



MHEC
MARYLAND HIGHER EDUCATION COMMISSION

Low-Productivity Degree Program

Report 2003

December 2003

MARYLAND HIGHER EDUCATION COMMISSION

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Low-Productivity Degree Program Report 2003

December 2003

The Low-Productivity Degree Program Report 2003 is the fourth and final report using the policies and procedures adopted in 1999. New criteria and procedures have been adopted for the 2004 reporting cycle. 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 2002 identified 34 programs, 19 at public community colleges and 15 at public four-year colleges and universities. In 2002, community colleges requested that 6 programs be discontinued, 7 programs were recommended for exemption, and 6 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, 6 be granted exemptions, and 9 be maintained and reviewed in the coming year.

In this Report 2003, 41 programs were identified, 26 at public community colleges and 15 at public four-year colleges and universities. The number of programs identified is very similar to the number identified in previous years (34 identified in 2002 and 39 identified in 2001) using these criteria. 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 through 2003 reports.

Of the 26 programs identified this year for the community colleges, the institutions requested that 3 be discontinued, 13 were recommended for exemption, and 10 were to be maintained and reviewed again next year. The four-year institutions recommended 3 programs for discontinuation, 10 programs for exemption, and 2 were to be maintained and reviewed in the coming year.

The Report 2003 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.

Master's 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 is 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 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 Program Summary Table for 2003 Report

The Number of Degree Programs Identified for the Three-year Period Ending in 2002

<u>Institution</u>	<u>Associate</u>			
Allegany College of Maryland	0			
Anne Arundel Community College	2			
Baltimore City Community College	4			
Carroll Community College	0			
Cecil Community College	1			
Chesapeake College	4			
College of Southern Maryland	2			
Community College of Baltimore County	3			
Frederick Community College	3			
Garrett College	0			
Hagerstown Community College	1			
Harford Community College	1			
Howard Community College	1			
Montgomery College	1			
Prince George's Community College	2			
Wor-Wic Community College	1			
Subtotal	<u>26</u>			<u>26</u>
<u>Institution</u>	<u>Bachelor</u>	<u>Master</u>	<u>Doctorate</u>	<u>Subtotal</u>
Bowie State University	1	0	0	1
Coppin State College	0	0	0	0
Frostburg State University	1	1	0	2
Salisbury University	0	0	0	0
Towson University	0	0	0	0
University of Baltimore	0	0	0	0
University of Maryland, Baltimore	0	2	0	2
University of Maryland Baltimore County	0	0	0	0
University of Maryland, College Park	1	4	0	5
University of Maryland Eastern Shore	0	0	0	0
Morgan State University	2	3	0	5
St. Mary's College of Maryland	0	0	0	0
Subtotal	<u>5</u>	<u>10</u>	<u>0</u>	<u>15</u>
Total Programs Identified				<u>41</u>

Recommended Action Summary Table

<u>Institution</u>	<u>Number of Programs Identified</u>	<u>Recommended to be Discontinued</u>	<u>Recommended for Exemption</u>	<u>Other</u>
Allegany College of Maryland	0	0	0	0
Anne Arundel Community College	2	1	0	1
Baltimore City Community College	4	0	0	4
Carroll Community College	0	0	0	0
Cecil Community College	1	0	1	0
Chesapeake College	4	0	0	4
College of Southern Maryland	2	0	2	0
Community College of Baltimore County	3	0	2	1
Frederick Community College	3	1	2	0
Garrett College	0	0	0	0
Hagerstown Community College	1	0	1	0
Harford Community College	1	0	1	0
Howard Community College	1	0	1	0
Montgomery College	1	1	0	0
Prince George's Community College	2	0	2	0
Wor-Wic Community College	1	0	1	0
Subtotal	<u>26</u>	<u>3</u>	<u>13</u>	<u>10</u>
<u>Institution</u>				
Bowie State University	1	0	0	1
Coppin State College	0	0	0	0
Frostburg State University	2	1	1	0
Salisbury University	0	0	0	0
Towson University	0	0	0	0
University of Baltimore	0	0	0	0
University of Maryland, Baltimore	2	0	2	0
University of Maryland Baltimore County	0	0	0	0
University of Maryland, College Park	5	0	4	1
University of Maryland Eastern Shore	0	0	0	0
Morgan State University	5	2	3	0
St. Mary's College of Maryland	0	0	0	0
Subtotal	<u>15</u>	<u>3</u>	<u>10</u>	<u>2</u>
Total	<u>41</u>	<u>6</u>	<u>23</u>	<u>12</u>

Maryland Community Colleges

Anne Arundel Community College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
500201 FINANCIAL ACCOUNTING				<u>Discontinuation</u>
Enrollment	98	85	81	
Degrees/Awards	3	8	3	
521401 MEDICAL ASSISTING				<u>Program to be Maintained due to Strong Enrollment</u>
Enrollment	69	66	75	
Degrees/Awards	5	4	2	

