

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

Institution: **Montana State University**

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Program Years: **2014-15**

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**List of the programs reviewed:**

- Department of Cell Biology and Neuroscience
  - B.S. Cell Biology and Neuroscience
  - M.S. Neuroscience
  - M.S. Biological Science
  - Ph.D. Neuroscience
  - Ph.D. Biological Science
- Department of Health and Human Development [Note 1]
  - Counseling programs
    - MS HHD: Counseling Option (Mental Health Counseling, or Marriage and Family Counseling)
    - MEd Education: School Counseling Option
  - Dietetics programs
    - BS Nutrition Science
    - BS Dietetics
    - Graduate Certificate: Montana Dietetic Internship
- Department of Modern Languages and Literatures
  - Bachelor of Arts in Modern Languages and Literatures, concentrations in:
    - French & Francophone Studies
    - French Teaching
    - German Studies
    - German Teaching
    - Hispanic Studies
    - Latin American/Latino Studies
    - Spanish Teaching
  - Minors in:
    - French, French Teaching
    - German, German Teaching
    - Hispanic Studies, Latin America and Latino Studies, Spanish Teaching
    - Asian Studies (formerly Japan Studies, and China Studies)
- School of Music
  - BA Music
  - BA Music Education
  - BA Music Technology
  - Music Minor
- Department of Political Science
  - BA Political Science [Note 2]

**Notes:**

- Two of the programs in the Department of Health and Human Development hosted site visits for professional accreditation in 2014-15. Only these programs are included here.
- The Master of Public Administration was reviewed separately, last year.

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

See the attached detailed individual Program Review summaries.

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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.**

See the attached detailed individual Program Review summaries.

**Montana University System**  
PROGRAM REVIEW

Institution: **Montana State University**

Program Years: **2014-15**

**List of the programs reviewed:**

- B.S. Cell Biology and Neuroscience
- M.S. Neuroscience
- M.S. Biological Science
- Ph.D. Neuroscience
- Ph.D. Biological Science

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

The undergraduate program is strong and will be continued.

The graduate programs are undersubscribed and not sustainable in their present form. The department will be asked to take measures to rebuild the graduate program enrollments within the next few years. We will reassess the graduate program enrollments in AY 2018-19 and expect to see significant growth.

**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.**

**Department of Cell Biology and Neuroscience  
Enrollments 2005-2014 (Fall semester)**

Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Undergraduate	316	352	349	357	414	331	329	332	313	291
Graduate	11	9	6	4	5	4	3	3	5	4
<i>Totals</i>	<i>327</i>	<i>361</i>	<i>355</i>	<i>361</i>	<i>419</i>	<i>335</i>	<i>332</i>	<i>335</i>	<i>318</i>	<i>295</i>

**Degrees Awarded**

Program	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	5-yr avg
Undergraduate	47	68	57	64	65	60	56	75	74	66
Second Majors						1	1	1	3	--
Masters Degrees	0	0	1	0	0	0	0	0	1	0.2
Doctoral Degrees	1	0	2	0	0	1	1	0	2	0.8
<i>Totals</i>	<i>48</i>	<i>68</i>	<i>60</i>	<i>64</i>	<i>65</i>	<i>62</i>	<i>58</i>	<i>76</i>	<i>80</i>	

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

An external review team visited the Department of Cell Biology and Neuroscience (CBN) in May 2015. Their evaluation is effectively summarized in the following statement:

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CBN has dedicated, productive, accomplished faculty who are impressively dedicated to the education and research missions of Montana State University (MSU). Since the time of the last review (2008) CBN faculty have raised ~\$39M in extramural grant funding. This is excellent productivity, and borders on outstanding, given the highly competitive and tightening funding climate during this entire period. The faculty have also published important, high-quality and high-impact reports during this period. However, total numbers of publications is modest (~69). The CBN faculty do not have adequate time or support to devote an appropriate effort to their research and capitalize on their creativity, excellence and success in securing grant funds. Further, CBN operates with a bare-bones staff and that fact imposes challenges that negatively impact faculty, students and staff. Another sign of the cracks in the current situation is the faltering graduate program. Many of the current “cracks” were noted in the previous review, but not addressed and have consequently grown and are likely to become irreparable unless their effective address becomes a high, immediate priority for MSU leadership.

