



MHEC

MARYLAND HIGHER EDUCATION COMMISSION

Low-Productivity Degree Program

Report 2002

October 2002

MARYLAND HIGHER EDUCATION COMMISSION

839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

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Low-Productivity Degree Program Report 2002

October 2002

The Low-Productivity Degree Program Report 2002 is the third report using the policies and procedures adopted in 1999. The Report provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. The programs are identified by the Maryland Higher Education Commission and forwarded to the public colleges and universities for response. Campuses are asked to review the identified programs to determine the continued viability of these programs, and report back to the Commission. Institutions may elect to use six exemption categories to maintain a program if sufficient justification can be provided. An institution may also exempt five low-producing liberal arts programs at the associate or baccalaureate levels.

Last year the Low-Productivity Degree Program Report 2001 identified 39 programs, 20 at public community colleges and 19 at public four-year colleges and universities. In 2001, community colleges requested that 5 programs be discontinued, 8 programs were recommended for exemption, and 7 programs were to be maintained and reviewed or improved in the coming year. The public four-year colleges and universities requested that 0 programs be discontinued, 9 be granted exemptions, and 10 be maintained and reviewed in the coming year.

In this Report 2002, 34 programs were identified, 19 at public community colleges and 15 at public four-year colleges and universities. The in the number of programs identified in 2002 is very similar to the number identified in 2001. In 2000, the first year using the new procedures, 168 programs, 81 at public community colleges and 87 at public four-year colleges and universities were identified. A number of these programs were granted exemptions (108) or were discontinued (31) in 2000 and therefore did not appear in the 2001 report and are not eligible for identification for the 2002 report.

Of the 19 programs identified this year for the community colleges, the institutions requested that 6 be discontinued, 7 were recommended for exemption, and 6 were to be maintained and reviewed again next year. The four-year institutions recommended 6 programs for exemption and 9 were to be maintained and reviewed in the coming year. Six of the programs to be maintained at the University of Maryland Eastern Shore are education related programs that are currently being reviewed in the context of the Teacher Education Redesign. No programs were recommended for discontinuation by the four-year institutions for 2002.

The Report 2002 is presented in two sections. The first section contains background material and a list of the programs identified and the recommended action for each program. The second section contains, in their entirety, each individual college and university response to the programs identified in this report.

Background

Senate Bill 682, enacted during the 1999 legislative session of the Maryland General Assembly, required that the Maryland Higher Education Commission and the governing boards of the public institutions of higher education jointly develop a definition and accepted criteria for determining low-productivity programs. Consistent with this mandate, representatives of the public sector of higher education and the Commission jointly crafted a definition of what constituted low productivity programs and the criteria for identifying them.

The overarching philosophy, from the perspective of the Commission and the public colleges and universities, is that institutions of higher education are accountable to the taxpaying citizens of Maryland for an efficient and effective system of higher education. Concomitantly, college and universities need to continually re-examine their curricular offerings to determine program currency in the marketplace. One important measure of this assessment is through the examination of degree production over time.

Evaluation Criteria

A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fall below the following parameters:

Associate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Baccalaureate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Masters degree programs must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

Doctoral degree programs must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

Exemption Categories

Liberal Arts Exemption: Each institution may request the exemption of five (5) low-demand liberal arts degree programs at the associate or baccalaureate degree level. The liberal arts exemption privilege is intended to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. Once identified by an institution, a degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program.

In addition to the quantitative assessment based on degree production and the five institutional liberal arts program exceptions allowed to each institution, the Commission and public Colleges and Universities recognized six other exemption criteria categories that demonstrate program need and

contribution to the institution and to the State of Maryland. The criteria for these potential exemptions include:

Access: This criterion requires an institution to demonstrate that other existing degree programs or educational delivery systems cannot meet the enrolled students' needs.

Appropriate Duplication: A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.

Centrality to Mission: Based on compelling evidence, an institution may request an exemption from the governing board and the Commission that a degree program is critical to an institution fulfilling its approved mission. Assuming no change in mission, satisfying this criterion would exempt the program from further examination and review.

Contribution to Economic Development: As a result of its reputation, a degree program may attract external funds to the institution and/or state. A three-year cost-benefit analysis comparing program costs to external funds or other financial analysis shall document this factor.

Cost Factors: There may be course offerings which do not result in any additional costs to the institution. Examples of this are Master's degree programs which are in fact subsets of existing doctoral programs. In this situation, the Master's degree is infrequently awarded, and when awarded, it is conferred only on students who, for a variety of reasons, do not complete the requirements for the doctorate. Under this scenario, students are not recruited nor admitted into a Master's degree program, but typically are interested in, and apply for admission into, a doctoral degree program.

Other examples of programs with little or no costs to the campus are "Interdisciplinary" and "Multi-disciplinary" programs. In these situations, the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors. Documentation from college catalogs and other official campus publications and announcements shall substantiate this factor.

Quality of Graduates: An institution would be expected to provide follow-up data from recent graduates showing career paths pursued in order to satisfy the governing board and the Commission that this exemption is justified.

Commission Identification of Degree Programs for Examination

The Commission will notify the governing boards of low-demand academic degree programs. Low demand is defined by as those programs that fail to meet the minimum degree production standards specified under the **Evaluation Criteria** section of this report. The group of degree programs will consist of those degree programs that are recognized in the Commission's active inventory of degree programs.

In February of each year, Commission staff will notify the governing boards of all degree programs that fail to meet the criteria specified in the evaluation criteria. Governing boards should discontinue degree programs that fail to meet the graduation criteria over a three-year period, unless compelling evidence exists that the program should continue. The exemption categories are presented in the **Evaluation Criteria** section of this report.

Governing Board Examination

The governing board shall examine the low-demand programs that have been identified as being below the specified productivity criteria over a three-year period. In keeping with the Commission's policy that allows institutions to maintain a minimum number of liberal arts degree programs without regard to degree production standards, each institution may exempt five low-demand associate or baccalaureate degree programs from discontinuance. The Commission intends for the liberal arts exemption privilege to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. This exemption applies only to associate and baccalaureate degree programs, and excludes any degree program that did not graduate at least one student in each of the past three years.

To invoke this exemption privilege, a governing board shall designate up to five associate or baccalaureate degree programs that are central to its role and mission. A degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program. By July 1st of each year, the governing board shall identify to the Commission the low-demand degree programs it discontinued and those that it did not. If the governing board chooses not to discontinue a low-demand program, it shall provide the Commission with a summary of its position and the documentation that supports its position as specified in the **Evaluation Criteria** section of this report.

Commission Examination and Action

The Commission will review the low-demand degree programs that the governing board did not discontinue. It will not review the associate and baccalaureate degree programs the governing board designated under the exemption privilege.

For the programs not discontinued or exempted, the Commission staff will examine them within the context of the State Plan, the Maryland Charter, Commission policies, and the governing board rationale. Commission staff may request additional information from the governing board staff during the program evaluation.

Recommendations on programs to be maintained and on program discontinuances will be presented to the Education Policy Committee and to the full Commission. Governing Board members representing the degree programs under Commission review will have an opportunity to testify during the discussion.

Identified Degree Programs Summary Table for 2002 Report

The Number of Degree Programs Identified for the Three-year Period Ending in 2001

| <u>Institution</u> | <u>Associate</u> | | | |
|---|------------------|---------------|------------------|-------------------------|
| Allegany College of Maryland | 1 | | | |
| Anne Arundel Community College | 1 | | | |
| Baltimore City Community College | 1 | | | |
| Carroll Community College | 0 | | | |
| Cecil Community College | 1 | | | |
| Chesapeake College | 2 | | | |
| College of Southern Maryland | 0 | | | |
| Community College of Baltimore County | 3 | | | |
| Frederick Community College | 2 | | | |
| Garrett College | 0 | | | |
| Hagerstown Community College | 1 | | | |
| Harford Community College | 0 | | | |
| Howard Community College | 3 | | | |
| Montgomery College | 3 | | | |
| Prince George's Community College | 1 | | | |
| Wor-Wic Community College | <u>0</u> | | | |
| Subtotal | 19 | | | <u>19</u> |
| | | | | |
| <u>Institution</u> | <u>Bachelor</u> | <u>Master</u> | <u>Doctorate</u> | <u>Subtotal</u> |
| Bowie State University | 0 | 0 | 0 | 0 |
| Coppin State College | 0 | 0 | 0 | 0 |
| Frostburg State University | 0 | 0 | 0 | 0 |
| Salisbury University | 0 | 0 | 0 | 0 |
| Towson University | 0 | 0 | 0 | 0 |
| University of Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland, Baltimore | 0 | 0 | 1 | 1 |
| University of Maryland Baltimore County | 0 | 0 | 1 | 1 |
| University of Maryland, College Park | 1 | 2 | 0 | 3 |
| University of Maryland Eastern Shore | 6 | 0 | 1 | 7 |
| Morgan State University | 0 | 2 | 0 | 2 |
| St. Mary's College of Maryland | <u>1</u> | <u>0</u> | <u>0</u> | <u>1</u> |
| Subtotal | 8 | 4 | 3 | <u>15</u> |
| Total Programs Identified | | | | <u><u>34</u></u> |

