

Montana University System

PROGRAM REVIEW

Institution: Montana State University

Program Years: 2013-14

List of the programs reviewed:

Department of Agricultural Economics & Economics

Degrees Offered:

- BS Agricultural Business
- BS Economics
- MS Applied Economics
- Minors
 - Agricultural Business
 - Economics
 - Economics Teaching

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

- BS Agricultural Business – continue degree program
- BS Economics – continue degree program
- MS Applied Economics – continue degree program
- Minors
 - Agricultural Business – continue
 - Economics – continue
 - Economics Teaching – continue

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.

Enrollments 2004-2013 (Fall semester data)

Program	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
BS Agricultural Business	90	90	65	57	71	83	88	114	113	119
BS Economics	41	22	39	41	57	53	45	46	71	79
BS Economics (Second Major)	9	11	16	7	14	11	11	18	19	13
MS Applied Economics	15	11	13	18	19	18	16	18	18	14
TOTALS:	155	134	133	123	161	165	160	196	221	225
Minor	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Agricultural Business Minor	4	2	1	3	2	3	3	3	6	5

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Economics Minor	15	14	11	9	12	10	6	20	19	16
Economics Teaching Minor	1	1								1
TOTALS:	20	17	12	12	14	13	9	23	25	22

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Degrees Awarded

Program	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
BS Agricultural Business	13	21	16	20	15	13	17	15	16	15
BS Economics	18	20	15	17	12	26	30	18	11	24
BS Economics (Second Major)	1	6	5	12	4	11	6	3	4	3
MS Applied Economics	0	5	7	2	4	7	10	1	10	4
TOTALS:	31	46	38	39	31	46	57	34	37	43

Minor	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Agricultural Business Minor	3	4	2	2	2	4	2	4	2	2
Economics Minor	17	11	12	12	14	14	14	7	13	18
Economics Teaching Minor	0	1	0	0	0	0	0	0	0	0
TOTALS:	20	16	14	14	16	18	16	11	15	20

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Highlights of Program Review

The Department of Agricultural Economics and Economics hosted the following evaluators for an external review of their programs in Spring 2014.

- Dr. Tim Gronberg, Professor and Department Head, Department of Economics, Texas A&M University
- Dr. William Lazarus, Professor and Extension Economist, Department of Applied Economics, University of Minnesota
- Dr. Paul Wilson, Professor, Department of Agricultural and Resource Economics, University of Arizona

The evaluators provided the department with a detailed report indicating both strengths and opportunities. The following excerpts regarding some of the department's strengths are taken from the evaluators' report:

Within the sub-discipline of agricultural economics, the DAEE has earned a national reputation for conducting outstanding and rigorous programs in teaching, extension, and research. DAEE's M.S. program in applied economics may be the top-ranked M.S. program of its type in the United States. The hybrid organizational structure, with Agricultural Economics and General Economics faculty in the same department, creates a scholarly working environment where research, teaching, and outreach synergies and complementarities can be realized. The DAEE has both the internal (MSU) and external reputation for disciplinary rigor and creativity, particularly in the classroom and in the professional journals.

DAEE graduates, both undergraduate and graduate students, are competitive in the marketplace whether for managerial positions in the private or public sectors, or by their acceptance into highly ranked Ph.D. programs.

Discussion

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This is a strong department that produces graduates with strong credentials for entering the workforce or pursuing advanced degrees.

The degree productivity is good for the undergraduate majors, and the fact that students seek out the degree as a second major indicates that students recognize the quality of the program and what a second major in Economics can add to their resume. The number of degrees awarded in the masters program fluctuates significantly, but has averaged over 5 degrees awarded per year over the last five years.

While the Economics minor is well subscribed, fewer students take the Agricultural Business Minor or the Economics Teaching Minor. Both of these minors will be continued. They are very low cost programs because the courses required for the minor are also taken by students in the majors, and both minors are perceived to provide value to the State by helping improve agricultural business practices and broadening the skills of future educators.

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Institution: Montana State University

Program Years: 2013-14

List of the programs reviewed:

Master of Public Administration

Note: This was a review of just the Master of Public Administration, not a review of all programs offered in the Department of Political Science. The remaining Political Science degree programs are scheduled to be reviewed in 2014-15.

The Master of Public Administration was approved as a joint program offered by the faculties at MSU-Bozeman and MSU-Billings. In recent years we have seen the beginnings of differentiated programs on the two campuses with MSU-Billings offering an applied degree while the program at MSU-Bozeman is becoming more theoretical. The program review was called to help chart the future of the MPA program.