The program review process used at Montana State University includes the following steps after receipt of the external reviewers’ report: (1) obtaining recommendations from the Dean, and (2) meeting with Department Head, Dean and Provost to determine action items for the department.

The first step has been completed and the final step will take place in the near future, but it is clear that the department will be asked to take strong measures to rebuild their graduate enrollments. By the end of the semester, we expect to have targets in place for future graduate enrollments. This department is considered a vital component of the graduate program at MSU, and needs to be rebuilt. We will reassess the graduate program enrollments in AY 2018-19 and expect to see significant growth.

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**Montana University System**  
PROGRAM REVIEW

Institution: **Montana State University**

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Program Years: **2014-15**

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**List of the programs reviewed:**

This is a limited scope program review based on an external, professional accreditation visit by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Counseling Programs:

- MS HDD: Counseling Option (Mental Health Counseling, or Marriage and Family Counseling)
- MEd Education: School Counseling Option

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

The Counseling programs at Montana State University are strong and will be continued.

**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.**

**Health and Human Development: Counseling  
Enrollments 2005-2014 (Fall semester)**

Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MS HDD: Counseling	34	32	37	36	34	33	31	33	25	25
MEd Ed: School Counseling	15	8	12	15	12	10	11	6	8	11
<i>Totals</i>	<i>49</i>	<i>40</i>	<i>49</i>	<i>51</i>	<i>46</i>	<i>43</i>	<i>42</i>	<i>39</i>	<i>33</i>	<i>36</i>

**Degrees Awarded**

Program	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	5-yr avg
MS HDD: Counseling	14	8	15	10	18	16	16	13	12	12	13.8
MEd Ed: School Counseling	5		4	3	7	4	5	7	6	8	6.0
<i>Totals</i>	<i>19</i>	<i>8</i>	<i>19</i>	<i>13</i>	<i>25</i>	<i>20</i>	<i>21</i>	<i>20</i>	<i>18</i>	<i>20</i>	

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

Enrollments in these graduate programs are doing well and meeting expectations for degrees awarded.

The CACREP site evaluators made the following comments about the program strengths:

Administration has been supportive of the programs in ways that promote the continuation and growth of program quality and potential for future advancements. Essential support for the clinic has provided not only for student needs, but also to the University's service opportunities for the public. The support of the

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Department, Dean, and University for replacing a recently lost faculty member (current search) is notable and critical to maintaining program quality and the potential to consider future opportunities.

Faculty are well qualified, strong teachers, and highly professionally involved. They provide consistent scholarly publications in journals demonstrating the quality of their work. Their skills provide for possibility of scholarly collaboration with other faculty at the University to the degree they can balance additional opportunities with their many teaching, advising, administrative, and individual scholarly responsibilities. Notably, the perceived development of the Center for Mental Health may offer opportunities for collaboration between the Center's focus on neurobiology and the faculty members' expertise in counseling.

Counseling classes are interactive and effectively blend quality academics, application, along with the self-development critical for dealing with the intensely interpersonal and emotionally stressful field of counseling

Students were particularly complementary of the attention they get from faculty in a variety of ways.

1. Faculty are supportive, available, involved with students, and give extensive feedback on the activities they do in class and outside of class.
2. Faculty keep the focus on student growth and development academically, professionally, and their self-care, which are all critical to quality professional counseling practice.

The Human Development Clinic is a unique setting that gets a great deal of quality work done with limited resources and space. The technology is up to date and rooms are appropriately furnished. A great deal of use is made of the clinic, which can be overflowing with students working on their skills or counseling clients. The graduate assistants assigned to the clinic are essential to support the half/time director who does an excellent job, but could never run the clinic without the graduate assistant support.

The program makes good use of second year students by connecting them to first year students and also as role models during pre-practicum skills training. This begins at initial orientation and continues throughout the program creating a positive and collaborative atmosphere.

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Institution: **Montana State University**

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Program Years: **2014-15**

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**List of the programs reviewed:**

This is a limited scope program review based on an external, professional accreditation visit by the Accreditation Council for Education in Nutrition and Dietetics.

