEW

respective teaching positions in the past, these administrators want to hire more of them now and in the future. Therefore, with the support of the content faculty and affirmation of Hi-Line citizens and public school administrators, the future of MSU-N secondary education looks well planned and ready for success.

Enrollment Data							
Major	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Health & Physical Edu (K-12)	51	42	30	20	14	11	12
Sec Ed: English (5-12)	16	23	16	11	9	12	11
Sec Ed: General Science (5-12)	10	10	6	6	5	4	5
Sec Ed: Industrial Technology	8	12	12	6	5	3	4
Sec Ed: Mathematics	3	5	3	5	2	2	0
Sec Ed: Social Studies Bf (5-12)	20	23	13	15	11	16	20

Graduation Data							
Major	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Health & Physical Edu (K-12)	8	7	4	10	2	4	7
Sec Ed: English (5-12)	1	4	4	3	2	2	1
Sec Ed: General Science (5-12)	1	2	2	0	2	0	2
Sec Ed: Industrial Technology	2	1	0	2	3	1	1
Sec Ed: Mathematics	0	1	1	0	1	0	0
Sec Ed: Social Studies Bf (5-12)	5	3	1	4	4	0	6

# Montana University System

## PROGRAM REVIEW

**Institution:** Montana State University-Northern

**Program Years:** 2013-2014

---

### List of the programs reviewed:

Masters of Science in Education, Instruction and Learning

---

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

**Maintain the MS in Education, Instruction and Learning Program.** This decision was based upon the following review criteria: Alignment with Mission Statement; Efforts in Collaboration and Partnerships with Other MSU Institutions; Delivery Format; Existing Partnerships and Creative Delivery; Program Growth Opportunities; and Summary of Institutional Official Data.

The Montana Office of Public Instruction fully accredited the program in spring 2013 with an onsite visit to the institution. This external accreditation process was timely as during the same year, MSU Northern Chancellor Limbaugh initiated an academic program prioritization process two years ago. The program was one of thirty-one programs reviewed and identified as one of seven to maintain at current levels. The MS in Education, Instruction and Learning has potential to increase in size as it is innovative and delivered in a manner that is highly sensitive to the needs and desires of graduate students across a broad spectrum of professional learning and training environments.

The MS in Education, Instruction and Learning program is one of two graduate programs at MSU-Northern and remains a strong and viable program for professionals (e.g., K-16 educators, governmental/non-governmental personnel and business and industry) who are interested in improving learning in their professional environments. The program of study emphasizes instructional improvement as a learning outcome, and as a priority within the program; the program is delivered in six consecutive semesters (fall, spring, summer). The program is aligned with the MSU-N mission to provide quality graduate programs which meets the needs of rural underserved and culturally diverse populations.

The program has undergone some significant changes since the 2006-2007 MUS program review. A revision to the program was approved in January, 2012, by the Board of Regents with a name change and alternate format delivery. The name change from MS in Education, Learning Development to a MS in Education, Instruction and Learning has been important as it describes the essence of improving instruction and therefore improving the learning process of all learners. In addition, the program has transitioned from intensive face-to-face (F2F) weekend only program to an on-line with a weekend orientation and four weekend residencies using the Desire2Learn (D2L) learning management system. In 2013-2014, faculty engaged in a program review process which resulted in a new course to address the issue of continuous enrollment called the Graduate Consultation Course. This was designed to encourage graduate students to remain on track and complete their action research project (graduation requirement) in a timely manner.

---

**Montana University System**  
PROGRAM REVIEW

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

For the purposes of the 2013-2014 Board of Regents Program Review process, the following data is presented.

The following table presents enrollment and graduation data fall 2007 through spring 2014. Data sources were Institutional Research Office, Registrar and the Office of Graduate Studies. Incongruences found among data sources reconciled.

Table 1 Enrollment & Graduation Data

Year	Enrollment/Semester	Graduation/Academic Year
Fall 2007	14	14
Spring 2008	24	
Summer 2008	24	
Fall 2008	18	17
Spring 2009	30	
Summer 2009	20	
Fall 2009	32	12
Spring 2010	25	
Summer 2010	25	
Fall 2010	28	0
Spring 2011	17	
Summer 2011	21	
Fall 2011	18	13
Spring 2012	17	
Summer 2012	14	



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

Fall 2012	21	0
Spring 2013	19	
Summer 2013	15	
Fall 2013	29	10
Spring 2014	28	
Summer 2014	27	
<b>Average</b>	<b>22.19 per semester</b>	<b>9.42 per academic year</b>

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

Institution: MSU-Northern

Program Years: 2013-2014

---

**List of the programs reviewed:**

B.S. Elementary Education

Reading Specialist Minor

---

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

Maintain both programs

---

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

**Elementary Education (graduates)**

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
38	34	18	51	30	20	28

**READING SPECIALIST MINOR (graduates)**

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
34	28	14	16	24	14	22

**CHANCELLORS REPORT**

The Elementary Education program and the Reading Specialist minor show consistent enrollment of students with headcounts of 50-75 per semester going back the last 7 years to the 2007-2008 academic year. It was noted in the last Academic Program Prioritization that the Elementary Education degree represented a “hallmark program of the university” with “consistently solid enrollments.” Aside from the decision to maintain both programs was the additional assignment to propose ways to “strategically grow the Great Falls program” highlighting there could be a need for more presence of the degree and MSUN faculty at the Great Falls site.

The Education department’s own records indicate the success of the program, not just in terms of graduates, but also the qualifications of those graduates. For instance, data from the last academic year (2013-2014) shows the median GPA of our graduates as 3.51 with 100% of our graduates meeting the criteria for

## Montana University System

### PROGRAM REVIEW

licensure. These numbers indicate the quality of the students we are consistently producing. Administrators from the Montana Association of School Superintendents (MASS) have indicated to our faculty that there is a constant and ongoing need for teachers from our program, specifically those that complete the Reading Specialist minor.