Recommended Action Summary Table

| <u>Institution</u> | Number of Programs Identified | Recommended to be Discontinued | Recommended for Exemption | Other |
|---------------------------------------|--|---|--|--------------|
| Allegany College of Maryland | 1 | 1 | 0 | 0 |
| Anne Arundel Community College | 1 | 0 | 0 | 1 |
| Baltimore City Community College | 1 | 0 | 0 | 1 |
| Carroll Community College | 0 | 0 | 0 | 0 |
| Cecil Community College | 1 | 0 | 0 | 1 |
| Chesapeake College | 2 | 0 | 0 | 2 |
| College of Southern Maryland | 0 | 0 | 0 | 0 |
| Community College of Baltimore County | 3 | 1 | 2 | 0 |
| Frederick Community College | 2 | 1 | 0 | 1 |
| Garrett College | 0 | 0 | 0 | 0 |
| Hagerstown Community College | 1 | 1 | 0 | 0 |
| Harford Community College | 0 | 0 | 0 | 0 |
| Howard Community College | 3 | 0 | 3 | 0 |
| Montgomery College | 3 | 1 | 2 | 0 |
| Prince George's Community College | 1 | 1 | 0 | 0 |
| Wor-Wic Community College | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Subtotal | 19 | 6 | 7 | 6 |

| <u>Institution</u> | | | | |
|---|-----------|----------|-----------|-----------|
| Bowie State University | 0 | 0 | 0 | 0 |
| Coppin State College | 0 | 0 | 0 | 0 |
| Frostburg State University | 0 | 0 | 0 | 0 |
| Salisbury University | 0 | 0 | 0 | 0 |
| Towson University | 0 | 0 | 0 | 0 |
| University of Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland, Baltimore | 1 | 0 | 1 | 0 |
| University of Maryland Baltimore County | 1 | 0 | 1 | 0 |
| University of Maryland, College Park | 3 | 0 | 2 | 1 |
| University of Maryland Eastern Shore | 7 | 0 | 1 | 6 |
| Morgan State University | 2 | 0 | 0 | 2 |
| St. Mary's College of Maryland | <u>1</u> | <u>0</u> | <u>1</u> | <u>0</u> |
| Subtotal | 15 | 0 | 6 | 9 |
| Total | 34 | 6 | 13 | 15 |

Marvland Community Colleges

Allegany College of Maryland

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|-------------------------------|-------------|-------------|-------------|---------------------------|
| ASSOCIATE | | | | |
| 531101 ELECTROMECHANICAL TECH | | | | <u>Discontinuation</u> |
| Enrollment | 2 | 2 | 0 | |
| Degrees/Awards | 5 | 0 | 0 | |

Anne Arundel Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|-----------------------|--|-------------|-------------|---------------------------|
| ASSOCIATE | | | | |
| 521601 HUMAN SERVICES | <u>Program to be Maintained due to Increasing Enrollment</u> | | | |
| Enrollment | 97 | 88 | 98 | |
| Degrees/Awards | 4 | 3 | 2 | |

Baltimore City Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|----------------------|-------------|-------------|-------------|--|
| ASSOCIATE | | | | |
| 540401 DIETETIC TECH | | | | <u>Program to be Maintained and Enhanced</u> |
| Enrollment | 24 | 17 | 24 | |
| Degrees/Awards | 4 | 6 | 0 | |

Cecil Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|-------------------------------|--|-------------|-------------|---------------------------|
| ASSOCIATE | | | | |
| 531001 ELECTRONICS TECHNOLOGY | <u>Program to be Maintained Currently Under Review</u> | | | |
| Enrollment | 16 | 10 | 12 | |
| Degrees/Awards | 7 | 5 | 2 | |

Chesapeake College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|-------------------------------------|------|------|------|---|
| ASSOCIATE | | | | |
| 498001 COMPUTER SCIENCE TRANSFER | | | | <u>Program to be Maintained and Revised</u> |
| Enrollment | 21 | 18 | 9 | |
| Degrees/Awards | 0 | 0 | 1 | |
| 559901 PARALEGAL STUDIES | | | | <u>Program to be Maintained and Revised</u> |
| Enrollment | 45 | 39 | 35 | |
| Degrees/Awards | 5 | 3 | 4 | |

Community Colleges of Baltimore County

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|------------------------------------|------|------|------|-------------------------------|
| ASSOCIATE | | | | |
| 529909 RADIATION THERAPY STATEWIDE | | | | <u>Access Exemption</u> |
| Enrollment | 4 | 8 | 10 | |
| Degrees/Awards | 6 | 3 | 2 | |
| 531701 CONSTRUCTION TECH STATEWIDE | | | | <u>Cost Factors Exemption</u> |
| Enrollment | 15 | 72 | 37 | |
| Degrees/Awards | 6 | 5 | 2 | |
| 550701 FIRE PROTECTION TECH | | | | <u>Discontinuation</u> |
| Enrollment | 8 | 31 | 18 | |
| Degrees/Awards | 2 | 7 | 4 | |

Frederick Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|--|--|------|------|------------------------|
| ASSOCIATE | | | | |
| 500501 OFFICE TECHNOLOGY | <u>Program to be Maintained and Reviewed Next Year</u> | | | |
| Enrollment | 40 | 25 | 4 | |
| Degrees/Awards | 8 | 3 | 0 | |
| 550602 PARK OPERATION & MGMT STATEWIDE | | | | <u>Discontinuation</u> |
| Enrollment | 19 | 14 | 4 | |
| Degrees/Awards | 4 | 3 | 2 | |

Hagerstown Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|--------------------------|-------------|-------------|-------------|---------------------------|
| ASSOCIATE | | | | |
| 500501 OFFICE TECHNOLOGY | | | | |
| Enrollment | 18 | 20 | 11 | |
| Degrees/Awards | 7 | 3 | 1 | |

Howard Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|----------------|----------------------------------|------|------|--|
| ASSOCIATE | | | | |
| 498001 | COMPUTER SCIENCE TRANSFER | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 294 | 356 | 362 | |
| Degrees/Awards | 7 | 3 | 4 | |
| 530301 | COMPUTER AIDED DESIGN TECH | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 34 | 31 | 43 | |
| Degrees/Awards | 5 | 1 | 4 | |
| 539902 | BIOMEDICAL ENGINEERING STATEWIDE | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 19 | 10 | 13 | |
| Degrees/Awards | 4 | 3 | 0 | |

Montgomery College

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|-------------------------------|------|------|------|--|
| ASSOCIATE | | | | |
| 531001 ELECTRONICS | | | | <u>Discontinuation</u> |
| Enrollment | 67 | 74 | 41 | |
| Degrees/Awards | 5 | 1 | 3 | |
| 550701 FIRE SCIENCE STATEWIDE | | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 34 | 26 | 19 | |
| Degrees/Awards | 5 | 5 | 2 | |
| 550802 APPLIED GEOGRAPHY | | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 20 | 25 | 24 | |
| Degrees/Awards | 5 | 2 | 0 | |

Prince George's Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|----------------------|-------------|-------------|-------------|---------------------------|
| ASSOCIATE | | | | |
| 530301 DRAFTING TECH | | | | <u>Discontinuation</u> |
| Enrollment | 64 | 61 | 54 | |
| Degrees/Awards | 4 | 2 | 3 | |

University System of Maryland Institutions

University of Maryland, Baltimore

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|--------------------------------------|-------------|-------------|-------------|--|
| DOCTORAL | | | | |
| 120511 ORAL PATHOLOGY-DENTAL PROGRAM | | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 1 | 1 | 1 | |
| Degrees/Awards | 1 | 0 | 0 | |

University of Maryland Baltimore County

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|------------------------------|-------------|-------------|-------------|--|
| DOCTORAL | | | | |
| 041401 BIOCHEMISTRY (W/UMAB) | | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 3 | 7 | 7 | |
| Degrees/Awards | 2 | 0 | 0 | |

University of Maryland, College Park

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|---|--|------|------|-------------------------------|
| BACHELORS | | | | |
| 110100 ROMANCE LANGUAGES | | | | <u>Cost Factors Exemption</u> |
| Enrollment | 13 | 17 | 18 | |
| Degrees/Awards | 5 | 5 | 2 | |
| MASTERS | | | | |
| 100800 DANCE | <u>Approved in 1989, but First Students Enrolled in 1999</u> | | | |
| Enrollment | 4 | 6 | 11 | |
| Degrees/Awards | 0 | 0 | 0 | |
| 169901 LIBRARY SCIENCE/HISTORY (MLS/MA) | | | | <u>Cost Factors Exemption</u> |
| Enrollment | 16 | 19 | 19 | |
| Degrees/Awards | 0 | 0 | 0 | |

University of Maryland Eastern Shore

PROGRAMS WITH LOW DEGREE PRODUCTION

| PROGRAMS | 1999 | 2000 | 2001 | Recommended Action |
|--|---|------|------|-------------------------|
| BACHELORS | | | | |
| 080304 ENGLISH EDUCATION | <u>Awaiting MHEC Decision Regarding Program Restructuring</u> | | | |
| Enrollment | 24 | 21 | 17 | |
| Degrees/Awards | 9 | 0 | 2 | |
| 080307 SOCIAL SCIENCE EDUCATION | <u>Awaiting MHEC Decision Regarding Program Restructuring</u> | | | |
| Enrollment | 22 | 18 | 15 | |
| Degrees/Awards | 0 | 4 | 1 | |
| 080310 BIOLOGICAL EDUCATION | <u>Awaiting MHEC Decision Regarding Program Restructuring</u> | | | |
| Enrollment | 174 | 10 | 9 | |
| Degrees/Awards | 1 | 2 | 0 | |
| 080311 CHEMISTRY EDUCATION | <u>Awaiting MHEC Decision Regarding Program Restructuring</u> | | | |
| Enrollment | 0 | 0 | 0 | |
| Degrees/Awards | 0 | 0 | 0 | |
| 083300 MATHEMATICS EDUCATION | <u>Awaiting MHEC Decision Regarding Program Restructuring</u> | | | |
| Enrollment | 6 | 4 | 5 | |
| Degrees/Awards | 1 | 1 | 0 | |
| 089901 AGRICULTURE EDUCATION | <u>Awaiting MHEC Decision Regarding Program Restructuring</u> | | | |
| Enrollment | 4 | 4 | 5 | |
| Degrees/Awards | 1 | 0 | 2 | |
| DOCTORAL | | | | |
| 041800 MARINE-ESTUARINE-ENV SC (W/UMAB, UMBC, UMC) | | | | <u>Access Exemption</u> |
| Enrollment | 6 | 8 | 4 | |
| Degrees/Awards | 1 | 1 | 0 | |

Morgan State University

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|------------------------------|-------------|-------------|-------------|---------------------------|
| MASTERS | | | | |
| 080312 TEACHING (MAT) | | | | |
| Enrollment | 2 | 11 | 10 | |
| Degrees/Awards | 1 | 2 | 0 | |
| 221000 INTERNATIONAL STUDIES | | | | |
| Enrollment | 15 | 16 | 10 | |
| Degrees/Awards | 1 | 1 | 0 | |

St. Mary's College of Maryland

PROGRAMS WITH LOW DEGREE PRODUCTION

| <u>PROGRAMS</u> | <u>1999</u> | <u>2000</u> | <u>2001</u> | <u>Recommended Action</u> |
|-------------------------|-------------|-------------|-------------|--|
| BACHELORS | | | | |
| 110100 FOREIGN LANGUAGE | | | | <u>Centrality to Mission Exemption</u> |
| Enrollment | 9 | 9 | 8 | |
| Degrees/Awards | 3 | 6 | 4 | |

Individual Institutional Responses

The following section of the Report contains the individual institutional responses to the Low-Productivity Degree Program Report 2002 submitted to the Maryland Higher Education Commission.