Baltimore City Community College

PROGRAMS	2000	2001	2002	Recommended Action
ASSOCIATE				
521501 RESPIRATORY CARE				
Enrollment	8	4	7	Baltimore City Community College did not provide a response to the Maryland Higher Education Commission regarding the programs identified.
Degrees/Awards	4	7	2	
531001 ELECTRONICS TECH				
Enrollment	67	79	82	
Degrees/Awards	8	1	3	
531701 CONSTRUCTION SUPERVISION				
Enrollment	1	0	3	
Degrees/Awards	0	0	0	
540401 DIETETIC TECH				
Enrollment	17	24	17	
Degrees/Awards	6	0	2	

Cecil Community College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
531001 ELECTRONICS TECHNOLOGY				
Enrollment	10	12	16	<u>Cost Factors Exemption</u>
Degrees/Awards	5	2	2	

Chesapeake College

PROGRAMS	2000	2001	2002	Recommended Action
ASSOCIATE				
498001 COMPUTER SCIENCE TRANSFER				
Enrollment	18	9	11	<u>Program was Revised to Improve Enrollment</u>
Degrees/Awards	0	1	0	
550301 EARLY CHILDHOOD EDUCATION				
Enrollment	54	64	64	<u>Program to be Maintained due to Strong Enrollment</u>
Degrees/Awards	2	5	3	
550501 CRIMINAL JUSTICE				
Enrollment	40	56	51	<u>Program to be Maintained due to Strong Enrollment</u>
Degrees/Awards	4	5	2	
559901 PARALEGAL STUDIES				
Enrollment	39	35	37	<u>Program to be Maintained due to Strong Enrollment</u>
Degrees/Awards	3	4	3	

College of Southern Maryland

PROGRAMS	2000	2001	2002	Recommended Action
ASSOCIATE				
550301 EARLY CHILDHOOD DEVELOPMENT				<u>Access Exemption</u>
Enrollment	79	61	69	
Degrees/Awards	5	5	3	
550603 HUMAN SERVICES				<u>Access Exemption</u>
Enrollment	55	51	55	
Degrees/Awards	3	6	4	

Community College of Baltimore County

PROGRAMS	2000	2001	2002	Recommended Action
ASSOCIATE				
501205 INTERIOR DESIGN	<u>Contribution to Economic Development Exemption</u>			
Enrollment	54	80	88	
Degrees/Awards	7	2	4	
540201 HORTICULTURE				<u>Access Exemption</u>
Enrollment	111	79	81	
Degrees/Awards	7	4	2	
550601 RECREATION, PARKS AND TOURISM	<u>Reporting Error Actually had 5 Graduates in 2002</u>			
Enrollment	53	59	45	
Degrees/Awards	8	2	3	

Frederick Community College

PROGRAMS	2000	2001	2002	Recommended Action
ASSOCIATE				
500501 OFFICE SYSTEMS MANAGEMENT				<u>Centrality to Mission Exemption</u>
Enrollment	25	4	2	
Degrees/Awards	3	0	1	
530301 DRAFTING TECHNOLOGY				<u>Discontinuation</u>
Enrollment	32	31	18	
Degrees/Awards	2	6	1	
550301 EARLY CHILDHOOD DEVELOPMENT				<u>Centrality to Mission Exemption</u>
Enrollment	51	114	65	
Degrees/Awards	5	5	3	

Hagerstown Community College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
521601 HUMAN SERVICES TECH				
Enrollment	50	50	52	<u>Centrality to Mission Exemption</u>
Degrees/Awards	3	4	4	

Harford Community College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
540701 SCIENCE LAB TECH				
Enrollment	13	15	17	<u>Centrality to Mission Exemption</u>
Degrees/Awards	6	2	1	

Howard Community College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
494001 ENGINEERING TRANSFER				
Enrollment	85	103	124	<u>Centrality to Mission Exemption</u>
Degrees/Awards	3	6	2	

Montgomery College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
531001 ENGINEERING TECHNOLOGIES				
Enrollment	74	41	27	<u>Discontinuation</u>
Degrees/Awards	1	3	1	

Prince George's Community College

PROGRAMS	2000	2001	2002	Recommended Action
ASSOCIATE				
500408 MARKETING MANAGEMENT				<u>Cost Factors Exemption</u>
Enrollment	75	86	78	
Degrees/Awards	2	6	4	
521301 HEALTH INFORMATION TECHNOLOGY				<u>Cost Factors Exemption</u>
Enrollment	55	58	56	
Degrees/Awards	4	6	3	

Wor-Wic Community College

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
ASSOCIATE				
520701 RADIOLOGIC TECH.				
Enrollment	10	19	23	<u>Centrality to Mission Exemption</u>
Degrees/Awards	5	6	3	