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

It is clear that the program will continue, but no decision has been made either to allow the programs on the two campuses to continue to differentiate, or to find mechanisms to encourage the faculties on the campuses to work together more closely. The faculties and administrators in Billings and Bozeman are continuing to discuss the future of the MPA 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.

Enrollments 2004-2013 (Fall semester)

Program	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
MPA	18	22	22	20	25	30	37	34	26	16

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Degrees Awarded

Program	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
MPA	7	8	6	12	10	8	7	14	19	9

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Highlights of Program Review

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In Spring 2014 a team of four evaluators met with the faculties in both Billings and Bozeman to perform a review of the joint MPA program.

- Dana Harsell, MPA Director and Associate Professor, University of North Dakota
- Robert A. Schuhmann, Associate Dean and Professor, University of Wyoming
- Christopher A. Simon, Professor, University of Utah
- Craig R. Smith, Associate Professor, University of Arizona

The following comments have been extracted from the evaluators' report.

Billings:

- **Strengths:** Program has a niche; Dr. Pope has assembled an enthusiastic advisory board; the Dean and Chancellor indicate support and show support. The department chair Joy Honea is highly enthusiastic and supportive. The program is forward thinking in terms of future developments in the form of specialty tracks. The core faculty in the program are diverse. Dr. Pope has also developed tools to assist students with curricular advising. Dr. Pope also conducts exit interview and "Student Learning Outcome Assessment" criteria that begins to map courses and course content to learning outcomes.
- **Weaknesses:** Program "core" is insufficient (3 courses to include final paper). Dr. Pope is an untenured faculty member and is serving as director as well as teaching nearly all of the core classes by himself. Faculty such as Ken Kuhn have a great deal of practitioner knowledge, but are being put in the position of grading comprehensive exams and teaching foundations courses. The program needs to regain its "lost" line. The program is administratively understaffed. Currently no program specific mission statement exists.

Bozeman:

- **Strengths:** Program has the demonstrated capacity of delivering a very foundations-based education. Understaffed for what it does, but it has managed sustainable growth. A very supportive Chair and Dean. We don't know if the program is thinking beyond what it has already accomplished (and in many ways continues to stabilize the ground beneath its feet). There is a sense that it has been built, it works, and carry on.
- **Weaknesses:** It may err on the side of being too theoretical, too "pre-doctoral" in its approach. Core faculty members being pulled into PSC education reduces their time with the MPA program. The program has no mission statement, strategic planning, and no advisory board.

Finally, the committee was charged with making recommendations as to whether the two programs should remain combined or to separate. In this last section, External Review Team will weigh the pros and cons of each option. However, it was clear that the two programs should not maintain the status quo. It is the opinion of the External Review Team that the two programs should "go all the way or not at all," meaning that unless both sides make a commitment to devote the necessary resources to properly administer the two programs together, then they should work to separate and each develop their independence. If the

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programs remain together, there is an opportunity to develop a joint program in a way that was intended in an earlier MOU.

...each program has found its niche and the two programs typically do not compete with each other over students.

Discussion

The MPA program has low enrollments on at least one campus, and both campuses are under-resourced in terms of faculty. Both programs are serving students well, but the programs are serving quite different populations with differing needs and expectations. Conversations between the two campuses are continuing as we attempt to find our way forward.

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Institution: Montana State University

Program Years: 2013-14

List of the programs reviewed:

Department of Mathematical Sciences

Degrees Offered:

- BS Mathematics
 - Mathematics Option
 - Applied Mathematics Option
 - Mathematics Teaching Option
 - Statistics Option
 - MS Mathematics
 - MS Statistics
 - PhD Mathematics
 - PhD Statistics
-

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

Degree productivity is excellent in all programs except the PhD in Statistics. However, the enrollments in graduate statistics have doubled in the past five years. We anticipate that these increased enrollments in the statistics program will begin appearing as doctoral degrees awarded in the near future.

- All degree programs in the department will be continued
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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.