**Nutrition and Dietetics Programs:**

- BS Nutrition Science
- BS Dietetics
- Graduate Certificate: Montana Dietetic Internship

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

The programs in Dietetics, both at the undergraduate and graduate level, are strong and will be continued. It is clear from the enrollment data below that student interest has moved strongly towards that degree. However, the BS Nutrition Science degree offers an alternative endpoint for students in nutrition, which is required to maintain the Dietetics accreditation. As such, both of these programs need to be sustained. Fortunately, preliminary data for 2015 indicate that the spike in enrollment in Nutrition Science has been sustained (23 majors in 2015).

**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.**

**Health and Human Development: Nutrition  
Enrollments 2005-2014 (Fall semester)**

Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
BS Food and Nutrition	73	74	73	55	19	2	1			
BS Nutrition Science				5	9	10	10	15	15	24
BS Dietetics				28	63	97	107	105	104	90
Graduate Certificate: MDI*									18	15
<i>Totals</i>	<i>64</i>	<i>73</i>	<i>74</i>	<i>88</i>	<i>91</i>	<i>109</i>	<i>118</i>	<i>120</i>	<i>137</i>	<i>129</i>

**Degrees Awarded**

Program	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	5-yr avg
BS Food and Nutrition	13	5	12	11	2	2	1				
BS Nutrition Science							1	0	3	5	2.4
BS Dietetics					13	17	11	14	15	27	18.6
<i>Totals</i>	<i>13</i>	<i>5</i>	<i>12</i>	<i>11</i>	<i>15</i>	<i>21</i>	<i>12</i>	<i>14</i>	<i>21</i>	<i>37</i>	

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

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*\*MDI: Montana Dietetic Internship*

Student interest in the recently introduced Montana Dietetic Internship is strong, as is student interest in the BS Dietetics program. Enrollment in the BS Nutrition Science program is lower, but has increased in 2014 and 2015. We hope to see the increasing enrollments continue.

The Site Visit Report identified the following strengths of the program:

- The program director's dedication to the students and success of the program are exemplary. All faculty, administrators, graduates, seniors and juniors interviewed praised her devotion to the program, her availability, her caring for her students' well-being and her commitment to the success of the dietetics program.
- The administration, particularly the Dean of the College of Education, Health and Human Development, showed keen awareness and understanding of the program. She was fully engaged in the success of the DPD and referred to it as one of her flagship programs. In addition, the support of the Head of the Department of Health and Human Development, was appreciated by the faculty and became apparent during the site visit. Administrators spoke of their pride in the dietetics programs.
- The outstanding faculty of the dietetics program who are highly engaged in scholarship and service have contributed significantly to its success. For example, actively involving students in research; the vision, knowledge and expertise in food sustainability; research engagement in the Native American community and other community and humanitarian projects.
- An excellent outcome assessment process carried out by the program director. Data are collected on a regular basis from various stakeholders and are presented clearly and in an organized manner. Most importantly, the site visit uncovered no surprises. All issues presented had already been discussed in detail in the self-study report.
- Strong first-time pass rate of 86% on the registered dietitian exam and dietetic internship placement rate of 79%.
- The presence of the MSU Dietetic Internship not only supports the DPD, providing a continuous course of study for the students, but also compliments the missions of the program in food sustainability and the commitment to community service.
- The unique goal of the program for promoting students' understanding of food sustainability and commitment to community service fits within MSU's mission as a Land-Grant University and embodies the spirit of the state of Montana.
- University-wide support services for students and faculty, including the Office of Student Success, the Burns Technology Center and the Desire 2 Learn support staff. Support personnel did not only know about the dietetics program but had forged personal relationship with the faculty, adjuncts and students.



**Montana University System**  
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Institution: **Montana State University**

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Program Years: **2014-15**

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**List of the programs reviewed:**

Bachelor of Arts in Modern Languages and Literatures, concentrations in:

- French & Francophone Studies
- French Teaching
- German Studies
- German Teaching
- Hispanic Studies
- Latin American/Latino Studies
- Spanish Teaching

Minors in:

- French, French Teaching
- German, German Teaching
- Hispanic Studies, Latin America and Latino Studies, Spanish Teaching
- Asian Studies (formerly Japan Studies, and China Studies)

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

All reviewed programs are well-subscribed and 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.**