Lastly, beyond our departmental data or recommendations of the university, the Elementary Education program received a commendation from The Montana Office of Public Instruction regarding the quality of the program, students, and university support. The report states “The Montana Office of Public Instruction (OPI) report of its review of the initial teacher education program during Spring 2012, the review team commended the initial program and stated that they noted ‘a strong investment in student success’ and the dedication to the program and the students by the unit” (MSU Title II Report, 2014).

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

**Institution:** Montana State University - Northern

**Program Years:** 2013-2014

---

**List of the programs reviewed:**

Master of Education in Counselor Education

---

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

In the recommendation from the 2013 Academic Program Prioritization by the Chancellor was for the Master of Education in Counselor Education program to “grow.” With the designation to grow the program, the institution will “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.” The Academic Program Prioritization review criteria included:

- Alignment with Mission Statement
- Efforts in Collaboration and Partnerships with Other MUS Institutions
- Delivery Format
- Existing Partnerships & Creative Program Delivery
- Existing Partnerships (Internships and Practicums)
- Similarities and Differences with Other Academic Programs
- Program Growth Opportunities
- Institutional Official Data

Of the 31 programs reviewed in the College of Education, Arts and Sciences, and Nursing, ten were identified for growth.

The Montana Office of Public Instruction fully accredited the Counselor Education program in Spring 2013.

---

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

*Alignment with Mission Statement:* The Counselor Education program’s mission statement aligns with the University Mission Statement.

*Efforts in Collaboration and Partnerships with Other MUS Institutions:* Faculty in the Counselor Education program have worked with Professors Conley (UM) and Franklin (MSU-Bozeman) to enhance portability and access for counselor education students to gain Licensed Addiction Counselor (LAC) certification. The intent of this initiative is to expand and enhance transferability of coursework among each institution in the state

## Montana University System

### PROGRAM REVIEW

which prepare LAC (at associate's and bachelor's levels) and those with graduate programs in counseling or social work.

*Delivery Format:* All courses in the Counselor Education program, beginning summer 2012, use Desire2Learn (online platform) to enhance all instruction. Implemented Spring 2010, the program schedule of delivery established 8 credits per semesters for 6 consecutive semesters (fall, spring, summer) before 2 semesters of internship (fall and spring). Thus, students in the program complete 48 semester credits of coursework prior to internship (12 credits) to meet the program requirements (approved Fall 2011) for 60 semester credits, thus, providing all students with the dual track coursework for school counseling and mental health counseling.

*Existing Partnerships & Creative Program Delivery:* Graduate faculty engage with school and mental health communities across the Hi-Line and statewide (e.g., school-based mental health organizations, K-12 school districts, Northern Montana Child Development Center, White Sky Hope Treatment Center, and the Center of Mental Health). The weekend delivery format for the Counselor Education program continues to be the only state-supported program in the state that delivers the course of study through a weekend program. Approximately 50 percent of its coursework is offered at Great Falls College MSU by a resident counselor education faculty, assigned in Great Falls, who provides advising and promoting the program in the Great Falls area.

*Existing Partnerships (Internships and Practicum):* The Counselor Education program has an extensive statewide network of organizations and school districts. The program places, yearly, school counselor interns in 6 to 8 K-12 school districts across the state; interns are placed with school-based mental health organizations and with community mental health providers such as AltaCare, Inc., Aware, the Center for Mental Health, Benefis Behavioral Health, and White Sky Hope Treatment Center.

*Similarities and Differences with Other Academic Programs:* The significant difference for the Counselor Education program with other academic programs in the state is the weekend, face-to-face delivery. The weekend format provides the opportunity for working professionals to earn a master's degree in counselor education to work school counseling or professional counseling. Additionally, within the MSU system, a difference exists among the counselor education programs in emphasis beyond school counseling: MSU-Bozeman, the counselor education program has traditionally emphasized "Marriage and Family," and the MSU-Billings' program emphasizes "Rehabilitation Counseling." Our program's emphases are both school counseling and mental health counseling, encouraging pursuit of professional licensure (LCPC) for school counseling graduates.

*Program Growth Opportunities:* The current market demand for the counselors statewide shows a growth rate of 2 percent annually according to the Research Analysis Bureau of the Montana Department of Labor and Industry and the Short and Long Term Occupational Employment Projections.

The following table presents Enrollment and Graduation data, Fall 2007 through Spring 2014, for Counselor Education. Data sources were Institutional Research Office, Registrar and the Office of Graduate Studies. Incongruences found among data sources were reconciled.

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

<b>Counselor Education</b>		
Reporting Period	Enrollment/Semester	Graduation/Academic Year
Fall 2007	38	8
Spring 2008	47	
Summer 2008	45	
Fall 2008	59	14
Spring 2009	48	
Summer 2009	39	
Fall 2009	55	12
Spring 2010	44	
Summer 2010	40	
Fall 2010	37	18
Spring 2011	40	
Summer 2011	42	
Fall 2011	37	3
Spring 2012	41	
Summer 2012	35	
Fall 2012	44	14
Spring 2013	44	
Summer 2013	49	
Fall 2013	45	11
Spring 2014	44	
Summer 2014	33	
<b>Total</b>	<b>906</b>	<b>80</b>
<b>Mean</b>	<b>43.14/Semester</b>	<b>11.43/Academic Year</b>

# Montana University System

## PROGRAM REVIEW

**Institution:** Montana State University - Northern

---

**Program Years:** 2013 - 2014

---

### **List of the programs reviewed:**

Bachelor of Science - Automotive Technology; Minor, Automotive Technology; Associate of Applied Science - Automotive Technology; Associate of Applied Science - Automotive Technology Fast Track

---

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

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.