Enrollments 2004-2013 (Fall semester)

Program	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
BS Mathematics	77	95	96	84	60	65	84	87	102	105
Graduate Mathematics	64	75	76	71	69	67	55	71	61	55
Graduate Statistics	14	15	13	14	16	18	20	22	27	31
TOTALS	155	185	185	169	145	150	159	180	190	191

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Second Majors	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
BS Mathematics	9	12	8	12	14	8	13	8	8	13
Graduate Mathematics	0	0	1	2	0	1	2	2	2	3
TOTALS	9	12	9	14	14	9	15	10	10	16

Undergraduate Minors	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Mathematics	9	4	10	12	13	10	7	6	13	33
Mathematics Teaching	2	1	1	2	0	1	0	0	1	2
Statistics	4	0	1	2	0	1	4	1	2	2
TOTALS	15	5	12	16	13	12	11	7	16	37

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Degrees Awarded

Program	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
BS Mathematics	19	19	28	25	23	28	12	13	14	22
BS Mathematics (Second Major)	0	0	1	2	1	0	1	1	6	1
MS Mathematics	14	15	12	16	21	17	17	13	13	25
MS Statistics	6	3	2	6	6	2	7	6	5	5
PhD Mathematics	1	2	1	5	2	3	6	2	2	3
PhD Statistics	0	1	0	0	1	0	0	0	0	2
TOTALS:	40	40	44	54	54	50	43	35	40	58

Undergraduate Minors	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Mathematics	18	15	6	18	18	19	19	7	8	14
Mathematics Teaching	2	1	0	1	0	2	1	0	0	1
Statistics	3	2	2	1	3	1	1	2	1	3
TOTALS:	23	18	8	20	21	22	21	9	9	18

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Highlights of Program Review

The Department of Mathematical Sciences hosted the following faculty members with expertise in mathematics, statistics, and math education for an external program review in Spring 2014:

- John Harer, Duke University
- James Lewis, University of Nebraska
- Jean Opsomer, Colorado State University

The evaluators' report highlighted both strengths and needs of the department. The following comments were excerpted from the evaluators' report.

The Department has excellent people. The faculty span 4 different areas of expertise (pure math, applied math, statistical science and math education) yet form a remarkably cohesive group.

The Department of Mathematical Sciences is doing an excellent job with very limited resources and under difficult circumstances. The programs offered by the Department are of high quality, and in particular have achieved remarkable success in graduate education, including produced solid numbers of PhD students in recent years. The faculty have generally

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been successful in attracting outside grants, have a good track record of publications, and are responsible for a large and growing undergraduate teaching responsibility within the university. The Department has adapted to the increase in the number of students at MSU by hiring a large number of non-tenure track faculty. These people appear to be quite competent, but the ratio of tenure-track to non-tenure track has reached a critical stage.

The graduate programs in the department are productive and of good quality, with high PhD production in recent years relative to the size of the department. The overall size of the graduate program, at more than 65 students, is very large relative to the current size of the faculty and likely unsustainable. In fact, the long-term loss of faculty lines has reached a point where continued success of the graduate program is far from assured.

Discussion

It is clear from the report that the evaluators believe that the faculty is doing a good job, but the size of the tenure-track faculty (down in part due to recent losses of excellent faculty members to other institutions) is a significant concern. This problem is compounded by the burgeoning enrollments that have placed additional stresses on a department that has a very high service load. Responding to the urgent needs of the students from other disciplines by hiring additional non-tenure-track faculty has left a reduced tenure-track faculty struggling to cope with the demands of the research programs, undergraduate and graduate majors, and oversight of the undergraduate service courses.

Seven new tenure-track faculty members were hired into the department in recent years. This hiring has helped, but has not eliminated the shortfall. Conversations are continuing between the department head and administrators to find a path towards resolving this issue.

Enrollments in both the undergraduate and graduate programs continue to be strong, and degree productivity is excellent with the exception of the PhD in Statistics. Enrollment in the MS Statistics program is high, so enrollments in the graduate courses in statistics are not a problem. Since research is the primary difference between the MS and PhD in Statistics, the cost of providing additional courses to PhD candidates in statistics is not an issue. As mentioned above, enrollments in graduate statistics have doubled in the past five years. We anticipate that these increased enrollments in the statistics program will begin appearing as doctoral degrees awarded in the near future.

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PROGRAM REVIEW

Institution: Montana State University

Program Years: 2013-14

List of the programs reviewed:

Gallatin College: Developmental Programs

This was not a review of a degree program, but a review of the developmental education programs in math and writing.

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

The developmental education programs in math and writing will continue.

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.

Notes:

- This discussion does not follow the typical format for program reviews because this was not a review of a degree program. Instead, the following is a synopsis of the review of the developmental education program in Gallatin College that was conducted in Spring 2014.
- Data shown here have been extracted from the Gallatin College MSU Developmental Education Self-Study (2014).