Allegany College of Maryland

2002 Response

regarding

Low-Productivity Degree Programs



April 24, 2002

Dr. Michael J. Kiphart
Senior Education Policy Analyst
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Dr. Kiphart:

Please find enclosed a copy of the 2002 Low-Productivity Degree Program Report for Allegany College. Only one program (Electromechanical Technology) was identified by the Commission as exhibiting low productivity. This program was cancelled in 1998 and coursework was phased out the following year.

If you need any additional information, please contact me at telephone (301) 784-5207 or e-mail trephann@allegany.edu. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Terry Rephann", is positioned below the word "Sincerely,".

Terry Rephann
Director of Institutional Research

Enclosure

cc: Dr. Karen R. Johnson, Secretary of Higher Education
Dr. Gene Hall, Vice President of Instructional Affairs

ALLEGANY COLLEGE LOW PRODUCTIVITY PROGRAM REPORT
ELECTROMECHANICAL TECHNOLOGY PROGRAM

This low enrollment program has been discontinued.

Anne Arundel Community College

2002 Response

regarding

Low-Productivity Degree Programs

Anne Arundel Community College

101 College Parkway Arnold, Maryland 21012-1895 (410) 647-7100



Martha A. Smith, Ph.D.
President
410-777-2222
Fax 410-777-2245

June 3, 2002

The Honorable Karen Johnson, J.D.
Secretary
The Maryland Higher Education Commission
839 Bestgate Road
Suite 400
Annapolis, MD 21401-3013

Dear Secretary Johnson:

On behalf of the Department of Human Services at Anne Arundel Community College, I am pleased to submit the productivity report that you requested for our **Human Services Associate of Applied Science** degree program.

I will be more than willing to answer any questions or respond to any comments that you may have about the attached report that was prepared by the chair of our Human Services Department.

Sincerely,

A handwritten signature in black ink, appearing to read "Martha A. Smith".

Martha A. Smith, Ph.D.
President

CC: ✓ Dr. John Sabatini, Assistant Secretary for Academic Affairs, MHEC
Dr. Andrew L. Meyer, Vice President for Learning
Professor Kathleen Happ, Acting Dean of the School for Health, Wellness and Physical Education
Elizabeth Appel, Chair of the Human Services Department
Dawit Teklu, Director of Planning, Research and Institutional Assessment
Trish Casey-Whiteman, Dean for Learning Advancement

Maryland Higher Education Commission
Low-Productivity Degree Program Report 2002
Anne Arundel Community College Response

Academic Department: Human Services, Anne Arundel Community College

Date Prepared: May 3, 2002

Prepared By: Elizabeth Appel
Chair, Human Services Department

1. **What is the relationship of this program to the mission and planning priorities and instructional program emphasis of the college?**

College Mission Statement:

Provide credit courses and associate degree programs to prepare students to transfer to four-year colleges and universities.

Provide courses and certificate and associate degree programs to enable students to gain employment, to retrain for new career fields, or to upgrade current career skills.

According to a recent student survey of Human Services students (February 2002), over ninety percent plan to transfer to a four-year institution in a social work program particularly, UMBC School of Social Work. Many students transfer prior to completing all credits required to earn an A.A.S. Degree. In addition, some students are advised to change degrees to general studies for transferability.

The Human Services Program has added two program options in the past two years. A Certificate in Gerontology Human Services Option began in the fall 2001, and an A.A.S. Human Service Degree Law and Social Practice Option will begin in Fall 2002.

2. **What factors account for the decrease in enrolments and awards in this program?**

Enrollments have increased dramatically during the past two years as demonstrated in the table below. Some factors accounting for the increase are curriculum updates to include materials relevant to the workplace, marketing the program, and developing contract credit courses through community partnerships.

Enrollment Table

HUMAN SERVICES DEPARTMENT: Spring 2002

| | Fall 1999 | Spring 2000 | Fall 2000 | Spring 2001 | Fall 2001 | Spring 2002 |
|---------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| FTE | 6.8 | 6.7 | 11.5 | 11.9 | 17.10 | 21.4 |
| Sections Running per Semester | 10 | 8 | 11 | 11 | 12 | 20 |
| Students in Clinical Placements | 28 | 16 | 27 | 40 | 31 | 67 |

Low graduation rates may be related to the following factors:

- Students who are employed usually take fewer than 15 credits and are thus unable to complete all requirements in a two-year period.
- In order to obtain maximum flexibility in course selection, students with a goal of transfer sometimes choose to graduate with the General Studies A.A. degree with a concentration in Human Services.
- Students in career programs may be preparing for a new job in a health and human services field or seeking to upgrade skills needed for their current job. In either case, students frequently are employed full-time and attending college on a part-time basis in the evening and may require five or more years to complete degree requirements, thus limiting the number of students who receive a degree in any one year.

3. What evidence is available to demonstrate there is a need for this program at your institution?

Based on student surveys as recent as February 2002, the following graduations are intended:

| <u>Spring 2002</u> | <u>Fall 2002</u> | <u>Spring 2003</u> | <u>Fall 2003</u> | <u>Spring 2004</u> | <u>Two-year Total</u> |
|--------------------|------------------|--------------------|------------------|--------------------|-----------------------|
| 8 | 6 | 4 | 7 | 5 | 30 |

A total of 19 students intend to transfer to the UMBC School of Social Work, one to the University of Baltimore Human Services Administration, and one to Bowie State School of Social Work with the remaining students undecided.

The United States Bureau of Labor Statistics had advised that employment of human services workers is expected to increase by over 36% through the year 2008. The human services field continues to be a growing occupation within the health services offering an array of professional options to students. During the past three years, over 50% of Anne Arundel Community College human services students were offered employment through their clinical internships while completing their A.A.S. Degree.

Baltimore City Community College

2002 Response

regarding

Low-Productivity Degree Programs

SPECIAL NOTE

The original letter from Baltimore City Community College was not received in time to include with this initial report. A draft version sent by e-mail to the Maryland Higher Education Commission has been placed into the report. These two pages will be replaced with the original letter from Baltimore City Community College when received.

MARYLAND HIGHER EDUCATION COMMISSION
DEGREE PROGRAMS WITH LOW PRODUCTIVITY
2002

BALTIMORE CITY COMMUNITY COLLEGE

New strategies are being explored with the College marketing committee to include the Dietetic Technician program with those being highlighted by the College's marketing committee for increased advertisement. Of particular note is the fact that Baltimore City Public Schools cafeteria workers are now required to have a two-year degree for promotion. Moreover, students who complete all the graduation requirements frequently do not apply for graduation because they meet job course requirements.

Proactive steps to improve the graduation rate include the rescheduling of program offerings through distant learning options in the Ball Atlantic classroom and collaboration with Prince Georges Community College. The College now provides incentives to faculty to engage in the development of online course options.

The Dietetic Technician program (M082) shares course content requirements with the new Hospitality Management program. The co-enrollments permit more course sections to run than in the past. Currently, AH 116, required by the State, is offered as both credit and non-credit. The content material is the same. In both programs a certificate for passing the National Examination given by the National Restaurant Associate is currently accepted for AH116. Information regarding the benefits of an AAS degree will be included. In addition, the Hospitality Management program also incorporates courses from the program, DNT113, 114, 123, and 233.

The College is undergoing major renovations. Included in the plan is a new kitchen that will accommodate the needs of the Dietetic program.

The college is proud to report that the American Dietetic Association has awarded Adrienne Walker, a last year dietetic technician student, the 2002 ADA Foundation Scholarship for Dietetic Technician Students. The amount is \$2000. This may be the first time a BCCC-DTN student has received a national scholarship. Adrienne also received the Maryland Dietetic Association Dietetic Technician Scholarship.

BCCC continues to support this Dietetic Technician, program as it meets workforce and student needs.

Cecil Community College

2002 Response

regarding

Low-Productivity Degree Programs



C E C I L
COMMUNITY
COLLEGE

July 26, 2002

Dr. Michael J. Kiphart
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Dr. Kiphart:

Attached is Cecil Community College's response to the Low-Productivity Degree Program Report 2002 for our Electronics Technology degree program.

Sincerely,

Thomas E. Topping, Ed.D.
Dean of Academic Programs

Low Productivity Degree Program Report 2002
Cecil Community College

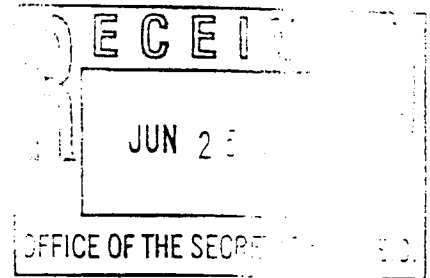
Cecil Community College is not able to demonstrate program need or contribution to the institution and to the state of Maryland for the Electronics Technology Degree Program based on the six exemption categories recognized by the Maryland Higher Education Commission and public Colleges and Universities. Cecil Community College, through its internal program evaluation processes, has also identified the Electronics Technology degree program as a program at risk for continuation. Cecil Community College is considering options that will phase out the existing degree program in Electronics Technology and develop a new degree program that includes laser technology, wireless networking technology and geographic information systems (GIS) technology.