University System of Maryland Institutions

Bowie State University

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
BACHELORS				
100700 THEATER ARTS				
Enrollment	0	0	0	<u>To Be Continued with Improved Marketing</u>
Degrees/Awards	0	0	0	

Frostburg State University

PROGRAMS	2000	2001	2002	<u>Recommended Action</u>
BACHELORS				
150601 COMMUNICATION STUDIES	<u>To Be Continued Improving Enrollment 2002 and 2003</u>			
Enrollment	61	15	31	
Degrees/Awards	5	4	1	
MASTERS				
490301 MODERN HUMANITIES				<u>Discontinuation</u>
Enrollment	0	1	1	
Degrees/Awards	2	2	0	

University of Maryland, Baltimore

PROGRAMS	2000	2001	2002	Recommended Action
MASTERS				
041030 PHYSIOLOGY - MEDICAL PROGRAM				
Enrollment	4	4	5	<u>Centrality to Mission Exemption</u>
Degrees/Awards	0	2	1	
041430 BIOLOGICAL CHEMISTRY - MEDICAL PROGRAM				
Enrollment	1	5	5	<u>Centrality to Mission Exemption</u>
Degrees/Awards	1	1	1	

University of Maryland, College Park

PROGRAMS	2000	2001	2002	Recommended Action
BACHELORS				
110600 RUSSIAN LANGUAGE & LITERATURE				<u>To Be Continued Increasing Enrollment</u>
Enrollment	7	11	15	
Degrees/Awards	3	6	4	
MASTERS				
041401 BIOCHEMISTRY				<u>Cost Factors Exemption</u>
Enrollment	7	3	5	
Degrees/Awards	1	2	1	
110300 GERMAN LANGUAGE & LITERATURE				<u>Access Exemption</u>
Enrollment	4	3	4	
Degrees/Awards	2	2	0	
150500 LINGUISTICS				<u>Cost Factors Exemption</u>
Enrollment	0	0	0	
Degrees/Awards	0	4	1	
190800 CHEMICAL PHYSICS				<u>Cost Factors Exemption</u>
Enrollment	1	1	0	
Degrees/Awards	2	1	0	

Morgan State University

<u>PROGRAMS</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>Recommended Action</u>
BACHELORS				
129908 MENTAL HEALTH TECHNOLOGY				
Enrollment	3	0	0	<u>Discontinuation</u>
Degrees/Awards	5	4	0	
150901 PHILOSOPHY				
Enrollment	45	71	63	<u>Centrality to Mission Exemption</u>
Degrees/Awards	5	5	2	
MASTERS				
080200 ELEMENTARY STUDIES & MIDDLE SCHOOL EDUC				
Enrollment	3	1	3	<u>Discontinuation</u>
Degrees/Awards	3	2	0	
100500 MUSIC				
Enrollment	6	7	6	<u>Centrality to Mission Exemption</u>
Degrees/Awards	0	3	1	
221000 INTERNATIONAL STUDIES				
Enrollment	16	10	13	<u>Centrality to Mission Exemption</u>
Degrees/Awards	1	0	1	

Individual Institutional Responses

The following section of the Report contains the individual institutional responses to the Low-Productivity Degree Program Report 2003 submitted to the Maryland Higher Education Commission.

Anne Arundel Community College

2003 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

September 25, 2003

Dr. John A. Sabatini, Jr.
Acting Secretary of Higher Education
The Maryland Higher Education Commission
839 Bestgate Road
Suite 400
Annapolis, MD 21401-3013

Dear Dr. Sabatini:

On behalf on the Business Administration and the Integrated Healthcare Education departments, I am pleased to submit the **productivity reports** you requested for Anne Arundel Community College's **Financial Accounting and Medical Assisting** degree programs.

My staff and I are more than willing to respond to any questions or comments that you may have about these attached reports.

Sincerely,

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

Martha A. Smith, Ph.D.
President

MAS/TCW:er

Enclosures (2)

CC: Dr. Andrew Meyer, Vice President for Learning
Dean Kathleen Happ, School of Business, Computing and Technical Studies and
Interim Dean, School of Health Professions, Wellness and Physical Education
Dean Trish Casey-Whiteman, Learning Advancement
Mr. Shad Ewart, Director, Business and Public Administration
Mr. Dawit Teklu, Director, Planning, Research and Institutional Assessment

Maryland Higher Education Commission
Low-Productivity Degree Program Report 2003
Anne Arundel Community College Response

Academic Department: Business Administration

Date Prepared: September 17, 2003

Prepared by: Shad Ewart, Director, Business Programming

The A.A.S. in Financial Accounting is a program that has outlived its original purpose and is therefore no longer viable. The department plans to discontinue the program. The enrollment and Degrees/Awards data support this decision:

Year	2000	2001	2002
Enrollment	95	85	81
Degrees/Awards	3	8	3

Historical Perspective

The program was originally designed for the student who wanted to take the required coursework to sit for the Certified Public Accountant (CPA) examination in Maryland and also achieve an associate degree. When developed, one needed an associate degree, in addition to the required accounting courses, to be eligible to sit for the CPA examination. Now, the Maryland State Board of Accountancy requires that one must have a bachelor's degree, complete the required courses (57 credit hours) and have a total of 150 credit hours.