Since January 2013, Gallatin College provides all developmental coursework for MSU students. Developmental courses include:

- COLS 100: Effective Academic Practices
- COLS 103: College Learning Strategies
- WRIT 080: Building Basic Writing Skills
- WRIT 095: Developmental Writing
- M 065: Pre-Algebra
- M 066: Pre-Algebra Study Skills
- M 085: Pre-Algebra (mastery learning, lab-based)
- M 088: Mathematical Literacy
- M 096: Survey of Algebra
- M 097: Survey of Algebra (mastery learning, lab-based)

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The typical student who takes a developmental math or writing course has a high school GPA of less than 3.00, with an average ACT score of 19.

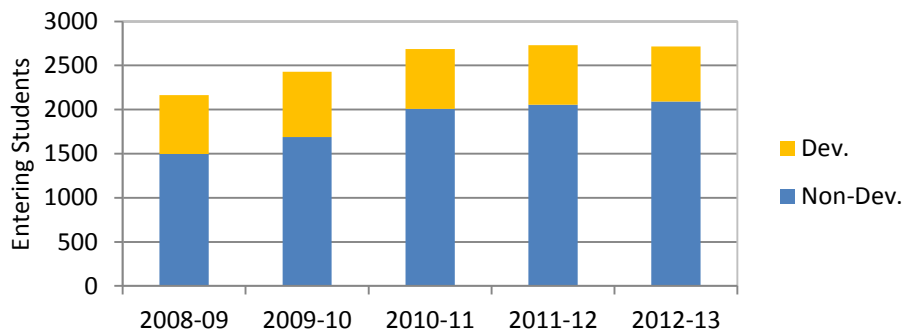
Academic background of students who took a developmental course(s)

First Fall	Class Size	Final HS GPA	Final HS GPA (n)	HS Percentile	ACT Comp Avg	SAT Comp Avg
2008	468	2.94	415	46.1%	19.5	1367
2009	572	2.89	513	46.7%	19.9	1402
2010	488	2.87	418	43.7%	19.3	1342
2011	514	2.81	417	42.2%	19.0	1332
2012	532	2.82	440	42.5%	19.2	1352
2013	648	2.87	556	42.0%	19.4	1356

*Note: Data available for entering fall cohorts only.

The percentage of entering students placing into developmental math courses ranges from 23 to 30%, as indicated in the following chart.

Entering Students Math Placement



On average, 60% of the students who place into developmental math courses enroll in developmental math courses. Others fail to take a math course during their time at MSU (likely leaving MSU without a degree), re-take the math placement exam to try for a better placement, or take a higher level math course than indicated by the results of the math placement exam. Gallatin College has worked with faculty from the Department of Mathematical Sciences to improve the accuracy of placement of students.

Success rates (defined as the percentage of students obtaining grades of C or better) in developmental courses are as follows:

Fall 2009 – Spring 2011

	% Success	% Fail	% Withdraw
COLS 100	67%	18%	15%
WRIT 080	71%	17%	12%
WRIT 095	79%	12%	10%
M 065	67%	20%	12%
M 096	68%	19%	13%

Fall 2011 – Spring 2013

	% Success	% Fail	% Withdraw
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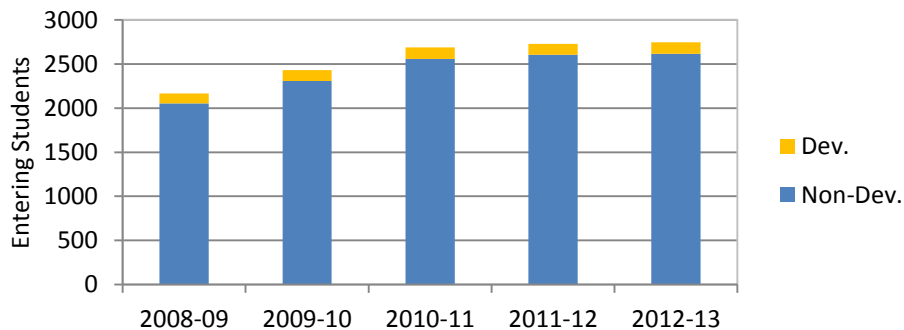
COLS 100	76%	14%	10%
WRIT 080	78%	13%	9%
WRIT 095	82%	11%	7%
M 065	56%	25%	19%
M 096	58%	22%	20%

A cause for concern is that the success rate in Mathematics courses is falling, both because of failing and withdrawing. As a result of the downward trend, Gallatin College has made some changes:

- Recognizing the changing demographics of our students, an alternative pathway to complete the university's core requirements has been developed. The alternative pathway is a Math Literacy course for students in non-STEM majors.
- Starting in Spring 2012, a more formalized approach to content focus and delivery was developed. Using data from the final exam to measure student success by learning outcome and topic, specific course content changes were compiled and distributed to all instructors for Fall 2013 courses.