**Department of Modern Languages and Literatures**  
**Enrollments 2005-2014 (Fall semester)**

Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Undergraduate Majors	99	90	76	66	66	68	58	64	61	59
Second Majors	43	64	63	75	61	49	26	18	21	19
<i>Totals</i>	<i>142</i>	<i>154</i>	<i>139</i>	<i>141</i>	<i>127</i>	<i>117</i>	<i>84</i>	<i>82</i>	<i>82</i>	<i>78</i>

**Degrees Awarded**

Program	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	5-yr avg
Bachelor of Arts	31	41	45	37	29	23	26	31	37	29.2
Second Major BA					8	14	9	11	4	9.2
<i>Totals</i>	<i>31</i>	<i>41</i>	<i>45</i>	<i>37</i>	<i>37</i>	<i>37</i>	<i>35</i>	<i>42</i>	<i>41</i>	

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### Minors Awarded

Program	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Language minors	24	15	20	21	19	26	25	32	36
<i>Totals</i>	<i>24</i>	<i>15</i>	<i>20</i>	<i>21</i>	<i>19</i>	<i>26</i>	<i>25</i>	<i>32</i>	<i>36</i>

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

There is an unusual feature in the enrollment and graduation data tables where the number of declared majors has dropped over the past decade, but the numbers of graduates has been steady. Staff in the Office of Planning and Analysis have been working with the department head to try to understand this anomaly.

The external reviewers of the Department of Modern Languages and Literatures found the faculty to be strongly committed to student success. Some excerpts from the evaluators' report:

- The [Department of Modern Languages and Literatures (MLL)] at MSU should be regarded as the envy of the university in terms of its dedication to its undergraduate students. Its scholarly contributions are also commendable.
- ... the programs in Arabic, Chinese, French, German, Japanese and Spanish offer a good selection of languages...
- Non-Tenure-Track Faculty in MLL evince a rare quality of singular passion for their teaching as well as an intense frustration at all things that impede their mission. [See note below]
- Most Tenured and Tenure-Track Faculty in MLL appear to rise to the expectations in scholarly production of professors at a Carnegie classified RU/VH university, some with great distinction.
- Tenured and Tenure-Track Faculty in MLL demonstrate, through their teaching and special initiatives, their dedication to their students.
- Special initiatives emerging from teaching innovations represent some of the most distinctive and laudable of MLL's contributions to MSU and to the MSU community. The Latin American and Latino Studies Program reaches across disciplines in History, Sociology and Political Science and includes vital social engagement with the local community, such as the Latino Health outreach activities.
- The new Asian Studies Program that will include tracks in Japanese and Chinese has also established a well-developed curriculum across disciplines, with remarkable presence on the MSU campus and in the community. ... there appears to be very strong study-abroad programs for China and Japan, including scholarships for MSU students.
- Among the most striking of all the innovative pedagogical initiatives in MLL is the Service Learning Abroad Program in the French Section.

Note: The department head is aware of the concerns of the non-tenure-track faculty about office space and available resources for teaching and is working with the college dean to try to make improvements.

The Department of Modern Languages and Literatures is an asset to the students of Montana State University as they enter a workforce with an increasingly global focus.

**Montana University System**  
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Institution: **Montana State University**

Program Years: **2014-15**

**List of the programs reviewed:**

- BA Music
- BA Music Education
- BA Music Technology
- Music Minor

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

Enrollments and graduation rates in the School of Music have increased significantly in the past decade. The programs are strong and will be continued.

The Music Minor is not well subscribed in some years, but can be made available to interested students at little or no cost and will be continued.

**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.**

**School of Music**

**Enrollments 2005-2014 (Fall semester)**

Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Undergraduate Majors	92	87	114	127	156	163	163	149	150	153
Second Majors	4	0	0	1	0	1	0	2	7	9
<i>Totals</i>	96	87	114	128	156	164	163	151	157	162

**Degrees Awarded**

Program	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	5-yr avg
Bachelor of Arts	12	14	12	5	13	21	19	25	28	21.2
Second Major BA						0	1	1	0	--
<i>Totals</i>	12	14	12	5	13	21	20	26	28	21.2

**Minors Awarded**

Program	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15
Music Minor	4	3	2	1	0	0	0	1	5	11
<i>Totals</i>	4	3	2	1	0	0	0	1	5	11