Other Issues

Currently, the students who self-selected this degree program are interested in entering the accounting para-professional field. The college's Certificate in Business Management and the A.A.S. in Business Management are both more effective at meeting these students' academic and career goals.

Another problematic issue with the A.A.S. in Financial Accounting is the difficulty of transferring upper level accounting courses (those courses beyond BPA 212: Principles of Accounting 2) for students whose academic goals include a bachelor's degree. These students are best served by the A.S. in Business Administration Transfer.

Consequently, due to low productivity, changes in professional requirements and problems with meeting the academic and career goals of our students, it is our opinion that the A.A.S. in Financial Accounting should be discontinued.

Maryland Higher Education Commission
Low-Productivity Degree Program Report 2003
Anne Arundel Community College Response

Academic Department: Medical Assisting, Anne Arundel Community College
Date Prepared: September 12, 2003
Prepared By: Kathleen Happ
Interim Dean, School of Health Professions, Wellness and
Physical Education

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 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.*

The stated purpose of the Medical Assisting (MDA) A.A.S. degree is to prepare students for employment or advancement in the management of offices in a variety of health organizations. The program is accredited by the American Association of Medical Assistants. Students who complete the exam are eligible to sit for certification exams given by the American Medical Technologists and the American Association of Medical Assistants. Last year, the graduates' pass rate on the exam was 100%. Many students leave the program prior to completion of the degree program because they have already attained employment.

2. **What factors account for the low number of awards in this program?**

Over a three year program, the program produced 11 graduates with less than 5 graduates in two of the reported years. As evidenced by the tables in the next item, program and course enrollments indicate viability in terms of the program content and purpose. The primary factor in the disparity between the relatively stable, healthy number of students enrolled in the program and the graduation rate is employment. Students enter career programs with a goal to obtain employment or advance in their current job. When that goal is achieved, the incentive for completing the program no longer exists and frequently students stop taking courses.

Another factor relates to students' current employment. Students in this program 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.

The department has identified a program feature that presents an additional disincentive to completion of the program. In the two-year program sequence as presented in the college catalog, the courses entered for the first year consist of one biology course and eight courses offered by departments in Health Professions. All of the MDA courses are finished within that first year's sequence. The second year consists solely of core general education courses required for completion of any associate of applied science degree program. Thus, if the student obtains employment after completion of all of the required MDA classes, little incentive remains for completion of the A.A.S. degree program. Furthermore, courses in English Composition and Mathematics are critical elements to student success in other classes requiring basic literacy in writing and computing. The MDA course sequence in the catalog guides students to complete 33 credits prior to taking those classes. The department will be developing a change in that sequence to present a more rationale distribution of classes with health professions and core general education courses throughout both years of the program.

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

As evidenced in the following table, the number of students who actively pursued courses in the MDA A.A.S. program was at its highest level in academic year 2002. While the program enrollment data is not complete for the AY 2003, we anticipate program enrollments similar to those of the year 2002.

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
41	43	43	38	50

The table below expresses the number of seats taken in MDA classes over the last five fall semesters. The overall number of seats taken demonstrates that the demand for courses in the MDA program has been at its highest levels during the fall semesters of 2002 and 2003.

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
194	171	177	233	234

The United States Bureau of Labor Statistics had advised that medical assisting is expected to be one of the fastest growing occupations through the year 2010 with an expected increase by over 36%. The Bureau indicates prospects are best for medical assistants with formal training, particularly those with certification. The certification test may be taken regardless of whether applicants have obtained a degree.

The evidence garnered from a review of the demand for medical assisting classes within the college and prospects for certified medical assistants reported by the Bureau of Labor Statistics clearly demonstrates the need for an A.A.S. program at Anne Arundel Community College. The anticipated revision of the program sequence is expected to reverse the trend in program graduates.

Baltimore City Community College

2003 Response

regarding

Low-Productivity Degree Programs

Baltimore City Community College Low-Productivity Degree Program Report

Respiratory Care

This program has difficulty with both enrollment and graduation. There is a sufficient applicant pool. However, the requirements are extremely difficult to meet for most students. Efforts to change this situation include:

- The college has implemented computer assisted instruction in its developmental education program. A separate department dedicated to developmental mathematics was implemented fall 2003. These changes have resulted in an increase in student success rates from less than 50% to more than 80% after only one semester of experience. This should result in larger numbers of students qualifying for entry into the program and successfully completing the program requirements.
- Changes in the degree requirements will be implemented fall 2004.
- Facilities will be upgraded by January 2005.