Far fewer entering students (5%) place into developmental writing courses.

Entering Students Writing Placement



On average, 80% of students who complete WRIT 095 and continue on to take WRIT 101 College Writing are successful.

In Spring 2014 the Gallatin College Developmental Programs were the subject of a program review. Evaluators from other universities with expertise in development programs visited the campus and interviewed faculty, students, and administrators.

Evaluators

- Leanne Frost, Director of Developmental Education and Transfer at Great Falls College Montana State University
- Vivian Zabrocki, Developmental Math Instructor at Montana State University-Billings
- Alan Hain, Math Instructor at Lewis-Clark State College, Lewiston, Idaho

The following statements were excerpted from the evaluators' report.

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Gallatin College's developmental education program is following several best practices as established by the National Association for Developmental Education (NADE). Class sizes are smaller, with math ranging from 12 to 21 students and writing at 20 or 22 students. Non-cognitive material is included in the curriculum, such as study skills, self-motivation, self-efficacy, critical thinking, goal-setting, and communication skills. Decisions are based on data. For example, when faculty at Gallatin College recently saw low pass rates in M085, a mastery learning, lab-based pre-algebra, it began to make adjustments. Student success is being tracked through subsequent courses and graduation. Students who withdraw from a course are counted separately from those who fail a course.

The reviewers found the following areas to be strengths for Gallatin College's Developmental Education Program:

- Strong faculty
- High retention and attendance rates in developmental writing
- Coordination from WRIT 080 through WRIT 101
- Multiple pathways in math for students
- Proactive self-assessment
- NADE certification

At the system-level, Gallatin College is filling its role as the community college for Gallatin County and the surrounding area. It is serving the needs of developmental education students and provisionally-admitted MSU students.

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PROGRAM REVIEW

Institution: Montana State University

Program Years: 2013-14

List of the programs reviewed:

School of Art

Degrees Offered:

- BFA Graphic Design
- BFA Studio Arts
- BA Art History
- BA Art Education K-12 Broadfield
- BA Liberal Arts Studio
- MFA Art
- MA Art History

Minors Offered:

- Art History Minor
 - Art Education K-12 Minor
-

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

Degrees:

- BFA Graphic Design – continue program
- BFA Studio Arts – continue program
- BA Art History – continue program
- BA Art Education K-12 Broadfield – continue program
- BA Liberal Arts Studio – continue program
- MFA Art – continue program
- MA Art History – continue program, but monitor enrollment and degree data

Minors:

- Art History Minor – continue program
 - Art Education K-12 Minor – continue program
-

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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.

Enrollments 2004-2013 (Fall semester data)

Program	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Pre-Studio Arts	56	77	47	59	51	61	70	77	70	62
Pre-Graphic Design	161	138	128	134	132	180	166	175	155	135
BFA Graphic Design	77	84	69	71	80	43	46	34	40	67
BFA Studio Arts	49	45	41	18	27	26	26	31	36	30
BA Art History	14	20	19	15	13	15	16	19	15	15
BA Art Education K-12 Broadfield	78	47	53	45	40	50	58	53	46	35
BA Liberal Arts Studio	18	22	21	11	13	17	17	12	10	8
MFA Art	15	14	15	10	8	11	12	12	12	11
MA Art History						3	5	3	1	4
TOTALS:	468	447	393	363	364	406	416	416	385	367

Minor	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Art History Minor	2		2	1	4	2	4	1	7	9
Art Education K-12 Minor	8	9	7	11	10	4	2			4
TOTALS:	10	9	9	12	14	6	6	1	7	13

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Degrees Awarded

Program	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
BFA Graphic Design	38	31	36	25	34	32	28	37	35	33
BFA Studio Arts	19	19	22	26	15	20	15	15	23	19
BA Art History	4	2	2	2	2	6	2	1	7	3
BA Art Education K-12 Broadfield	9	22	9	11	10	5	10	6	6	12
BA Liberal Arts Studio	3	4	6	6	6	1	3	3	5	4
MFA Art	6	7	2	5	5	2	0	5	3	5
MA Art History						0	0	0	3	0
TOTALS:	79	85	77	75	72	66	58	67	82	76

Minor	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Art History Minor	1	4	1	0	2	4	2	5	0	8
Art Education K-12 Minor	3	2	0	0	1	3	1	2	0	0
TOTALS:	4	6	1	0	3	7	3	7	0	8

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Highlights of Program Review

In Spring 2014 the School of Art hosted evaluators from the National Association of Schools of Art and Design (NASAD) for an accreditation site visit. A significant portion of the visit was spent attempting to understand the relationship between MSU and Gallatin College to determine if NASAD could accredit the MSU School of Art without also evaluating Gallatin College's Interior Design program. Ultimately, we anticipate that the issue will be resolved when Gallatin College's Interior Design program also seeks NASAD accreditation, which is a near-term goal of the Interior Design faculty.