Chesapeake College

2002 Response

regarding

Low-Productivity Degree Programs



June 20, 2002

Dr. Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-1781

Dear Dr. Johnson:

In accordance with your request of March 6, 2002, I am submitting Chesapeake College's response to the Low Productivity Degree Program Report for 2002. Two of our programs have been identified as generating low productivity, computer science transfer and paralegal studies.

In recent years, the College's computer science program has been offered through a cooperative agreement with Howard and Anne Arundel Community Colleges because of the limited audience within our service region. This year, based on national trend data and the statewide review of computer science, we discontinued that agreement, revamped the program, and initiated articulation agreements with local four-year institutions. In addition, computer science has been identified as a possible baccalaureate program to be offered through the Higher Education Center being constructed on Chesapeake's campus. We feel that these changes and transfer options will make this a viable program for our service region and request continuation of the program.

The paralegal studies program is also undergoing revision in order to meet the needs of a primarily part-time, employed, adult population. We believe that these changes will better serve the population and request continuation of this program as well.

I hope that the information we have provided is adequate to address concerns relating to low productivity programs. If you have any questions or require additional information, please do not hesitate to call me.

Sincerely,

Maurice B. Hickey
Vice President for Academic Services

A Comprehensive Regional Community College

CHESAPEAKE COLLEGE

Wye Mills, MD 21679

Low Productivity Program Review: Computer Science Transfer and Paralegal Studies June 2002

The Low productivity Report from MHEC, dated March 6, 2002, lists two programs for review of low productivity – Computer Science Transfer and Paralegal Studies. An analysis of the current status of these program follows:

Computer Science:

The Computer Science (CSC) Transfer program has undergone a review of the program and transfer options available for our students. The program had been offered through a cooperative agreement with Anne Arundel and Howard Community colleges to assure accessibility to this program for students of our region when it was evident that enrollment was not sufficient to support an independent program. However, national, state and local data, including the state-wide review for CSC that was completed in 1999, indicates that Computer Science is one of the areas of critical need and as such is experiencing increased demand for program options.

To respond to this need, the college hired a full time faculty member in FY'01 to revise our CSC program and assist in the development of articulation agreements with four-year institutions in the field of CSC. Additionally, the CSC program was targeted as one of the programs for inclusion in the newly approved Higher Education Center that is being built on the college's campus to offer bachelors degrees to students of the Upper Shore region. After the revision of the curriculum was completed in FY'01 for implementation in FY'02, initial articulation agreements in CSC are being finalized with Salisbury University, University of Maryland Eastern Shore, and Washington College. This will allow graduates from the college's CSC program to seamlessly transition to any of these upper level programs and gain advanced standing through articulated credit for courses they have completed at Chesapeake College. Thus students' time to completion for the bachelor's degree will be decreased and they can move on to employment or graduate work in the field of computer science more quickly.

Based on the statewide review of Computer Science programs conducted in 1999, and the overall industry demand seen at the national, state and local level it is clear that this program can be a very viable program that now has more transfer options to offer our students. Once the articulation agreements are finalized and the students can benefit from the revised curricula offerings that will seamlessly transfer to upper level institutions program enrollment should increase substantially. It is anticipated that many students will choose to transfer to the institution's CSC program that will be represented on-site at the higher education center once the building project has been completed at the end of the summer and accessibility to a bachelor's degree in CSC will be more readily available.

The college plans to market the revised CSC curriculum and the newly developed articulation agreements to attract more students to the program. This process has begun with the college's department members actively working with area high school (HS) programs to ensure that HS curriculum is in line with transitioning into the college curriculum and assisting HS faculty and guidance counselors in promoting computer options available at the college. Additionally promotional materials have been developed to help make students and professionals in the region aware of the CSC program changes that have been implemented and the positive impact they are having on transfer opportunities available to potential students.

Consequently, the college feels the CSC program, as it has been revised, is now positioned to become one of the region's distinct programs that will provide students access to a transfer program designed to smoothly transition from secondary to associates and on to the baccalaureate level of education through a sequence of seamless courses which will earn the student articulated credit and hasten their time to completion. Additionally, for the first time, this will be able to be accomplished all within the service region if a student chooses to take advantage of the CSC program that will be offered at the newly created higher education center. The Computer Science Transfer program will meet local, state, and national demand for students in this field and will be monitored to see if the revised program and transfer options will be as widely accepted as is anticipated.

Paralegal Studies:

The low productivity data presented for years 1999 through 2001 indicates an average enrollment of 40 students with an average of 4 students receiving degrees per year. The majority of students enrolled in the Paralegal Studies (PLG) program are part time with many taking a single course per semester. These students, while in the pipeline, are not part of a cohort and therefore take longer to reach completion. Recent analysis of the students enrolled in the program indicates that over 98% are also working full time while engaged in the PLG program. In light of this information, the program is being revised to enhance access to the program by developing a number of the program courses as Internet based courses. It is believed that this will more efficiently meet the needs of a predominately part time, employed student populous. The College's goal is to offer the Paralegal Studies Certificate program entirely on-line.

To this end, the college has begun offering some continuing education courses on-line in areas pertaining to material that can be incorporated into the PLG program. The faculty and administrators charged with oversight of the PLG program are working collaboratively with the continuing education personnel to develop ways to assess work done in continuing education that relates to the PLG program competencies required and offer students credit for continuing education courses previously taken. Additionally, the college has developed a new experiential learning strategy that will incorporate the use of portfolio assessment to award credit to experiential learning received through work experience. It is thought that this strategy will be a very attractive option for students who are already employed in the field at some level and are looking for advancement through the completion of their PLG degree. These strategies, coupled with the continued development of on-line PLG courses that can be taken as part of the program should result in greater accessibility to the program for the adult, part-time student population

who are employed in the field that seem to be the main constituent for this program in our region.

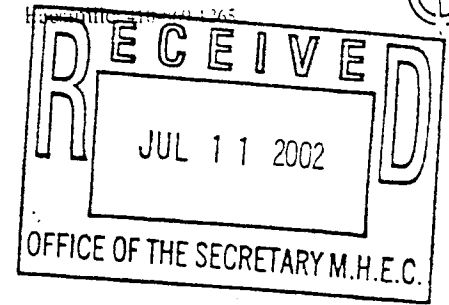
Further, as part of the review process, model Paralegal Studies programs have been examined to determine possible curriculum changes that will be discussed with the program's Advisory Board at their upcoming meeting in Fall '02. It is anticipated that the recommended curriculum changes, coupled with the new efforts to increase accessibility to the program will result in increased enrollment for the program. Consequently, it is clear that the program still meets a local employment need and has stable enrollment that will be enhanced by recent efforts to increase accessibility and revise curriculum as part of the on-going review process. The Paralegal Studies program continues to be viable and should be retained.

Community College of Baltimore County

2002 Response

regarding

Low-Productivity Degree Programs



July 9, 2002

Karen R. Johnson, J.D.
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Ms. Johnson:

The Board of Trustees of The Community College of Baltimore County at its June 19, 2002, meeting approved the following actions for the low enrolled programs listed below:

1. Fire Protection Technology (HEGIS # 5507.XX) – discontinue
2. Radiation Therapy (HEGIS # 5299.09)– continue with exempt status
3. Construction Technology (HEGIS # 5317.01)– continue with exempt status

Attached are the summary rationales for each of the programs. Please let me know if you need additional supporting materials.

Thank you for your consideration of the above Board Actions. I look forward to your favorable response.

Sincerely,

Henry F. Lock, Ed.D.
Vice Chancellor for Learning and Student Development

HFL:plp

Attachments

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MHEC LOW PRODUCTIVITY REPORT RECOMMENDATION

2001 – 2002

Date: June 5, 2002

Academic Program: Fire Protection Program

Summary: As a follow-up to last year's low productivity report, the Business and Social Sciences Division would like to recommend the discontinuance of the Fire Protection Technology Program (FPTC). In order to provide support for those individuals seeking professional development in this area, the Division proposes the following: 1) continue to offer several of the FPTC courses with high enrollment and develop a FPTC option to the Business Management Degree, 2) identify specialty courses and offer these courses through continuing education, in a compressed fast-track environment, and 3) aggressively market these new alternatives to the FPTC community.

Recommended Action Based Upon MHEC Criteria:

As of Fall 2002, students should not be permitted to register as FPTC majors. The program should receive **Permanent Discontinuance Status**.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MHEC LOW PRODUCTIVITY REPORT RECOMMENDATION

2001 – 2002

Date: June 5, 2002

Academic Program: Radiation Therapy Program

Summary: The primary reason for the low enrolled “flag” for the Radiation Therapy Program was the program’s inactive status for approximately two years. The program was reactivated in the Spring 2002 semester with an enrollment of fourteen (14) students; a new full-time faculty instructor was hired to coordinate the program. In July of 2002 it is anticipated that as many as twenty (20) new students will enroll in the program. This program is a growth program and only limited by the JRCERT mandate to have a full-time clinical coordinator with the number of students ready to move into the program.

Recommended Action Based Upon MHEC Criteria:

The Radiation Therapy Program is a statewide program and should receive an **access exemption** based on MHEC criteria.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MHEC LOW PRODUCTIVITY REPORT RECOMMENDATION

2001 - 2002

Date: June 5, 2002

Academic Program: Construction Technology

Summary: The construction industry is the largest industry in the United States and the employment opportunities are vast. Like many semi-skilled areas, there are numerous entry points. CCBC's program is broadly recognized and its student are highly sought. However, the economy generally dictates the pipeline of students. Because there are critical shortage of employees in the field, many who are employed are required to work additional hours thereby reducing the likelihood of pursuing education.

Recommended Action Based Upon MHEC Criteria:

It is recommended that the program receive a **Cost Factor Exemption** based on the fact that the only full time faculty member also teaches in other disciplines thereby significantly reducing the cost of operating the program.

Frederick Community College

2002 Response

regarding

Low-Productivity Degree Programs

FREDERICK COMMUNITY COLLEGE

Institutional Response

M.H.E.C. Low Productivity Degree Program Report

The College has received the Commission's low productivity citation for the following programs. No exemption status is being requested for either program at this time.