---

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

### **OVERVIEW**

Montana State University–Northern’s automotive program offers a two year Associate of Applied Science degree, and four year Bachelor of Science degree. The Associate of Science degree is NATEF (National Association of Technical Education Facilities) accredited. In addition, the automotive program is partnered with the Ford MLR (Maintenance and Light Repair) industry program to allow enrolled students to achieve factory training certifications from Ford Motor Company. Our program has an active industry advisory board that meets twice a year and suggests improvements as they relate to the industry and our students. The curriculum incorporates the ASE (Automotive Service Excellence) Certification areas as the basis of course content. Tasks and proficiency requirements are those recommended by NATEF. The department prepares students to enter the workplace and perform their assignments to the expectation of the employer. Students have access to a campus Career Center to help students find job placement within the industry, and currently enjoy 100% placement. Students learn practical skills through lectures, group learning activities, individual projects, and hands-on experience working on manufacturer donated vehicles and customer vehicles. Graduates can enter the automotive workforce as technicians, managers, supervisors, and management trainees in independent shops, dealerships, and at the corporate level.

The automotive program has five faculty members teaching automotive curriculum. The faculty stay current in their respective areas through individual study, membership in professional associations, attending seminars and by maintaining ASE (Automotive Service Excellence) certifications. The automotive department utilizes two industrial labs with space for 20 vehicles, one storage facility, lecture/lab facilities containing modern trainers and equipment such as four above ground hoists, three hunter 4-wheel alignment racks, two transmission dynamometers and one chassis dynamometer. The main automotive building has two smaller break out labs that are utilized for stationary teardowns of engines, transmissions and brake trainers. We have access to several

## Montana University System

### PROGRAM REVIEW

lecture classrooms contained modernized audio/visual equipment. In addition, the Applied Technology Center has a dedicated lecture/lab classroom equipped with modernized audio/visual equipment and component storage. Students have access to two resource areas that are equipped with computers containing online technical training and electronic diagnostic manuals.

#### QUALITY

##### **Professional or association standards, or other external measures of quality.**

The automotive program at MSU-Northern is accredited by NATEF (National Association of Technical Education Facilities). NATEF was founded in 1983 as an independent, non-profit organization. The mission of NATEF is to improve the quality of automotive technician training programs nationwide at secondary and post-secondary, public and proprietary schools. To accomplish this mission NATEF examines the structure, resources and quality of training programs and evaluates them against standards established by the industry. These standards reflect the skills that students must master to be successful in the industry. The accreditation process is reviewed every five years, with a mid-point review every 2 ½ years, to insure programs are adhering to quality standards as derived by NATEF's industry and educational partners. MSUN's automotive program just finished the five year review during the fall semester 2014, and has been recommended to continue NATEF accreditation status.

In addition, MSUN's automotive program is partnered with Ford Motor Company to deliver Ford Maintenance and Light Repair (MLR) certification to students enrolled in the program. Institutions delivering MLR training must meet a variety of standards including instructor training certifications from Ford Motor Company to insure students are being adequately trained.

Faculty: Kevin Johnson (Professor, Automotive Technology), Wane Boysun (Professor, Automotive, and Ag-Mechanics Technology), Joshua Meyer (Assistant Professor, Automotive and Diesel Technology), Kevin Ruby (Assistant Professor, Automotive and Diesel Technology)

**Quality of the faculty (e.g., publications, professional conferences or presentations, certifications, awards, service to professional associations, etc.). This measure will vary from program to program because of the broad range of programs offered at MSU-Northern.**

Two of the faculty members currently have Master degrees, and two faculty members are currently pursuing their Master degrees. All faculty members have industry experience related to their teaching fields, as well as undergraduate degrees in automotive technology. All the faculty members are certified in areas they teach by ASE (Automotive Service Excellence). All faculty members have numerous hours of industry-related training in accordance with academic rank.

##### **Employer and Advisory Committee Satisfaction using survey information**

The MSU-Northern Automotive program has an active advisory board that meets on a regular basis during the school year (one fall and one spring meeting). The board consists of dealer principles, independent repair business owners, service managers, technicians, and corporate personal. The board has made numerous suggestions and initiatives that have benefited the automotive program. The board helps with issues regarding curriculum, student recruiting, and student placement and as well as other initiatives.



## Montana University System

### PROGRAM REVIEW

MSU Northern utilizes the Career Center to maintain a positive connection between employers and students for both Cooperative Education opportunities and full time placement upon graduation. This system is a vital link to allow communication between the students and employers and guarantees a central point that all interested parties can contact. The Career Center provides an essential link to maintain employer satisfaction.

#### **Student satisfaction using survey information and other appropriate measures**

The automotive program uses feedback from course evaluations to measure student satisfaction. We also enjoy 100% placement with graduates within the industry. We do not currently employ a student satisfaction survey upon graduation.

#### **INNOVATION AND UNIQUENESS**

##### **What is unusual or different about the degree program, when compared to institutions that compete with MSU-Northern?**

Our automotive program offers several unique facets compared to surrounding institutions of the state and nation. First, we are one of a handful of universities that offer a four year, Bachelor of Science degree. Most automotive degrees terminate with either a one year certificate or two year associate degree. By incorporating two more years of education, our students enjoy enhanced training on the complex technical systems of today's automobiles along with additional general education skills. This allows our graduates upward mobility within the industry by allowing advancement into managerial, training, field engineering and other advanced positions. There are no other institutions in our state offering Bachelor of Science degrees, and the closest competing universities reside in Utah, Kansas and Michigan. Another key item making our B.S. unique is the fact that our third and fourth year curriculum contains enhanced technical courses whereas other institutions utilize a 2+2 concept. Essentially their four year degree consists of a two year technical degree coupled with a two year business degree. Further, MSUN students can merge their B.S. degree with a minor further enhancing their overall skill sets.