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As for the School of Art, the Commission voted as follows:

- Continue the Membership status of the institution [MSU, School of Art]
- Acceptance of the progress report after Final Approval for Master of Arts – 2 years: Art History
- Plan Approval for the Master of Fine Arts – 3 years: Filmmaking
- Plan Approval and Final Approval for Bachelor of Arts – 4 years: Film and Photography

The Commission also commended the institution “for its thoughtful and complete submission of additional information relating to the College of Arts and Architecture which administers the degree Master of Fine Arts – 3 years: Filmmaking (Science and Natural history).”

Discussion

Effectively the NASAD Commission’s actions indicate that MSU continues as a NASAD accredited school with accepted programs in MA Art History and BA Film and Photography. The MFA moved one step closer by having the plan (curriculum) accepted. The School will continue to work with NASAD for final approval of the MFA in the future, and Gallatin College will work with NASAD to begin the process of seeking accreditation for the Interior Design program.

Enrollments and degree productivity in the various Art degree programs are strong with the exception of the MA in Art History. This is a relatively new program and it will be given some time to develop, but we expect to see growth in the program if it is to be sustained. The Minor in Art History is well subscribed, but the Minor in Art Education is less sought after by students. This is common among the education minors, but they are retained because they are very low cost (the required courses for the minor are taken by student in other degree programs) and they serve the State by helping to prepare teachers with a wider range of skills.

Montana University System
PROGRAM REVIEW

Institution: Montana State University

Program Years: 2013-14

List of the programs reviewed:

School of Architecture

Degrees Offered:

- BA Environmental Design
 - Master of Architecture
-

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

- BA Environmental Design – continue degree program
 - Master of Architecture – continue degree 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.

Enrollments 2004-2013 (Fall semester data)

Program	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Pre-Environmental Design							154	140	141	125
BA Environmental Design	450	461	491	447	471	427	241	209	182	182
Master of Architecture	73	93	79	60	111	88	74	84	62	61
TOTALS:	523	554	570	507	582	515	469	433	385	368

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Degrees Awarded

Program	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
BA Environmental Design	68	70	56	60	56	76	68	89	76	47
Master of Architecture	46	51	56	72	52	478	154	59	73	52
TOTALS:	114	121	112	132	108	554	222	148	149	99

Source: Office of Planning and Analysis, OCHE Student Data Warehouse

Highlights of Program Review

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PROGRAM REVIEW

The School of Architecture hosted a visiting team from the National Architectural Accrediting Board (NAAB) for an accreditation site visit in Spring 2014. As a result of that visit, the Master of Architecture program was granted an eight-year term of accreditation, the maximum term granted by NAAB.

The evaluators provided a 40-page report detailing the strengths, opportunities and needs related to the program. The following comments are excerpted from the evaluators' report:

The students show a tremendous amount of discipline, engagement and dedication to the profession. ... Students demonstrate strong leadership skills and a sense of community within the school, community, and profession.

The School of Architecture demonstrates excellence in community engagement in a number of ways. Students are involved in community-engaged work through required courses, such as ARCH 313: Professional Practice, where they reach out to various communities in the region to address community needs. The Sourdough Rural Fire Station project, Ennis North 40 playground design, Eagle Mount master plan, and Khumbu Climbing Center exemplify the program's commitment to community engagement. Beyond these, students take advantage of optional studios and leadership opportunities through the Community Design Center, design-build studios, and the AIAS. The AIAS has been particularly engaged in the community through its mentorship program, "Expanding Horizons," Girl Scouts project, and homeless shelter design charrette led by Architecture for Humanity's Cameron Sinclair. The program clearly equips students with skills to make a substantial, positive impact in local and global communities.

Discussion

The NAAB accreditation report indicates that this is a strong program. The Architecture programs (BA Environmental Design, Master of Architecture) are very popular and the School is challenged to meet the demand. The programs will certainly be continued.