Park Operation and Management Program – A.A.S. Degree

The Park Operation and Management Program is currently in its last semester at the College. A previous CAP (Comprehensive Assessment of Programs) review conducted by the College has recommended that it be discontinued as of Fall 2002. Final stage activities have included the offering of selected courses required to allow remaining students in the Program an opportunity to graduate. The Program will be deleted from the College's 2002-2003 catalog. No exemption status for the Program is requested at this time.

Office Technology Program – A.A.S. Degree

The Office Technology Program has been reorganized as an Office Systems Management option of the Information Processing degree. This year it has undergone an internal comprehensive assessment process and has been alerted to continuing declines in its enrollment of majors. At the same time, however, the Program has been found to have increased student enrollment in its major courses by 16% from 1998-2000. This contradiction is the direct result of the Program's changing student preferences. No longer interested in pursuing a certificate or degree, the vast majority of the Program's students arrive at the College seeking to upgrade their skills for requirements of jobs they already hold. Consequently, they achieve their educational goals well before the number of credits needed to qualify for graduation and the receipt of an award.

The College is not requesting an exemption status for the Program at this time. It will, however, continue to monitor the goal achievement of the Program's students.

Hagerstown Community College

2002 Response

regarding

Low-Productivity Degree Programs



11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • www.hcc.cc.md.us

Office of the Dean of Instruction

August 20, 2002

Dr. Michael J. Kiphart
Senior Education Policy Analyst
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, Maryland 21401-3013

Dear Dr. Kiphart:

Hagerstown Community College will terminate its Office Technology Programs in May 2003. This includes both the certificate program and the associate of applied science degree (AAS degree).

We have admitted no new students to office technology this fall 2002 semester. We wish to keep the program open only to allow a few students to complete their program. Most of these office technology students will complete by December 2002.

Thank you for processing this programmatic information.

Sincerely,

A handwritten signature in cursive script that reads "Julian J. Sidlowski".

Julian J. Sidlowski, Ph.D.
Dean of Instruction

JJS:slk

Howard Community College

2002 Response

regarding

Low-Productivity Degree Programs



HOWARD

COMMUNITY COLLEGE

You Can Get There From Here.

10901 Little Patuxent Parkway
Columbia, MD 21044-3197
410-772-4800
TDD: 410-772-4822
www.howardcc.edu

DATE: June 18, 2002
TO: Secretary Karen Johnson
The Maryland Higher Education Commission
FROM: The Board of Trustees, Howard Community College

Report to the Maryland Higher Education Commission on Low Productivity Programs

The Board of Trustees of Howard Community College requests that the Computer Science program, the Computer-Aided Design Technology Program, and the Biomedical Engineering Technology program be exempted from deletion because of the centrality of these programs to our mission as a comprehensive community college to respond to the needs of a diverse and dynamic community-- including the need for programs for special populations.

Computer Science, Computer-Aided Design, and Biomedical Engineering Technology are all programs with very specialized populations. The Computer Science transfer program, which requires Calculus I & II, Discrete Structures, and Linear Algebra, targets a very discrete subset of our students with the strongest background and preparation in mathematics. Career programs like Computer-Aided Design Technology and Biomedical Engineering Technology have a mixture of A.A.S. degree-seeking students, certificate students, and students who come to take a single course or several courses. These career courses, because of their unique mixture of students with different career goals, are the ones that are most likely to periodically show up on the Low Productivity list. Spread over our career courses is almost a quarter of the college's total enrollment. If we routinely deleted programs as they received the Low Productivity designation, almost 50% of our career programs would be deleted by the fall of 2002, and those students would become a large underserved segment of Howard County.

While four-year institutions have the option of a selective focus for their program offerings or restricted admission policies, which may or may not benefit or match the needs of their surrounding communities, the open-access mission of a comprehensive community college compels us to provide for as many of the areas of interest and need of our students and our community as we can reasonably manage. Our career program offerings are an important component of our mission. While these programs are sensitive to economic forces and need to be carefully monitored, we should be cautious about deleting career programs that are being provided at a reasonable cost, have demonstrated a consistent following, and meet an important community need.

Computer Science

In our response to the 2001 Low Productivity Report, we noted that the Computer Science Program had consistently strong enrollment that continues to grow. The low number of students staying to complete the A.A. degree relative to the total number of majors is not reflective of

waning interest in computer science (the number of declared majors continues to grow—from 294 in 1999 to 362 in 2001) but rather a reflection of the fact that the program requirements vary significantly at virtually every four-year transfer institution in the state—including the University of Maryland System institutions. Howard Community College typically attempts to articulate its programs with Towson, UMBC, and College Park—our major transfer institutions. The program requirements within the first two years of even these three institutions vary enough that it is not possible to develop a program that articulates to all three without requiring students to take courses that will not transfer to two of the three institutions. Therefore, Computer Science majors tend to take only the Computer Science courses that will transfer to their college of choice and then transfer rather than completing the remainder of the requirements.

Required Lower Level COMPUTER SCIENCE Major Courses at Towson

COSC 236 Introduction to Computer Science I
COSC 237 Introduction to Computer Science II
COSC 280 Assembly Language and Computer Architecture
MATH 263 Discrete Mathematics
MATH 273 Calculus I
MATH 274 Calculus II

Required Lower Level COMPUTER SCIENCE Major Courses at UMBC

CMSC 201 Computer Science I
CMSC 202 Computer Science II
CMSC 203 Discrete Structures
CMSC 211 Assembly Language Programming
MATH 151 Calculus and Analytic Geometry I
AND
MATH 152 Calculus and Analytic Geometry II
OR
MATH 140 Differential Calculus
AND
MATH 141 Integral Calculus
AND
MATH 142 Calculus Applications and Infinite Series
MATH 221 Linear Algebra

Required Lower Level COMPUTER SCIENCE Major Courses at College Park

CMSC 106 Introduction to C Programming
CMSC 114 Computer Science I
CMSC 214 Computer Science II
CMSC 250 Discrete Structures
CMSC 251 Algorithms
MATH-140 Calculus I
MATH-141 Calculus II

MATH 240 Introduction to Linear Algebra
MATH 241 Calculus III

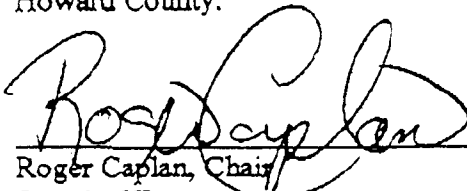
Notwithstanding these issues, interest in the Computer Science program remains strong, and over the period between 1999 – 2001, fourteen students received an A.A. degree—just one shy of the fifteen that would have kept the Computer Science program off of the Low Productivity list. In May of 2002, seven students received A.A. degrees in Computer Science. This is not a program in decline; it is a program that is flourishing despite the complications of inconsistent transfer requirements.

Computer-Aided Design Technology

Interest in the Computer-Aided Design Technology program has been consistent over the past decade and enrollments continue to grow. Four students graduated with A.A.S. degrees in Computer-Aided Design Technology in May of 2002 and an additional student graduated with a Certificate of Proficiency. The program also attracts non-degree seeking students interested in acquiring or updating CAD skills for their jobs. The program presents little in the way of additional costs. The courses are taught in a lab shared with other information technology programs and taught by a faculty person who also teaches other IT courses. There are no special program expenses except for the CAD software—for which the costs are minimal with the education discounts. The courses are popular and filled not only with program majors but also with students from other areas, like technical theatre and design, where mastery of CAD software provides clear benefits. Computer-Aided Design has also been a very popular summer program for secondary school students and is articulated with the Howard County Public School System's Technology Magnet Program.

Biomedical Engineering Technology

Like the Photonics program, which will have low enrollments until the industry recovers from the economic downturn, we consider the Biomedical Engineering Technology Program to be of strategic importance to Howard County. Currently the number of students graduating in this area is small, but interest in the program has been consistent. Three students graduated with degrees in Biomedical Engineering Technology in May of 2002. In addition, the program provides a service to workers from the industry who take individual courses to update their skills. Most importantly, it is not clear at this point what impact new Health Insurance Portability and Accountability Act regulations will have on the Biomedical Engineering Technology field and whether a new type of technician may evolve out of the HIPAA implementation process. We should be cautious about deleting programs that have the potential of being invigorated by technological advances, important regulatory changes, or new businesses situating themselves in Howard County.



Roger Caplan, Chair
Board of Trustees
Howard Community College

Montgomery College

2002 Response

regarding

Low-Productivity Degree Programs

Montgomery
College

June 27, 2002

Ms. Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Ms. Johnson:

Enclosed please find Review Response forms for the three Montgomery College programs listed below, which were identified as having low productivity in the Maryland Higher Education Commission "Low Productivity Degree Program Report 2001."

HEGIS: 530802

Geography

HEGIS: 550701

Fire Science

HEGIS: 531001

Electronic Technology

Based upon the findings of its review, the College recommends continuation of the Geography and Fire Science programs. A number of factors support this recommendation. First, both programs are central to the Montgomery College mission of leading the economic and workforce development of the community. Second, the low number of students who graduate with degrees in these fields does not accurately reflect course enrollment; for many individuals enrolled in other degree programs attend these courses. In fact, numerous students complete Geography courses to fulfill General Education requirements for the Associate of Arts degree, and during the past two semesters, the number of students enrolled in Geography courses has increased.

Also contributing to the recommendation for continuing the Fire Science program is the fact that Montgomery County requires its professional firefighters to pursue a college degree. Montgomery College is the only institution in the area that offers a Fire Science degree program.

Electronic Technology, the third program identified in the commission report as having low productivity, will be deleted from College offerings pending formal approval by the Board of Trustees on July 15.

Ms. Karen R. Johnson
Page two

If you have any questions or concerns, please feel free to contact Dr. Margery Coulson-Clark, Director of Academic Affairs at 301-251-7267. We appreciate the Commission's interest in the academic programs at Montgomery College.