Another item that makes our program unique to surrounding areas is we offer Ford MLR (Maintenance and Light Repair) certification. This offers our students a substantial benefit of acquiring Ford Certified Training as they attend our normal automotive courses. This allows our students to enhance their resumes and gives them real world credentials that are very meaningful to Ford dealerships.

MSUN also incorporates a "Fast Track" Associate degree. This is tailored to students who want to complete an associate degree in a shorter period of time compared to the regular Associate degree. Essentially, the program is designed to utilize embedded general education curriculum, slightly larger semester loads and summer cooperative education to complete the degree in a fall/spring/fall sequence as opposed to a traditional fall/spring/fall/spring time frame. This allows students to save money by reducing their time on campus by one full semester and enter into the workforce sooner.

##### **What is innovative about the degree program in the way it delivers its coursework, serves its students, creates career opportunities for students, or develops its curriculum?**

MSUN's automotive curriculum is largely guided by NATEF accreditation standards to make sure we teach updated, pertinent technical information. The standards evolve and require our curriculum to evolve as technology

## Montana University System

### PROGRAM REVIEW

within the industry changes. We also include web based training courses designed by industry partners to enhance the lecture/laboratory delivery. Web based courses are utilized by industry as a method to satisfy pre-requisite training needs prior to attending specialized service training. Some courses utilize support as offered through the online Desire2Learn system. One faculty member is also currently delivering lectures via PolyCom interactive teleconferencing.

Career opportunities are abundant within the automotive profession. We work closely with industry partners, MSUN's career center and the students to achieve 100% placement within the industry upon graduation. Another important piece is utilizing cooperative education, as a requirement of all automotive degrees, to allow the students to experience live industry work prior to graduation. Our students enjoy a variety of positions including technicians, service advisors, service managers, independent business owners, corporate management positions, parts and sales managers, technical advisors and field service engineers.

#### **PLACEMENT AND INDUSTRY DEMAND**

**Placement rates for students in their career field, and number of graduates going on for additional education, for each of the last five years.**

*Please refer to Appendix 1.*

**Industry demand and forecasts for program graduates.**

Students/graduates are in high demand for careers across the breadth of the automotive industry. Our industry partners tenaciously pursue our auto graduates, which encourages us and reinforces our belief that our programs are fundamentally sound.

The auto industry worldwide has and is currently experiencing unprecedented growth. Diversity within the industry ranges from small compact cars, hybrid gas/electric cars, electric cars, diesel powered cars & trucks, and others that all experience high levels of sophistication. Concerns with pollution and the need for alternate sources of energy are forcing the industry to utilize ever more exotic and expensive equipment. The technical expertise needed to engage with this demand has been shrinking. Terms like "aging workforce" and the inability of industry to replace retirees with young trained technicians are real issues.

The expectation of the students that enter the MSU-N Automotive Program is to leave the program with the tools necessary to engage in employment in the automotive industry. The measure of success of our program is inextricably linked to the success of our students after they leave the University.

**Relationships with industry (e.g., formal partnerships or initiatives with industry, student work experiences, donations, etc.).**

The automotive program faculty have worked extensively with their advisory board members and utilized them in developing and enhancing the program. Industry also donates trainers and vehicles that is used during the school year for classes and labs, both in Automotive classes/labs and also ATDI classes/labs. In addition, our formal partnership with Ford Motor Company and the MLR (Maintenance and Light Repair) further demonstrates the linkage between MSUN and industry partners. Northern has received donated vehicles, trainers and components as a direct result of our partnership that has allowed for further enhancement of our technical program.

## Montana University System

### PROGRAM REVIEW

#### RESOURCES

**Resources committed to program, using two measures: ratio of program dollars to state allocated dollars; average cost of educating a student in the program; information reported for each of the last three years - disaggregated by on- and off-campus (or location).**

As technology advances so does the need for additional resources in both the classroom and the labs. Just recently, MSUN's industry partners announced a match of over 3 million dollars toward the completion of a new automotive/diesel facility. This will be a long overdue addition that will allow us to further enhance the educational process with our students. About seven years ago, MSU-Northern received some badly needed new equipment that will help enhance the learning of the students. Some of the new equipment included new electrical trainers, software and scan tool updates as well as other items. The addition of the ATC building has provided some limited additional lab and lecture space as well as a facility to showcase the advances in our programs through industry connections and events such as the state Skills USA competition. The rate of technological advances are not expected to slow down anytime soon therefore we must continue to move our programs forward through instructor education and new equipment. One time donations are well appreciated but are not the complete solution for continuous and consistent growth. Long range planning and steady resources with thoughtful implementation will be a key factor.

#### Student Enrollment in the Program

Student enrollment in the program are shown in the table below for the academic years 07/08 to current. Enrollment trends are steady and show good participation in the program.

**Number of majors and minors (if applicable) in the program for the last five years; a total for each year, and an average for the period - disaggregated by on- and off-campus (or location).**

Major	Code	Academic Year							
		07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Automotive Tech Fast Track	A55					2	3	3	4
Automotive Technology	A08	20	17	21	21	18	13	14	21
Automotive Technology	B03	33	33	32	28	24	26	27	22
Automotive Technology	C03		1	2		2	2		
<b>TOTAL</b>		<b>53</b>	<b>51</b>	<b>55</b>	<b>49</b>	<b>44</b>	<b>41</b>	<b>41</b>	<b>43</b>

**Number of graduates from the program for the last five years; a total for each year, and an average for the period - disaggregated by on- and off-campus (or location).**

Major	CODE	COUNT	2010	2011	2012	2013	2014
Automotive Fast Track	A55	3			1	2	
Automotive Technology	A08	21	6	8	1	3	3
Automotive Technology	B03	30	4	14	3	3	6