Electronics Technology

This program has averaged 80 students the two previous academic years. The vast majority of these students attend part-time in the evening. The limited math proficiency of entering students poses a challenge for students in this program. Efforts to change this situation include:

- The college has implemented computer assisted instruction in its developmental education program. A separate department dedicated to developmental mathematics was implemented fall 2003. These changes have resulted in an increase in student success rates from less than 50% to more than 80% after only one semester of experience. This should result in larger numbers of students qualifying for entry into the program and successfully completing the program requirements.
- Changes in the degree requirements will be implemented fall 2004.
- The program will partner with the City of Baltimore to provide training for electrical inspectors.
- The college will conduct a comprehensive program review during 2004 to identify other changes and enhancement needed for the program.

Construction Supervision

This is a relatively new program. It has received very little marketing support. Specific courses have good enrollments with non-degree seeking students. The

program has a strong and supportive advisory committee. There are no other related programs at the college. Efforts to change this situation and to make this a viable program include:

- Developing and distribute marketing materials.
- Linking program to similar programs offered by Baltimore City Public Schools.
- Seeking scholarship support from advisory committee members.
- Conducting a comprehensive program review in 2004.

Dietetic Technician

This program has good enrollment but very few students graduate. The students do not need the degree to be employed. In addition, the program has received very little marketing support. Specific courses have good enrollments with non-degree seeking students. The program has a strong and supportive advisory committee. The program lacks appropriate equipment and lab space. Efforts to change this situation and to make this a viable program include:

- Developing and distribute marketing materials.
- Linking the program to employees at Baltimore City Public Schools.
- Changing the admission requirements and dropping the requirement that students must be employed in the field to enter the program.
- Installing appropriate equipment and created a functioning lab for hands-on applications (project complete).
- Conducting a comprehensive program review in 2004.
- Program has been nationally accredited.

Cecil Community College

2003 Response

regarding

Low-Productivity Degree Programs



Low Productivity Program Report Response October 2003

Cecil Community College is requesting a Cost Factors program exemption for the Electronics Technology (AAS) Degree Program. In addition to the AAS Degree program, The Electronics Technology program supports four lower level certificate programs that are subsets of the AAS degree. The required electronics courses in each of the lower level certificate programs are a different configuration of the required electronics courses in the AAS degree with no more than 2 specialty courses added to the lower level certificate that do not apply to the AAS degree.

Most students complete a lower level certificate program prior to completing the AAS degree. What remains for the students after they complete the lower level certificate are 20 credit hours of general education courses and 1 to 2 specialty electronics courses, all of which result in little additional cost to the College. While Cecil Community College was experiencing a decline in the number of AAS graduates in academic years 2000 to 2003 our lower level certificate awards remained stable. In the academic years 2000, 2001, and 2002 the College awarded 17 lower level certificates (AY 2000 – 5 awards, AY 2001 – 5 awards, and AY 2003 – 7 awards).

Chesapeake College

2003 Response

regarding

Low-Productivity Degree Programs



September 29, 2003

Dr. John Sabatini
Acting Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-1781

Dear Dr. Sabatini:

In accordance with your request, I am submitting Chesapeake College's response to the Low Productivity Degree Program Report for 2003. Four of our programs have been identified as generating low productivity – Computer Science, Early Childhood, Criminal Justice, and Paralegal Studies. In each of these programs, the graduation rates, as a single reporting indicator, does not present a comprehensive perspective of the vitality of the programs.

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. Last year, based on national trend data and the statewide review of computer science, we discontinued that agreement, revamped our program, and initiated articulation agreements with local four-year institutions. Computer science has also been identified as a possible baccalaureate program to be offered through the Eastern Shore Higher Education Center located on Chesapeake's campus. It is our hope that targeted marketing, increased articulation options, and outreach to local high schools will result in a viable program for our service region and, therefore, request continuation of the program.

While our graduation rates have been low, enrollment in the Early Childhood program remains steady and the program continues to meet work force needs within our region – a critical component of our mission. In an effort to build the program, the College has partnered with Prince George's Community College to develop the Maryland Child Care Apprenticeship Program, has articulated the curriculum with the baccalaureate program being offered in the Eastern Shore Higher Education Center by University of Maryland Eastern Shore, and is in the final stages of completing Tech Prep high school articulation agreements for advanced placement of students within our Public School systems. Therefore, we request continuation of the program.