Sincerely,

Charlene R. Nunley
W.E.C.

Charlene R. Nunley, Ph.D.
President

CRN:ls

Enclosures

cc: ✓ Dr. Michael J. Kiphart
Dr. Robert Lynch
Dr. Hercules Pinkney
Dr. Mary Kay Shartie-Galotto

MONTGOMERY COLLEGE

LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Electronic Technology

CAMPUS: Germantown

RECOMMENDATION:

Delete Program X

Continue Program

*Submit Justification and Documentation in Support of Continuation,
According to MHEC Criteria:*

Enrollments in the Electronic Technology degree program were suspended in the 2002-2003 catalog while the program was reviewed for deletion. The program will be deleted from the 2003-2004 catalog. Several of the Electronic Technology program courses will also be deleted while others will be revised for two programs that are currently under development: Wireless Technologies (funded by an MAITTI-MACC grant) and Manufacturing Technology.

MONTGOMERY COLLEGE

LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Geography

CAMPUS: Rockville

RECOMMENDATION:

Delete Program _____

Continue Program X

*Submit Justification and Documentation in Support of Continuation,
According to MHEC Criteria:*

1. Geography is central to the Montgomery College mission of leading the economic and workforce development of the community. With its focus on Geographic Information Systems (GIS), which have now become standard in government, the Geography program provides education that is essential for employment in local federal, municipal, and Montgomery County government agencies.
2. There are a significant number of individuals with four-year degrees in other fields who attend courses in the Geography Program at Montgomery College in order to receive training essential for employment in this critical field. These individuals generally do not pursue an Associate of Arts degree in Geography.
3. Courses in Geography fulfill General Education requirements, and therefore they provide broader options for students completing those requirements than would otherwise be the case.
4. Because the program is known and respected throughout the region, many students are recruited for employment before they complete their degrees. While some continue to pursue the degree after they obtain employment, they often extend the time frame for its completion.
5. The number of students registered in Geography classes has increased in recent semesters.

Montgomery College
Low Productivity Program Review Response

Program: Fire Science

Campus: Rockville

Recommendation:

- Delete Program
- Continue Program

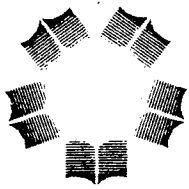
1. Fire Science is central to the mission of Montgomery College that states that we are the community's college and that we lead in meeting economic and workforce development needs. It is the only Fire Science Degree program in the region and meets a critical community need in light of the current national and local priorities.
2. Professional Firefighters in Montgomery County are required to pursue a college degree. Montgomery College is the only institution offering Fire Science to enable that locally. However, there is no time limit on attaining the degree, only a requirement to show "progress." Firefighters also work nontraditional hours that can make it difficult to take a course. Attainment of an Associate Degree is therefore a long-term process.
3. The direct support of curriculum development was provided by Montgomery County Fire Department with the intention of meeting the County's need for college trained Firefighters.
4. The county Fire Department considers the program essential to the professional development of their employees and partners with the College in recruiting new employees.
5. Emergency Medical Services Technician training and certification has been added to the curriculum this past academic year and replaces programs formerly operated by the Montgomery County Fire Department. It makes the College the sole provider of this training in the County.

Prince George's Community College

2002 Response

regarding

Low-Productivity Degree Programs



PRINCE GEORGE'S
COMMUNITY COLLEGE

DR. VERA ZDRAVKOVICH
VICE PRESIDENT FOR INSTRUCTION

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0406
FAX: 301-808-0960
E-MAIL: zdravkvx@pg.cc.md.us

June 27, 2002

Dr. Michael J. Kiphart
839 Bestgate Road Suite 400
Annapolis, MD 21401

Dear Dr. Kiphart:

This letter will notify you of our intent to drop the following degrees and certificates from our Engineering Technology Program and Office Administration Program effective June 30, 2007, because of diminished award production and sustained low enrollments:

- Drafting Technology AAS Degree
- Architectural Drafting Option Certificate
- Engineering Drafting Option Certificate
- Administrative Assistant Certificate
- Medical Record Transcriptions Certificate
- Word Processing Specialist Letter of Recognition

As of this Fall, we will no longer accept students into these programs. We are in the process of obtaining a list of all current students to notify them of our intentions and to prepare an individually tailored program of study that will allow them to complete their coursework by the effective date of discontinuance.

Thank you for your consideration in this matter.

Sincerely,



Vera Zdravkovich

c: Vera Bagley

University System of Maryland

University of Maryland, Baltimore
University of Maryland Baltimore County
University of Maryland, College Park
University of Maryland Eastern Shore

2002 Response

regarding

Low-Productivity Degree Programs

TO: Secretary Karen Johnson
FROM: Joseph Vivona, Interim Chancellor
DATE: July 23, 2002
RE: Low Productivity Programs

I am pleased to report that on Wednesday, July 10, 2002, the University System of Maryland Board of Regents approved the recommendations of its Committee on Education Policy concerning academic programs identified by MHEC as "low productivity."

This year, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, and University of Maryland Eastern Shore had programs identified as "low productivity." Enclosed are tables that provide summaries of the recommendations by exemption category and by institution. Supporting documentation from the institutions is enclosed as well. The programs include those that were:

- identified in error, i.e. those programs that were granted an exemption on the basis of mission centrality and therefore do not need to report for another five years;
- granted exemptions based on one of the agreed-upon exemption categories; or
- identified and later given the status of "no action required" because programs recently became active and have not had the chance to graduate any students.

The University System of Maryland appreciates the Commission's continued tracking of those identified programs that have been exempted from further review for low productivity. Should you have any questions or concerns, please contact my office.

JFV:mwb

Enclosures

cc (without enclosures): Interim Vice Chancellor Donald Boesch
Assistant Secretary John Sabatini
Chairperson Nathan Chapman, BOR
USM Presidents
USM Academic Affairs Advisory Council

SUMMARY OF LOW-PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY EXEMPTION CATEGORY)
UNIVERSITY SYSTEM OF MARYLAND
June 12, 2002

Seeking Exemption from Further Review for Reason of Mission Centrality:

UMBC: Biochemistry - D

Seeking Exemption from Further Review for Reason of Quality of Graduates:

No exemptions requested on this basis.

Seeking Exemption from Further Review for Reason of Access:

UMES: Marine Estuarine & Environmental Science (w/UMB, UMBC, UMCP)

Seeking Exemption from Further Review for Reason of Appropriate Duplication:

No exemptions requested on this basis.

Seeking Exemption from Further Review for Reason of Economic Development:

No exemptions requested on this basis.

Seeking Exemption from Further Review for Cost Factors:

UMCP: Romance Languages – B

UMCP: Library Science/History – M

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY INSTITUTION)
UNIVERSITY SYSTEM OF MARYLAND

June 12, 2002

| Identified Low-Productivity Program: Title and Degree Level | Identified in Error | Recommend Discontinue | Seeking Exemption: Category (please check) | | | | | General Exemption Liberal Arts (< 5) |
|---|---------------------|-----------------------|--|----------------------|--------|-------------------------|----------------------|--------------------------------------|
| | | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | |
| UMB | | | | | | | | |
| 1. Oral Pathology – D ¹ | ✓ | | | | | | | |
| UMBC | | | | | | | | |
| 1. Biochemistry – D | | ✓ | | | | | | |
| UMCP | | | | | | | | |
| 1. Romance Languages – B | | No Action Required | | | | | ✓ | |
| 2. Dance – M ² | | | | | | | | ✓ |
| 3. Library Science/History – M | | | | | | | | |
| UMES | | | | | | | | |
| 1. English Education – B ³ | | | | | | | | |
| 2. Social Science Education – B ³ | | | | | | | | |
| 3. Biological Education – B ³ | | | | | | | | |
| 4. Chemistry Education – B ³ | | | | | | | | |
| 5. Mathematics Education – B ³ | | | | | | | | |
| 6. Agriculture Education – B ³ | | | | ✓ | | | | |
| 7. Marine-Est. & Env. Science – D | | | | | | | | |

¹ UMB's doctoral program in Oral Pathology was identified in error. The program was granted an exemption at the May 23, 2000, meeting of the Board of Regents on the basis of mission centrality, and no report is needed for another five years.

² UMCP's masters program in Dance became active and admitted its first class in 1999. It is expected that its first graduates will be awarded degrees beginning in spring 2002. Therefore, no action is required.

³ UMES has requested changes to the HEGIS codes for Teacher Education Programs and is currently awaiting MI-IEC's response.

ACADEMIC AFFAIRS



UNIVERSITY OF MARYLAND

MEMORANDUM

To: Michael Bowden
Assistant Vice Chancellor
University System of Maryland

From: Del Sweeney, Ph.D.
Assistant for Faculty Affairs

Date: March 14, 2002

Re: Low Productivity Program Report

Via Fax: 301-445-1931

The memo from MHEC dated March 6, 2002 lists the doctoral degree in Oral Pathology as a low productivity program requiring a report this year. This program was granted an exemption at the May 23, 2000 meeting of the Board of Regents on the basis of mission centrality. Our understanding was that we would not need to report on it again for five years. Enclosed are the documentation we submitted on this program and also the page from the Board of Regents agenda indicating that UMB requested an exemption.

Please let me know if you require further information.

Enclosures

cc: Dr. Malinda B. Orlin



UNIVERSITY OF MARYLAND

MEMORANDUM

To: Michael Bowden
Assistant Vice Chancellor
University System of Maryland

From: Del Sweeney, Ph.D. *Del Sweeney*
Assistant for Faculty Affairs

Date: March 14, 2002

Re: Low Productivity Program Report

Via Fax: 301-445-1931

The memo from MHEC dated March 6, 2002 lists the master's degree in Oral Pathology as a low productivity program requiring a report this year. This program was granted an exemption at the May 23, 2000 meeting of the Board of Regents on the basis of mission centrality. Our understanding was that we would not need to report on it again for five years. Enclosed are the documentation we submitted on this program and also the page from the Board of Regents agenda indicating that UMB requested an exemption.

Please let me know if you require further information.