## Montana University System

### PROGRAM REVIEW

TOTAL			10	22	5	8	9
-------	--	--	----	----	---	---	---

**Semester-to-semester retention rate, by program, for the last three years, and an average for the period - disaggregated by on- and off-campus (or location).**

Major	Code	201070	201130	201170	201230	201270	201330	201370	201430
Automotive Tech Fast Track	A55			2	2	1	3	3	1
Automotive Technology	A08	19	17	17	11	12	4	13	12
Automotive Technology	B03	27	20	19	17	21	21	25	23
Automotive Technology	C03			1	2	2	1		
<b>TOTAL</b>		46	37	39	32	36	29	41	36
<b>Retention Fall-Spring</b>			<b>80.4%</b>		<b>82.1%</b>		<b>80.6%</b>		<b>87.8%</b>

### RELATIONSHIP TO MISSION

#### **How the program addresses Northern's mission statement.**

MSU-Northern, a teaching institution, serves 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, stimulate economic development and expand student learning experiences.

MSU-Northern applies emerging technologies in degree programs ranging from the certificate to master's level. MSU-Northern prepares well-educated students who are capable of decisive action and application of new ideas. The university is committed to excellence in teaching, service to its region and the state, and applied research and scholarship.

MSU-Northern values individualized attention to its students, experientially-based learning, and creating a culturally rich and intellectually stimulating environment. From its North Central Montana High Plains main campus, the University serves as a regional cultural center and maintains strong partnerships with communities, education, business and industry.

Montana State University–Northern’s automotive program has four purposes:

1. To prepare students for careers in the Automotive and Automotive-related industries.
2. Provide industry with highly qualified and skilled entry level technicians and to prepare the future leaders of the automotive industry such as business owners, corporate level managers and master technicians.
3. Strengthen the automotive workforce by providing employees who possess a strong work ethic, critical thinking skills and the ability to communicate effectively.
4. Expose students to a variety of employment opportunities through employer presentations and cooperative education/internship experiences that lead to excellent career opportunities.

The Automotive program’s aim complements the university’s mission statement by incorporating current and emerging technologies within the automotive curriculum.

## Montana University System

### PROGRAM REVIEW

#### How the program meets the core educational values of MSU-Northern

It is very evident as demonstrated in this program review document that the automotive technology program plays a key role in what defines MSU-Northern.

1. Provide liberal arts, professional and technical programs that serve a diverse student population.
2. Promote student centered and culturally enriched environment which fosters student success.
3. Partner with external entities to enhance and expand learning experiences.

The Automotive technology program meets each of the objectives of these core values.

Core value 1 is evidenced by our successful technical programs endorsed and supported by industry partners.

Core value 2 is met with the requirements that our students will study history, social sciences and the humanities, and is also met by the fact that the automotive industry is constantly changing, thus our graduates become life-long learners by virtue of participating in this industry.

Core value 3 is demonstrated through our connections with our advisory board, career center, industry partners.

#### Recommendations

The Automotive program has identified targeted marketing/recruiting as an ongoing challenge. Automotive enrollment has been relatively stable, with slight increases and decreases. However, the demand for the graduates has increased significantly from industry, and the faculty believes there has to be a strategic development plan implemented for the program to grow much more significantly and still maintain a quality education for our students. This plan would include a consistent and stable budget, faculty development, facility development, and investment in equipment and training aids for labs.

#### Conclusions

The Automotive Technology faculty at MSU-Northern believes the program will continue to be vital to the College of Technical Sciences and MSU-Northern. It offers student's placement in lifelong careers that positively impact graduates. The program supplies specialized technicians (employees) with a formal education, excellent work ethic, life-long learning skills, and the ability to adapt to change to an industry where these technicians are in short supply.

Construction of a new Diesel/Auto Tech Center will pose a challenge for the next few years in maintaining student enrollment and success with the disruption of facilities, but ultimately will lead to a stronger and more vibrant automotive program.

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

**Appendix 1**

<b>Montana State University-Northern</b>																			
<b>2009 Graduate Survey</b>																			
	Total		Total		Related or		Other		Not Seeking		Continuing		Seeking		Employed in		Employed		Average
	Grads	Response	Chosen Field	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Salary	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>ASSOCIATE OF APPLIED SCIENCE</b>																			
Agricultural Mechanics Technology	1	1	100%	1	100%												1	100%	*
Agricultural Technology	2	2	100%	2	100%										2	100%			*
Automotive Technology	3	3	100%	3	100%										3	100%			\$30,000
Diesel Technology	4	4	100%	3	75%					1	25%				2	67%	1	33%	\$22,500
Electrical Technology	12	5	42%	1	20%	1	20%	1	20%	1	20%	1	20%	2	100%			*	
Plumbing	7	7	100%	7	100%									7	100%			*	
<b>ASSOCIATE OF SCIENCE</b>																			
Nursing	46	27	59%	27	100%									22	81%	5	19%	\$36,786	
<b>BACHELOR OF ARTS</b>																			
Community Service	4	4	100%	3	75%					1	25%			3	100%			\$27,500	
Graphic Design	4	1	25%									1	100%					*	
Liberal Studies	3	0	0%															*	
<b>BACHELOR OF SCIENCE</b>																			
Agricultural Operations Technology	3	3	100%	3	100%									2	67%	1	33%	*	
Automotive Technology	12	6	50%	6	100%									4	67%	2	33%	\$27,500	
Biology	8	7	88%	5	71%	1	14%			1	14%			6	100%			\$24,167	
Business Administration	18	12	67%	4	33%	7	58%	1	8%					6	55%	1	9%	\$35,714	
Civil Engineering Technology	2	2	100%	2	100%											2	100%	\$52,500	
Computer Information Systems	7	7	100%			7	100%							6	86%	1	14%	\$28,750	
Design Drafting Technology	1	1	100%	1	100%											1	100%	*	
Diesel Technology	19	11	58%	10	91%					1	9%			5	50%	4	40%	\$41,071	
HPE: Health Promotion	6	4	67%	4	100%									3	75%	1	25%	\$19,167	
Industrial Technology	1	1	100%	1	100%									1	100%			*	
Nursing	17	6	35%	6	100%									6	100%			\$34,167	
<b>BACHELOR OF SCIENCE IN EDUCATION</b>																			
Elementary Education	37	27	73%	23	85%	2	7%						2	7%	20	80%	5	20%	\$23,056
English	4	2	50%	2	100%									2	100%			\$20,000	
General Science	2	2	100%	2	100%									2	100%			\$17,500	
Health & Physical Education	7	3	43%	3	100%									1	33%	2	67%	*	
Math	2	1	50%										1	100%				*	
<b>MASTER OF EDUCATION</b>																			
Counselor Education	14	8	57%	8	100%									8	100%			\$27,500	
<b>MASTER OF SCIENCE IN EDUCATION</b>																			
Learning Development	14	13	93%	13	100%									13	100%			*	
<b>TOTALS</b>	<b>260</b>	<b>170</b>	<b>65%</b>	<b>140</b>	<b>82%</b>	<b>18</b>	<b>11%</b>	<b>2</b>	<b>1%</b>	<b>5</b>	<b>3%</b>	<b>5</b>	<b>3%</b>	<b>126</b>	<b>80%</b>	<b>27</b>	<b>17%</b>	<b>\$29,242</b>	
	* <i>insufficient data</i>																		