The College's Criminal Justice programs are designed to prepare students for a variety of occupations within the law enforcement, corrections, and crime scene investigation fields. These

A Comprehensive Regional Community College

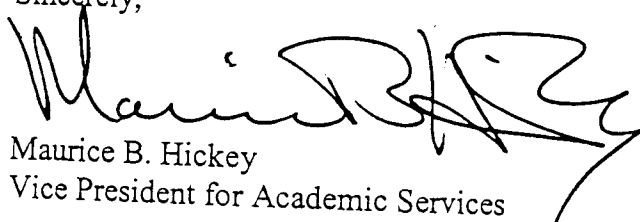
P. O. Box 8, Wye Mills, MD 21679, 410-822-5400, 410-758-1537, 410-228-4360, Fax: 410-827-9466

programs have recently experienced a substantial increase in enrollment. Currently there are 163 declared majors, 95% of which are part-time, working adults, many of whom are already employed in the field. Consequently, these are not students who complete their program of study within the timeframe studied by the low productivity report. Nevertheless, the program is growing and meeting the work force needs of the College's service region. Therefore, we request continuation of the program.

Likewise, enrollment in the College's Paralegal Studies program has also risen in the last reporting cycle, from 48 to 54 declared majors. These students are part-time, working adults, usually taking a single course per semester. While the need for trained paralegals and legal assistants exists within the region, this type of enrollment creates a challenge for the College in maintaining a viable program. We will be conducting a review of the program during this academic year and exploring options for assisting these students in meeting their educational goals. We would ask for continuation of the program at this time.

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,

A handwritten signature in black ink, appearing to read "Maurice B. Hickey". The signature is stylized and cursive, with a large initial "M" and "B".

Maurice B. Hickey
Vice President for Academic Services

Attachments

CHESAPEAKE COLLEGE
Wye Mills, MD 21679

Low Productivity Program Review
2003

The Low Productivity Report from MHEC, dated June 16, 2003, lists four programs for Chesapeake College: Computer Science, Early Childhood, Criminal Justice and Paralegal Studies. Based on the information provided by the respective departments as part of the initial review, I would recommend that we retain all of these programs for the following reasons:

Computer Science:

In reviewing the Computer Science (CS) program it is helpful to look at trends in graduation rates among Maryland's community college CS Transfer programs (www.mhec.state.md.us/publications/research). Colleges that are not listed do not have CS transfer programs.

Community Colleges	1998	1999	2000	2001	2002	Inc/Dec 00-02
Allegany CC	2	0	4	4	3	DEC
AACC	28	19	21	25	20	DEC
BCCC	4	0	4	2	2	DEC
Chesapeake	0	0	0	1	0	No Chg.
CCBC (Catonsville)	3	3	1	0	0	DEC
CCBC (Essex)	6	6	8	0	0	DEC
Frederick	3	1	6	2	5	DEC
Hagerstown	1	3	1	5	5	INC
Harford	2	4	4	4	7	INC
Howard	3	7	3	4	8	INC
Montgomery (Rockville)	3	0	0	0	0	No Chg.
Montgomery (Takoma Pk.)	10	7	15	0	0	DEC
Montgomery (Germantown)	5	3	7	0	0	DEC
Prince George's	17	21	27	20	14	DEC
WorWic	0	0	0	0	1	INC

The data indicates the following:

- Chesapeake College is among the 40% of Maryland's community colleges that had no CS graduates in 2002.
- 72% of Maryland's community colleges have suffered a decline in graduation rates in Computer Science Transfer programs over the last three years (2000 to 2002).
- 47% of the colleges have had 5 or fewer graduates in CS in the last three years for which data have been gathered (2000-2002).

This data speaks to a trend across the State. This trend is likely due to the economic downturn and the high unemployment in the technical sector that has taken center stage over the past

couple of years. In spite of the occupational outlook in the long term, students may fear entering professions for which so many people have been laid off.

The College recommends the CS Transfer Program continue in the hope that changes in the economy will drive a renewed interest in IT and computer science within the next year or two. The College's CS Transfer program is a relatively new program that was dramatically revised from the previous program for 2001-2002.

The CT Department is working on a number of strategies that will enhance enrollment and completion rates in over the next year. Among those strategies are the following:

- Articulating with UMES to offer its BS in CS programs at the Higher Education Center.
- Creating a program Web Page.
- Increased outreach efforts to high school students who excel in Math or Computer Programming

The enrollments and graduation rates in Computer Science in Maryland's community colleges have been low and somewhat static over the past few years. However, we must still be diligent in our recruitment and retention efforts. Targeted marketing, coupled with articulation agreements, outreach to high schools, and an improved economy over the next year or two, will undoubtedly lead to an increase in enrollment and graduation rates in a viable Computer Science Transfer Program at Chesapeake College.

Early Childhood:

The MHEC Commission's report of May 2003 indicated that a number of institutions were identified as having this fundamental problem of low productivity in their Early Childhood Educational programs. The Degree and Certificate Trends for the fiscal years 1999 through 2003 indicate an average enrollment of 55 students in the AAS (Associate of Applied Science Degree) with an average of 5 students receiving degrees per year. The Certificate in Early Childhood Development over this same time period indicates an enrollment 25 students with an average of 4 students receiving certificates per year.