Enclosures:

cc: Dr. Malinda B. Orlin

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY EXEMPTION CATEGORY)
UNIVERSITY SYSTEM OF MARYLAND
MAY 23, 2000

Listed in Error

Program Was Discontinued Previously:

- BSJ: International Studies, B
- UMB: Physical Therapy, B (discontinued 1997)
- UMB: Biophysics, M (discontinued 1997)
- UMB: Biophysics, PhD (discontinued 1997)
- UMCP: Crop Science, B (discontinued November 1999)
- UMCP: Turf and Urban Agronomy, B (discontinued November 1999)
- UMCP: Soil Science, B (discontinued February 1997)
- UMCP: Zoology, B (already discontinued when specialized majors merged in Biological Sciences)
- UMCP: Production Management, B (discontinued July 1997)
- UMES: Physical Therapy, B (discontinued September 1995)

Enrollments/Degrees Reported Under Incorrect HEGIS Code:

- UMES: Bachelor's programs in Social Science Education, Biological Education, Chemistry Education, Business Education, Mathematics Education, and Agriculture Education

Program Approved But Not Implemented; Not Yet Admitting Students:

- SSU: Applied Health Physiology – Graduate (new program will not admit students until Fall 2000)
- UMBC: Civil Engineering – M
- UMBC: Aerospace Engineering – PhD
- UMBC: Civil Engineering – PhD
- UMCP: Dance – M (first students admitted in Fall 1998; too early to review)

Recommended Discontinuance:

- CSC: Correctional Education – M

Seeking Exemption from Further Review for Reason of Mission Centrality:

- BSU: Science Education – B
- UMB: Oral Pathology – M
- UMB: Dental Hygiene – M
- UMBC: Applied Physics – M
- UMES: Mathematics – B

Seeking Exemption from Further Review for Reason of Quality of Graduates:

No exemptions requested on this basis.

Seeking Exemption from Further Review for Reason of Access:

- UMCP: Jewish Studies – B
- UMCP: Secondary Ed – Speech & English Education – B
- UMCP: Secondary Ed – Theatre & English Education – B
- UMCP: Astronomy – B
- UMES: Aviation Science – B
- UMES: Music Education – B
- UMES: Technology Education – B
- UMES: Toxicology (w/UMB, UMBC & UMCP) – PhD

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland, Baltimore

Degree Level: M.S.

HEGIS Code and Program Title: 120511 Oral Pathology - Dental Program

Check one:

We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
- Quality of Graduates
- Access
- Appropriate Duplication
- Contribution to Economic Development
- Cost Factors
- General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The master's program in Oral and Experimental Pathology provides advanced clinical training to students who already possess the D.D.S. The program is central to the mission of the Dental School because it prepares dental scientists. The program emphasizes experimental techniques and is necessarily highly selective.

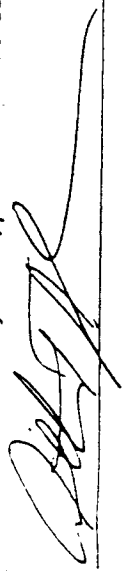
SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: University of Maryland, Baltimore County

| Identified Low Demand Program: Title and Degree Level | Recommend Discontinuance | Seeking Exemption! Category (please check) | | | General Exemption Liberal Arts (< 5) |
|---|--------------------------|--|----------------------|-------------------------|--------------------------------------|
| | | Mission Centrality | Quality of Graduates | Appropriate Duplication | |
| 1) Biochemistry (w/UMB); Ph.D. | | X | | | |
| 2) | | | | | |
| 3) | | | | | |
| 4) | | | | | |
| 5) | | | | | |
| 6) | | | | | |
| 7) | | | | | |
| 8) | | | | | |
| 9) 74 | | | | | |
| 10) | | | | | |
| 11) | | | | | |
| 12) | | | | | |
| 13) | | | | | |
| 14) | | | | | |
| 15) | | | | | |

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: _____



Institution: University of Maryland, Baltimore County
 Degree Level: Doctoral
 HEGIS Code and Program Title: 0414 - Biochemistry (w/UMB)

Check One:

- We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
 (Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
- Quality of Graduates
- Access
- Appropriate Duplication
- Contribution to Economic Development
- Cost Factors
- General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The doctoral program in Biochemistry is a program offered jointly by UMB and UMBC. This is the only doctoral program in Biochemistry offered by USM institutions in the Baltimore region. This program is vital to UMBC's mission as a research university with graduate programs focusing on science, engineering and public policy. The faculty members at both campuses are fully involved with the students' education and teach key courses in the curriculum. This is an essential program for UMBC's interests in the biological sciences and new outstanding faculty are attracted to the campus due to this program. The program currently has 42 students enrolled, with 31 being UMB students and 11 are UMBC students. The program is not a low productivity program for the combined institutions, but it occasionally appears on the low productivity list for individual institutions.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS - MAY 1, 2002

Name of Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

| Identified Low Demand Program: Title and Degree Level | Recommend Discontinuance | Seeking Exemption: Category (please check) | | | | | General Exemption Liberal Arts (≤ 6) |
|--|--------------------------|--|----------------------|--------|-------------------------|----------------------|--------------------------------------|
| | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | |
| 1) HEGIS 1101.00 Bachelors Program in Romance Languages | | | | | | | X |
| 2) HEGIS 0108.00 Masters Program in Dance | No Action Required | | | | | | |
| 3) HEGIS 1699.01: Dual Master's Program in Library Science/History | | | | | | | X |
| 4) | | | | | | | |
| 5) | | | | | | | |
| 6) | | | | | | | |
| 7) 76 | | | | | | | |
| 8) | | | | | | | |
| 9) | | | | | | | |
| 10) | | | | | | | |
| 11) | | | | | | | |
| 12) | | | | | | | |
| 13) | | | | | | | |
| 14) | | | | | | | |
| 15) | | | | | | | |

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: 

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

| | |
|---------------------|---|
| Institution: | <u>University of Maryland, College Park</u> |
| Degree Level: | <u> </u> Bachelor's |
| HEGIS Code & Title: | <u> </u> HEGIS 1101.00 <u> </u> Romance Languages |

Check One:

 We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- | | |
|-------------------------------------|--|
| <u> </u> Centrality to Mission | <u> </u> Contribution to Economic Development |
| <u> </u> Quality of Graduates | <u> X </u> Cost Factors |
| <u> </u> Access | <u> </u> General Exemption Baccalaureate Level Liberal Arts Program |
| <u> </u> Appropriate Duplication | |

The following documentation is provided in support of this exemption.

The Romance Languages program is an option for interested students to put together a major from a combination of courses taught in the French, Spanish, and Italian Language programs. There are no resources required beyond those already in place for the individual language majors. Among them, the three language programs plus Romance Languages average over seventy baccalaureate graduates per year. In brief, Romance Languages is a zero cost addition to a very productive set of language programs.

The attached excerpt from the current Undergraduate Catalog describes the program.

Chapter 7 Departments and Campus-Wide Programs

ROMANCE LANGUAGES PROGRAM

College of Arts and Humanities
3106 Jimenez Hall, (301) 405-4024

Advisory Committee: Falvo (Italian), Little (Spanish), Campangne
(French)

The Romance Languages Program is intended for students who wish to major in more than one Romance language.

The Major

Students selecting this major must take a total of 45 credits selected from courses in two of the three components listed below: French, Italian and Spanish. The first four courses listed under each group are required for that particular language component; exceptions or substitutions may be made only with the approval of the student's adviser in consultation with the Romance Languages Advisory Committee. To achieve the total of 45 credits, 21 credits are taken in each of the two languages, as specified, and three additional credits are taken at the 400-level in either of the languages chosen. Literature or civilization courses may not be taken in translation.

There are no requirements for support courses for the Romance Languages major.

No grade lower than C may be used toward the major. Students who wish to apply for Teacher's Certification should consult the College of Education.

Requirements for Each Language

French—204, 301, 351, 352; one additional language course at the 300- or 400-level; two additional literature or civilization courses at the 400-level. **Italian**—204, 211, 301, 350; three additional literature or civilization courses at the 400-level. **Spanish**—207, 301, 321-322 or 323-324; one additional language course at the 300- or 400-level; two additional literature or civilization courses at the 400-level.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland, College Park

Degree Level: Master's

HEGIS Code & Title: HEGIS 1008.00 Dance

Check One:

We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- | | |
|--|---|
| <input type="checkbox"/> Centrality to Mission | <input type="checkbox"/> Contribution to Economic Development |
| <input type="checkbox"/> Quality of Graduates | <input type="checkbox"/> Cost Factors |
| <input type="checkbox"/> Access | <input type="checkbox"/> General Exemption Baccalaureate Level Liberal Arts Program |
| <input type="checkbox"/> Appropriate Duplication | |

The following documentation is provided in support of this exemption.

Although approved in 1989, the Master's program in Dance was dormant for lack of resources until it admitted its first students in Fall, 1999. This is a 60 credit MFA program, and there has not yet been sufficient time for any students to complete their degrees. However, of the four students admitted in the first class in 1999, three will receive their degrees this May and the fourth this August.

No action is required or appropriate for this program at this time.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

| | |
|---------------------|---|
| Institution: | <u>University of Maryland, College Park</u> |
| Degree Level: | <u> </u> Dual Master's |
| HEGIS Code & Title: | <u> </u> HEGIS 1699.01 <u> </u> Library Science/History |

Check One:

 We are **not** seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- | | |
|---------------------------------------|--|
| <u> </u> Centrality to Mission | <u> </u> Contribution to Economic Development |
| <u> </u> Quality of Graduates | <u> X </u> Cost Factors |
| <u> </u> Access | <u> </u> General Exemption Baccalaureate Level Liberal Arts Program |
| <u> </u> Appropriate Duplication | |

The following documentation is provided in support of this exemption.

This program is an arrangement whereby students may simultaneously pursue masters degrees in History and in Library Science. No resources are used beyond those used for the individual programs. Degrees earned were mistakenly reported in this HEGIS in the past. Now they are correctly reported within the two programs only, as that is where the degrees actually are earned.