Montana University System

PROGRAM REVIEW

Montana State University-Northern  
2010 Graduate Survey

	Total Grads #	Total Response #	%	Employed # In Field Out Field	Employed In MT #	%	Not Seeking Employment #	Continuing Education #	Total Placed #	%	Seeking	Average Salary
<b>ASSOCIATE OF APPLIED SCIENCE</b>												
Agricultural Mechanics Technology	3	2	67%	1 1	1	50%			2	100%		*
Automotive Technology: Auto Body	1	0	0%									*
Automotive Technology	2	2	100%	2	1	50%			2	100%		*
Carpentry	1	1	100%					1	1	100%		*
Diesel Technology	4	1	25%	1	1	100%			1	100%		*
Electrical Technology	12	5	42%	2	2	100%	1	2	5	100%		*
Civil Engineering Tech	1	1	100%					1	1	100%		*
Plumbing	9	3	33%	1	1	100%		1	2	67%	1	*
<b>ASSOCIATE OF SCIENCE</b>												
Nursing	39	25	64%	22	22	100%		1	23	92%	2	\$42,000
<b>BACHELOR</b>												
Applied Science	3	1	33%	1		100%			1	100%		*
<b>BACHELOR OF ARTS</b>												
Community Service	2	2	100%	2	2	100%			2	100%		*
Graphic Design	3	3	100%		2	100%		1	3	100%		*
Liberal Studies	7	5	71%	1 1	2	100%		2	4	80%	1	*
<b>BACHELOR OF SCIENCE</b>												
Agricultural Operations Technology	4	4	100%	4	4	100%			4	100%		\$30,000
Automotive Technology	1	1	100%	1	1	100%			1	100%		*
Biology	3	2	67%	1 1	2	100%			2	100%		*
Business Administration	18	12	67%	10	9	90%	1	1	12	100%		\$28,000
Civil Engineering Technology	1	1	100%	1	1	100%			1	100%		*
Computer Engineering Tech	1	0	0%									*
Computer Information Systems	5	3	60%	2 1	3	100%			3	100%		*
Design Drafting Technology	5	3	60%	3	2	67%			3	100%		\$37,500
Diesel Technology	19	13	68%	10 1	4	36%			11	85%	2	\$44,642
HPE: Health Promotion	6	4	67%	2 1	2	67%		1	4	100%		*
Nursing	23	10	43%	8	8	100%		1	9	90%	1	\$46,250
<b>BACHELOR OF SCIENCE IN EDUCATION</b>												
Elementary Education	19	7	37%	6	6	100%			6	86%	1	\$31,250
English	2	2	100%	1	1	100%			1	50%	1	*
General Science	2	0	0%									*
Health & Physical Education	4	3	75%	2 1	3	100%			3	100%		*
Math	1	1	100%	1	1	100%			1	100%		*
Social Science Broadfield	1	0	0%									*
<b>MASTER OF EDUCATION</b>												
Counselor Education	10	2	20%	2	2	100%			2	100%		*
<b>MASTER OF SCIENCE IN EDUCATION</b>												
Learning Development	2	2	100%	2	2	100%			2	100%		*
<b>TOTALS</b>	<b>214</b>	<b>121</b>	<b>57%</b>	<b>89 9</b>	<b>85</b>	<b>87%</b>	<b>2</b>	<b>12</b>	<b>112</b>	<b>93%</b>		<b>\$37,092</b>