We believe there are specific reasons for this trend:

- Most of the students enrolled in the ECD programs work full time and take a single course per semester. These students take longer to complete their degree work, which exceeds the stated timeframe for the low productivity reporting process.
- The College is in the process of developing alternative courses of delivery to better meet the needs of these students. An internet-based course is being offered for the first time in this program this year. It is believed that this will more efficiently meet the needs of our part-time, employed student populous.
- Students have mandatory workshop requirements that add to their workload and conflict with taking college courses. We will endeavor to work with area centers to offer classes at their sites.
- The need for successful enrollment in and completion of developmental programs so students can finish their degree work more successfully is imperative for a great number of students in the ECD program. Chesapeake College is doing a review and evaluation of this issue this year.

- The general population's view of early childhood education as being something less than real teacher education programs. The research proves otherwise and the message is not fully realized and accepted widely. The need to market this particular program to the high schools, churches, area childcare centers and the general public in new and different ways is necessary to combat erroneous perceptions of the profession.
- The decline in students graduating with a certificate in ECD is possibly due to several employers encouraging their staff to complete their AAS in ECD. This means fulfilling many General Education Program requirements, which many of the students find difficult and need support to complete all program requirements.
- The Early Childhood Advisory Board, at their upcoming meeting in Fall '03, will discuss ways to promote the program, how to increase completion of the degree program, possible curriculum changes, ways that the College can more effectively market this program, etc.

The Early Childhood Development program is critical to fulfilling the mission of Chesapeake College. As a regional learning center for the Upper Shore community, our goal is to meet the requirements of the region's work force in the early childhood field.

We believe that the early childhood program serves a number of needs for the College and is a viable program that should be continued based on the information presented and upon the following collaborative trends:

Cooperative Agreement:

The ECD program is included in the recently completed Higher Education Center located on the College's campus to offer bachelors degrees to students of the Upper Shore region. The program has been offered through a cooperative agreement with UMES towards a four-year degree.

Maryland Child Care Apprenticeship Program:

Prince George's Community College has partnered with Maryland Department of Human Resources' Office of Child Care Credentials, Chesapeake College, and Carroll County Community College to develop the Maryland Quality Child Care Initiative. This program is under a grant from the U.S. Department of Labor in conjunction with the Maryland Apprenticeship Training Council to develop the Maryland Child Care Apprenticeship Program. This program will provide assistance to apprentice students who will be working at area childcare sites while in pursuit of their degree.

Articulation Agreement:

The High School Articulation Agreement is in its final stages for the Tech Prep Partnership for Educational Advance placement to expand educational opportunities to the youth of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties.

We determine that this is a viable program for the needs of enrolled students and for perspective students needing training in early childhood education.

Criminal Justice:

The Criminal Justice program at Chesapeake College is designed to prepare students for a variety of occupations or further education within the fields of Law Enforcement, Corrections, and Crime Scene Investigation. The program is structured to assist students in preparing for immediate entry into a career, transfer to upper level institutions, and to improve work-related skills. Regardless of the goals, educational background, or level of work experience, the Chesapeake College Criminal Justice Program (CMJ) has and continues to meet the needs of our students.

The Criminal Justice Certificate programs in Crime Scene Technician, Law Enforcement, and Corrections are designed to provide, in the shortest time possible, a basic knowledge in the criminal justice profession, which can serve to improve the work-related skills for those already employed in the profession and those seeking entry-level positions in the field.

Due to the current rise in violent crimes, (i.e. serial offenders, terrorism, etc.), and interests in crime scene investigation, there has been a steady rise in the number of persons entering the criminal justice program at Chesapeake College. The Chesapeake College statistics indicate a rise, in excess of 50%, in Criminal Justice student enrollment between 1997 and 2002.

Currently, there are 163 students enrolled as majors in the Chesapeake College program. Some of these students have already acquired their certificates in their chosen criminal justice concentration and have returned to continue their studies in order to attain their associate degree in criminal justice. Over 95% of the enrolled CMJ majors are part-time students, many of whom take only one or two classes per semester. Consequently, these students do not complete their program of study within the timeframe studied by the low productivity report.

Some of the various agencies and occupations that students indicate they intend to seek employment with are: local, state, and federal corrections; crime labs; Forensic Psychology; Probation and Parole; Juvenile Services Administration; elementary education; the Maryland State Police, the Natural Resources Police; the Drug Enforcement Administration; Department of Homeland Security; Central Intelligence Agency; Federal Marshals; Federal Air Marshals; and the Federal Bureau of Investigation. Some of these agencies and occupations require an associate degree for initial employment; however, since some of the agencies and occupations require a bachelor's degree for entry-level employment, it is apparent that many of our students intend on continuing their education to acquire their bachelor's degree.

The Criminal Justice programs at Chesapeake College are clearly growing in enrollment. Graduation rates relate directly to the fact that the majority of the students in the Criminal Justice Program are working adults and/or professionals already in the field, who work rotating shifts, and therefore, are attending college on a part-time basis to complete their certificates and degrees.