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

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In Spring 2014 evaluators from the National Association of Schools of Music (NASM) conducted a site visit for accreditation of the Music programs. The evaluators provided the following summary of program strengths and recommendations for short-term improvement:

**1. Strengths**

- Faculty dedicated to providing a quality education for students;
- music executive who is approachable, available and committed to the students and faculty;
- students who offer peer criticism in class in a cooperative and professional manner, who respect each other;
- excellent ensemble directors/practitioners;
- serious music majors who relish the strengths of the unit;
- helpful and courteous office staff;
- effective and knowledgeable advisors;
- inclusion of community musicians in University Band that fosters strong community relations;
- excellent working relationship between music unit and student teaching program in College of Education;
- instruction in the use of the library for music students.

**2. Recommendations for Short-term Improvement**

- Develop plans to improve recruiting that is intentional and consistent
- Require non-music majors in Theory I to take theory placement test
- Policies concerning loads do not appear to be clearly developed and published with regard to the variety of educational, artistic, and administrative duties undertaken by music faculty, and any conversions between clock hours and credit hours (NASM Handbook, II.D.2.c. and II.E.4.b.(2)).

We look forward to seeing the development of the School of Music under the guidance of the new Director, Dr. Keith Kothman.

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Institution: Montana State University

Program Years: 2014-15

**List of the programs reviewed:**

- BA Political Science

Note: This year's program review did not include the department's graduate program, the Master of Public Administration, since it was reviewed separately, last year.

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

The undergraduate program in Political Science is well-subscribed and will be continued.

**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.**

**Department of Political Science  
Enrollments 2005-2014 (Fall semester)**

Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Undergraduate Majors	141	126	128	108	122	132	142	146	166	141
Second Majors	4	6	6	6	6	2	5	8	8	2
Graduate Majors	22	22	20	25	30	37	34	26	16	20
Minors	10	10	17	10	13	12	8	11	18	24
<i>Totals</i>	<i>177</i>	<i>164</i>	<i>171</i>	<i>149</i>	<i>171</i>	<i>183</i>	<i>189</i>	<i>191</i>	<i>208</i>	<i>187</i>

**Degrees Awarded**

Program	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	5-yr avg
BA Political Science	34	46	32	27	28	27	30	21	43	29.8
Second Major BA						1	1	1	5	--
Master of Public Administration	6	12	10	8	7	14	18	9	12	12.0
<i>Totals</i>	<i>40</i>	<i>58</i>	<i>42</i>	<i>35</i>	<i>35</i>	<i>42</i>	<i>49</i>	<i>31</i>	<i>60</i>	

**Undergraduate Minors Awarded**

Program	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14
Minor in Political Science	3	3	8	5	9	7	2	6	6
<i>Totals</i>	<i>3</i>	<i>3</i>	<i>8</i>	<i>5</i>	<i>9</i>	<i>7</i>	<i>2</i>	<i>6</i>	<i>6</i>

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

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A team of external evaluators provided comments in several areas, including:

- **Program Quality**

*The curriculum offered by the department is impressive in light of the department's size. ... the department thus offers a relatively rich and varied major.*

- **Department Productivity**

*With respect to both teaching and research, the faculty of the department are remarkably productive.*

- **Alignment with Institutional Priorities**

*...it certainly appears that the department and the political science major is aligned with these themes [from the MSU Strategic Plan:]*

- [graduates] will have achieved mastery in their disciplines
- [graduates] will become active citizens and leaders
- [graduates] will have a multicultural and global perspective
- [graduates] will be prepared for careers in their field

- **Quality of Faculty**

*The 2007 external review of the political science program listed the quality of faculty as a key strength. Although there has been turnover in personnel since that time, the quality of faculty in the department remains strong.*

The evaluators also identified the struggle the department faces to offer the large lower-division courses to ever-increasing numbers of undergraduates and still make the necessary upper-division courses available to their majors.

*Maintaining enrollments at these levels impacts the quality of the instruction and student experience. Alumni surveys indicated that the limited range and frequency of upper-division course offerings is one of the greatest sources of student dissatisfaction with the program. In addition, with little TA support, the demands of teaching large sections burdens faculty time for other activities including research and service.*

The challenges of increasing enrollments are being felt by all departments offering service courses for non-majors. The department head continues to work with the dean to accommodate the needs of the department.