Montana University System

PROGRAM REVIEW

Montana State University-  
Northern  
2011 Graduate Survey

	Grads		Response		Chosen Field		Employment		Employment		Education		Employment		Montana		out of MT		Salary
Agricultural Mechanics Technology	7	1	14%	1	100%												1	100%	*
Automotive Technology: Auto Body	3	0	0%																
Design Drafting Technology	2	1	50%							1	100%								*
Diesel Technology	13	9	69%	6	67%	1	11%			1	11%	1	11%	3	43%	2	33%	\$36,305	
Electrical Technology	12	2	17%	1	50%					1	50%			1	100%				*
Plumbing	9	1	11%							1	100%								*
Sustainable Energy	2	1	50%			1	100%							1	100%				*
Program of Study in General Education																			
Program of Study in Business	11	1	9%	1	100%									1	100%				*
Community Service	1	0	0%																
Graphic Design	3	2	67%	1	50%					1	50%			1	100%				*
Agricultural Operations Technology	2	1	50%	1	100%									1	100%				*
Automotive Technology	12	5	42%	3	60%	1	20%			2	40%			2	67%	1	33%	\$32,555	
Biology	5	3	60%	2	67%					1	33%			1	50%	1	50%	*	
Business Administration	5	2	40%	2	100%									2	100%				*
Business Technology	7	4	57%	4	100%									4	100%			\$23,805	
Civil Engineering Technology	7	3	43%	3	100%									2	67%	1	33%	\$45,888	
Computer Engineering Tech	1	1	100%	1	100%									1	100%				*
Computer Information Systems	4	4	100%	3	75%	1	25%							4	100%				\$48,166
Design Drafting Technology	1	0	0%																
Diesel Technology	20	12	60%	12	100%									2	17%	6	50%	\$54,111	
Diesel Technology: Field Maintenance	5	4	80%	4	100%											4	100%	\$58,370	
HPE: Health Promotion	3	3	100%	2	67%					1	33%			2	100%				*
Industrial Technology	3	2	67%	2	100%									1	50%	1	50%		*
Elementary Education	21	3	14%	3	100%									1	33%	2	67%	\$28,370	
English	5	2	40%	2	100%									1	50%	1	50%		*
Health & Physical Education	10	2	20%	2	100%									1	50%	1	50%		*
Industrial Technology	2	1	50%	1	100%									1	100%				*
Math	2	1	50%	1	100%									1	100%				*

Montana State University - Northern 2012 Graduate Survey \* Insufficient data. Average starting salaries are based on self-reported responses from participants. Not all programs had graduates respond to the survey.



**Montana University System**  
PROGRAM REVIEW

**Montana State University - Northern**  
2012 Graduate Survey

	Total	Total		Related or		Other		Not Seeking		Cont		Seeking		Employed in		Employed		Average
	Grads	Response	%	degree	field	employment	%	employment	%	Ed/Military	%	employment	%	MT	%	out of MT	%	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>CERTIFICATES</b>																		
Carpentry	1	0	0%		n/a													*
Welding Technology	6	3	50%	3	100%									1	33%	2	67%	\$32,500
<b>ASSOCIATE OF APPLIED SCIENCE</b>																		
Agriculture Technology	3	1	33%	1	100%									1	100%			*
Agricultural Mechanics Technology	2	1	50%	1	100%													*
Automotive Technology	1	0	0%		n/a													*
Automotive Technology: Auto Body	1	1	100%	1	100%									1	100%			*
Automotive Technology: Fast Track	1	1	100%	1	100%									1	100%			*
Civil Engineering Technology	1	0	0%		na													*
Computer Engineering Technology	1	1	100%	1	100%											1	100%	*
Design Drafting Technology	1	1	100%	1	100%											1	100%	*
Diesel Technology	5	3	60%	3	100%									2	67%	1	33%	*
Electrical Technology	20	12	60%	12	100%									10	83%	2	17%	\$32,500
Graphic Design	1	0	0%		n/a													*
Plumbing	7	6	86%	1	17%	5	83%							6	100%			\$42,500
Sustainable Energy	3	1	33%	1	100%									1	100%			*
Water Qlty Tech: Environmental Health	1	1	100%	1	100%									1	100%			*
<b>ASSOCIATE OF ARTS</b>																		
Program of Study in General Education	3	1	33%		0%	1	100%									1	100%	*
<b>ASSOCIATE OF SCIENCE</b>																		
Program of Study in Business	5	0	0%		n/a													*
Nursing	66	42	64%	42	100%									32	76%	5	12%	\$42,500
<b>BACHELOR OF ARTS</b>																		
Community Leadership	4	1	25%	1	100%									1	100%			*
Graphic Design	4	4	100%	4	100%									3	75%			\$22,500
Liberal Studies	9	3	33%	3	100%									3	100%			\$42,500
<b>BACHELOR OF SCIENCE</b>																		
Agriculture Operations Technology	5	3	60%	3	100%									3	100%			\$49,750
Automotive Technology	4	2	50%	2	100%									1	50%	1	50%	*
Biology	5	2	40%	2	100%									2	100%			*
Business Administration	15	7	47%	7	100%									4	57%	1	14%	\$30,357
Civil Engineering Technology	6	5	83%	5	100%									5	100%			\$39,500
Computer Information Systems	5	3	60%	3	100%									3	100%			\$42,500
Design Drafting Technology	3	2	67%	2	100%									1	50%			\$32,500
Diesel Technology	18	10	56%	10	100%									3	30%	6	60%	\$47,500
HPE: Health Promotion	5	4	80%	4	100%									1	25%	3	75%	\$27,500
Industrial Technology	1	0	0%		n/a													*
Nursing	23	14	61%	14	100%									9	64%	2	14%	\$45,500
<b>BACHELOR OF SCIENCE IN EDUCATION</b>																		
Elementary Education	30	22	73%	22	100%									13	59%	1	5%	\$32,500
English	3	1	33%	1	100%									1	100%			*
General Science (5-12)	1	0	0%		n/a													*
Health & Physical Education	3	2	67%	2	100%									2	100%			\$17,500
Industrial Technology	3	2	67%		0%	2	100%							1	50%			*
Math	1	1	100%	1	100%									1	100%			*
Social Science Broadfield	5	5	100%	3	60%									1	20%	1	20%	*
<b>MASTER OF EDUCATION</b>																		
Counselor Education	5	3	60%	3	100%									1	33%	2	67%	*
<b>MASTER OF SCIENCE IN EDUCATION</b>																		
Learning Development	5	2	40%	2	100%									1	50%	1	50%	*
<b>TOTALS</b>	<b>292</b>	<b>173</b>	<b>59%</b>	<b>163</b>	<b>94%</b>	<b>8</b>	<b>4%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>1%</b>	<b>116</b>	<b>67%</b>	<b>31</b>	<b>18%</b>	<b>\$36,257</b>