The attached excerpt from the Spring 2002 Online Graduate Catalog describes this joint program.

History/Library & Information Systems (HILS)

Page Contents

[Admissions & Application Deadlines](#)
[Degree Requirements](#)
[Facilities and Special Resources](#)
[Financial Assistance](#)
[Contact Information](#)
[Courses](#)

[printable version](#)

Abstract

The Department of History and the College of Library and Information Services (CLIS) coordinate two master's degree programs to meet the need for multi-disciplinary graduate training for archivists, records managers, manuscript curators, rare book librarians, bibliographers, conservation administrators and those wishing to become subject and research specialists in academic, special and/or research libraries. Because of the proximity of the campus to a variety of immensely rich research collections, students are able to gain first-hand experiences through internships that reinforce their classroom instruction.

The sequence of courses leading to the two degrees prepares students to understand the intellectual approach of the research scholar through historic training and to meet those research needs through the information services offered in CLIS. The coordinated curricula provide four main options: 1) archives and records management; 2) curatorship of historical collections; 3) scholarly editing and publishing; and 4) reference research and bibliographic services. The 54 hours required for the degrees combine 24 hours in each component plus six elective hours. The M.A./M.L.S. is a non-thesis program, but students may choose to write a thesis when such research enhances their program.

Admissions Information

Students must apply for admission to both the Department of History and CLIS under the rubric HILS (History-Library Science) and be admitted to both. Each has a coordinator who serves as a student adviser. Since many of these courses are offered in sequence, it is important for students to work closely with these advisers. The two degrees are awarded simultaneously, and a student who fails to complete the special requirements for the coordinated degree programs may not receive either degree. If students subsequently wish to receive only one degree, they must transfer from HILS either to the graduate program in History or to the College of Library and Information Services and fulfill the normal requirements for the separate master's degree.

Application Deadlines

Fall:
 Applications must be received by January 15.
Spring:
 This program does not accept applications for this semester.
Summer:
 This program does not accept applications for this semester.

Application Requirements

(Send all required materials to both departments)

1. GRE General
2. 3 Letters of Recommendation
3. Writing Sample (10-30 pages) to History only

Degree Requirements

Master of Arts and Master of Library Science (M.A./M.L.S.)

The Department of History and the College of Library and Information Services (CLIS) coordinate two master's degree programs to meet the need for multi-disciplinary graduate training for archivists, records managers, manuscript curators, rare book librarians, bibliographers, conservation administrators and those wishing to become subject and research specialists in academic, special and/or research libraries. Because of the proximity of the campus to a variety of immensely rich research collections, students are able to gain first-hand experiences through internships that reinforce their classroom instruction.

The sequence of courses leading to the two degrees prepares students to understand the intellectual approach of the research scholar through historic training and to meet those research needs through the information services offered in CLIS. The coordinated curricula provide four main options: 1) archives and records management; 2) curatorship of historical collections; 3) scholarly editing and publishing; and 4) reference research and bibliographic services. The 54 hours required for the degrees combine 24 hours in each component plus six elective hours. The M.A./M.L.S. is a non-thesis program, but students may choose to write a thesis when such research enhances their program.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: University of Maryland Eastern Shore

| Identified Low Demand Program: Title and Degree Level | Recommended Discontinuance | Seeking Exemption: Category (please check) | | | | | General Exemption Liberal Arts (<5) |
|--|----------------------------|--|----------------------|--------|-------------------------|----------------------|-------------------------------------|
| | | Mission Centrality | Quality of Graduates | Access | Appropriate Duplication | Economic Development | |
| 1) English Education (Bachelor's) | | | | | | | |
| 2) Social Science Education (B) | | | | | | | |
| 3) Biological Education (B) | | | | | | | |
| 4) Chemistry Education (B) | | | | | | | |
| 5) Mathematics Education (B) | | | | | | | |
| 6) Agriculture Education (B) | | | | | | | |
| PLEASE NOTE: The University of Maryland Eastern Shore has requested changes in the HEGIS codes for the above and is currently awaiting MHEC's response. | | | | | | | |
| 7) Marine-Estuarine-Environmental [w/UMB, UMBC, UMCP] (D) | | | | X | | | |
| 8) _____ | | | | | | | |
| 9) _____ | | | | | | | |
| 10) _____ | | | | | | | |
| 11) _____ | | | | | | | |
| 12) _____ | | | | | | | |
| 13) _____ | | | | | | | |

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: *Nickie D. [Signature]*

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080304 English Education

Check One:

- We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
 Quality of Graduates
 Access
 Appropriate Duplication
 Contribution to Economic Development
 Cost Factors
 General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland has requested changes to the HEGIS codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080307 Social Science Education

Check One:

We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
- Quality of Graduates
- Access
- Appropriate Duplication
- Contribution to Economic Development
- Cost Factors
- General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080310 Biological Education

Check One:

- We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
 Quality of Graduates
 Access
 Appropriate Duplication
 Contribution to Economic Development
 Cost Factors
 General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080311 Chemistry Education

Check One:

We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
- Quality of Graduates
- Access
- Appropriate Duplication
- Contribution to Economic Development
- Cost Factors
- General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 083300 Mathematics Education

Check One:

- We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
- Quality of Graduates
- Access
- Appropriate Duplication
- Contribution to Economic Development
- Cost Factors
- General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 089901 Agriculture Education

Check One:

We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
- Quality of Graduates
- Access
- Appropriate Duplication
- Contribution to Economic Development
- Cost Factors
- General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland Eastern Shore

Degree Level: Ph.D.

HEGIS Code and Program Title: 0418-00 Marine-Estuarine-Environmental Sciences

Check One:

- We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- Centrality to Mission
 Quality of Graduates
 Access
 Appropriate Duplication
 Contribution to Economic Development
 Cost Factors
 General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

This doctoral program is a multi-campus, inter-disciplinary program offered jointly with UMBC, UMB and UMCP. As a collaborative program, it has satisfactory enrollment and awarding of Ph.D. degrees per year across the participating campuses. The doctoral program may periodically be displayed as a low productivity program on some of the participating campus. In this case UMES awarded a Ph.D. in the program for the Spring 2002 semester and anticipat awarding of a Ph.D. in this program for the Fall 2002 and the Spring 2003 semesters, which will bring the awarding of degrees for the doctoral program in line with MHEC criteria.

Morgan State University

2002 Response

regarding

Low-Productivity Degree Programs



Vice President for Academic Affairs

August 19, 2002

Ms. Karen R. Johnson, J.D.
Secretary of Higher Education
The Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, Maryland 21401

Dear Ms. Johnson:

Low productivity programs were reviewed by our Board of Regents at their May 14 meeting. We are asking that we be allowed to continue to offer the two master's degree programs identified as low productivity programs. These programs support our mission and expressed program emphases. In each case, efforts/strategies to improve program productivity are underway.

Master's Degree Programs

International Studies

The International Studies Program was one of the five programs identified as low productivity programs last year. This program produced two graduates in 2002, and with new departmental leadership, new faculty in International Studies and enhancement of the International Studies Program curriculum, we anticipate the stabilization of the productivity of this program.

During the 2001-2002 academic year, the University appointed a chair of the Department of Political Science and International Studies who has established himself as a leading scholar in the area of International Studies, especially European and Africana Studies. Under his leadership, we expect to experience a resurgence of interest in this program with attendant increases in enrollment and graduation rates.

In addition to the new department chair who brings to his position expertise and experience in international affairs, we have just appointed in the Department of History and Geography a new professor specializing in Chinese history and culture. Already the International Studies Program has great strength in European and African studies. This new faculty member will expand our ability to offer courses in Asian studies, thereby rounding out our capacity to offer a balanced program in International Studies.

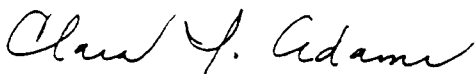
Finally, the review of the curriculum of the program resulted in a new provision that allows students to satisfy the foreign language requirement of the program through university-approved study abroad. This should greatly facilitate the movement of students through the program.

Teaching (MAT)

The School of Education has implemented an aggressive recruitment plan to encourage more liberal arts majors to consider teaching careers. Provisional teachers in local school districts are being recruited, also, as prospective students.

Morgan is participating in Project Site Support, a five-year federally-funded collaborative program with Johns Hopkins University, University of Maryland Baltimore County and Baltimore City Public School System that provides funding to support students in the MAT Program. The increased availability of financial aid will facilitate the recruitment of students for this program.

Sincerely,



Clara I. Adams
Vice President for Academic Affairs

c.c: Dr. Earl S. Richardson

St. Mary's College of Maryland

2002 Response

regarding

Low-Productivity Degree Programs



Office of the Provost

March 20, 2002

To: Karen R. Johnson
Secretary, Maryland Higher Education Commission

From: Alan E. Dillingham, Provost *(AS)*

Subj: Response to Low Productivity Degree Program Report 2002

St. Mary's College of Maryland had one program identified according to the low productivity degree program criterion. As you know, the general criterion is that a baccalaureate degree program must graduate five students in the most recently reported year or a total of fifteen students in the last three years. Our foreign language program was identified as failing to meet this criterion because it produced, according to the report, thirteen graduates over the three year period 1999-2001. The College plans to continue this program. We offer two justifications for our intentions.

In monitoring the number of degrees granted by programs, MHEC counts only the recorded first major of institutional graduates. In fact, for the period covered by this report 1999-2001, 22 students graduated from St. Mary's College with a major in foreign language and in no year were the number of such majors less than five. The difference between this count and the count recorded in the low productivity degree program report is the number of students who completed foreign language as a second major. In fact, over the five year period since 1997 there have been an average of eight graduates with a foreign language major each year and in no year is the number of graduates less than five.

This second reason that we plan to continue this program is that it is central to the mission of the institution. As a liberal arts college, the study of languages, cultures, and literatures is central to the education that we provide.

Thank you for the opportunity to support this particular program. I look forward to your response.

cc: Jane Margaret O'Brien, President
Laurie L. Stickelmaier, Vice President for Business and Finance