# Montana University System

## PROGRAM REVIEW

### 2014 MSUN Graduate Survey

	Total	Total	Related		Other		Not Seeking		Continuing		Seeking		Employed in		Employed		Employed		Employed		Average	
	Grads	Resp	Degree	Field	Employment	Employment	Employment	Employment	Ed/Military	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment	Employment		Salary
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>CERTIFICATES</b>																						
Carpentry	1	0	0%																		*	
Welding Technology	9	4	44%	4	100%									3	75%	1	25%	4	100%		\$30,833	
<b>ASSOCIATE OF APPLIED SCIENCE</b>																						
Agriculture Technology	2	1	50%	1	100%									1	100%			1	100%		*	
Ag Mechanics Technology	3	3	100%	3	100%									3	100%			3	100%		\$39,166	
Automotive Technology	1	1	100%	1	100%									1	100%			1	100%		*	
Auto Tech: Fast Track	1	1	100%	1	100%									1	100%			1	100%		*	
Civil Engineering Technology	1	1	100%	1	100%									1	100%			1	100%		*	
Diesel Technology	12	5	42%	4	80%					1	20%			2	40%	2	40%	4	80%		\$38,750	
Electrical Technology	10	4	40%	3	75%					1	25%			2	50%	1	25%	3	75%		\$37,500	
Graphic Design	1	1	100%	1	100%									1	100%			1	100%		*	
Plumbing	7	4	57%	3	75%	1	25%							3	75%	1	25%	4	100%		\$24,167	
Sustainable Energy	3	2	67%	1	50%	1	50%							2	100%			2	100%		\$30,000	
<b>ASSOCIATE OF ARTS</b>																						
Program of Study General Ed	6	2	33%	1	50%					1	50%			1	50%			1	50%		*	
<b>ASSOCIATE OF SCIENCE</b>																						
Program of Study in Business	4	3	75%	3	100%									2	67%	1	33%	1	33%	2	67%	*
Nursing	79	45	57%	43	96%	1	2%			1	2%			42	93%	3	7%	44	98%		\$40,454	
<b>BACHELOR OF ARTS</b>																						
Community Leadership	3	2	67%	0	0%					2	100%			0	0%						*	
Graphic Design	7	7	100%	2	29%	3	43%	1	14%	1	14%			4	57%	1	14%	5	71%		\$21,500	
Liberal Studies	3	1	33%	1	100%									0	0%	1	100%	1	100%		*	
<b>BACHELOR OF SCIENCE</b>																						
Agriculture Operations Technology	5	4	80%	3	75%	1	25%							3	75%	1	25%	4	100%		\$33,750	
Automotive Technology	2	0	0%																		*	
Biology	6	3	50%	2	67%					1	33%			1	33%	1	33%	2	67%		\$27,500	
Business Administration	25	17	68%	11	65%	3	18%			1	6%			10	59%	4	24%	13	76%	1	6%	\$28,653
Civil Engineering Technology	6	5	83%	5	100%									2	40%	3	60%	5	100%		\$47,500	
Computer Information Systems	3	1	33%	1	100%									1	100%			1	100%		*	
Design Drafting Technology	1	1	100%	1	100%									1	100%			1	100%		*	
Diesel Technology	21	16	76%	14	88%	2	13%							10	63%	6	38%	15	94%	1	6%	\$41,166
Diesel Tech: Field Maintenance	2	2	100%	2	100%									2	100%			2	100%		\$52,500	
Diesel Tech: Equipment Maintenance	1	1	100%	1	100%									0	0%	1	100%	1	100%		*	
HPE: Health Promotion	5	3	60%	1	33%	2	67%							3	100%			3	100%		\$22,500	
Industrial Technology	3	3	100%	2	67%	1	33%							1	33%	2	67%	3	100%		\$48,333	
Nursing	21	12	57%	11	92%	1	8%			1	8%			10	83%	2	17%	11	92%		\$49,583	
<b>BACHELOR OF SCIENCE: EDUCATION</b>																						
Elementary Education	22	9	41%	9	100%									9	100%			9	100%		\$35,833	
Sec. Ed: English	3	2	67%	2	100%									2	100%			1	50%	1	50%	*
General Science (5-12)	1	0	0%																		*	
Health & Physical Education	8	4	50%	3	75%	1	25%							4	100%			4	100%		\$37,500	
Industrial Technology	1	0	0%																		*	
Social Science Broadfield	1	0	0%																		*	
<b>MASTER OF EDUCATION</b>																						
Counselor Education	15	6	40%	6	100%									5	83%	1	17%	6	100%		\$38,333	
<b>MASTER OF SCIENCE: EDUCATION</b>																						
Learning Development	15	9	60%	8	89%					1	11%			8	89%			8	89%		\$39,375	
<b>TOTALS</b>	<b>320</b>	<b>185</b>	<b>58%</b>	<b>155</b>	<b>84%</b>	<b>17</b>	<b>9%</b>	<b>1</b>	<b>1%</b>	<b>11</b>	<b>6%</b>	<b>0</b>	<b>0%</b>	<b>141</b>	<b>76%</b>	<b>32</b>	<b>17%</b>	<b>166</b>	<b>90%</b>	<b>5</b>	<b>3%</b>	<b>\$36,424</b>

\* Insufficient data. Average starting salaries are based on self-reported responses from participants employed Full-Time. Not all programs had graduates respond to the survey.