Based on the enrollment statistics and the current need for highly trained criminal enforcement professionals, and the ability of the programs to fulfill the mission of the college and the needs of the students, the programs are clearly viable and needed in our community, state, and nation.

Paralegal Studies:

The low productivity report, represented by the single factor, graduation rates, per years 2000, 2001 and 2003, while serving as one indicator, does not represent a comprehensive perspective of the vitality or essence of the Paralegal program at Chesapeake College. Currently there are approximately 54 students enrolled in the program, however the majority of these students are part-time, taking a single course per semester. The average annual enrollment in the program for the years 1998 –2000 was 48. Program enrollments for the years 2001 – 2003 have increased to the current enrollment of 54.

As stated earlier, many of these students are part-time students with full time jobs, taking one course per semester, which lengthens the time from matriculation to graduation. These students are not part of a grouping or cohort and therefore the rate of graduation is much slower, as documented in the low productivity report.

Discussions with advisory board members and local employers indicate that the need for trained paralegals and legal assistants remains high in the local Upper Shore service area. The Maryland Department of Business and Economic Development continues to forecast positive opportunities in the state for legal assistants and paralegals.

In an effort to assist this high percentage of part-time students several new initiatives are planned:

1. **The use of cohorts.** We will attempt to group students as they enroll in the Introductory course and to keep them together as a cohort, thus providing support as well as a more structured advising and scheduling towards the ultimate goal, graduation.
2. **Summer offerings.** The Paralegal program, to date, has not offered summer courses. We will attempt to place summer offerings on the schedule, to further assist these part-time students toward graduation.
3. **Weekend offerings.** Because the majority of the students enrolled in the paralegal program are employed, we will offer weekend options.
4. **On-line instruction.** This will provide another opportunity for access to those students with limited schedules.
5. **Portfolio assessment.** Many of our students, both current and potential are employed in law offices and other law related centers, such as Parole and Probation and have garnered skills and knowledge on the job, but do not have formal education in these areas. We will pursue the area of portfolio assessment to expedite the degree process for those who indeed possess those skills, competencies and outcomes that the formal classroom setting would have provided and grant institutional credit for the same. Thereby, increasing the graduation rate as well as general program enrollment.

6. **Program review.** During FY '04 the Paralegal program will be subject to an internal program review, which will include students, faculty, staff, advisory board members, community leaders and current and potential employers.

While the current program is low in terms of graduates for the period 2000 - 2002, the enrollment has increased and the program is viable. With these additional initiatives it is hoped that the viability will also be reflected in increased graduation rates.

College of Southern Maryland

2003 Response

regarding

Low-Productivity Degree Programs

Dr. John Sabatini
Acting Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

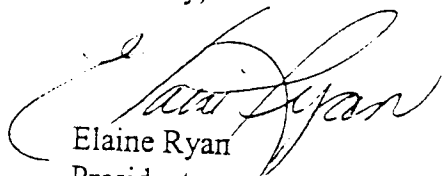
Dear Secretary Sabatini:

Enclosed please find the response from the College of Southern Maryland to the May 27, 2003 memorandum from Secretary Johnson regarding Low-Productivity Degree Programs at the college. The programs in question, the AAS in Early Childhood Development and the AAS in Human Services have been under routine scrutiny through the college's annual program monitoring process, and we have been aware of the low number of graduates. Our analysis of the data associated with these programs leads us to the conclusion that both are viable from the perspective that they do not strain resources significantly in comparison with the benefits that they currently provide and are likely to continue to provide given current trends. In the attached report the programs have been analyzed with respect to issues of access, centrality to institutional mission and overall program enrollment. In addition to degree production other factors have been considered such as steps toward the degree (letters of recognition and certificates), as well as external forces such as increased credential requirements and demographic trends.

The college requests an exemption from discontinuation for these two programs recognizing that CSM is the sole provider of the programs in the region, that the programs are very much in keeping with the college's mission and that enrollment trends in both programs are healthy and likely to improve.

We eagerly await the Commission's determination in this matter and remain available for any additional information or clarification that might be required.

Sincerely,


Elaine Ryan
President

Attachment

Low Productivity Report: September 26, 2003
College of Southern Maryland
A.A.S. Early Childhood Development

The following report addresses the matter of low productivity in the A.A.S. in Early Childhood Development. However, frequent mention is made of subsets of the program, namely a certificate and two letters of recognition, as well as related continuing education activity, because they are part of the college's response to the needs for which the degree program was developed, and they feed into the degree program.

Access

In addition to the Associate of Applied Science Degree (A.A.S.) in Early Childhood Development the College of Southern Maryland (CSM) offers a Certificate in Early Childhood Development and two Letters of Recognition (Child Care Provider and Communication in Early Childhood). Courses required in the Certificate and Letters of Recognition are also required for the A.A.S. Accordingly, students who are awarded letters of recognition and/or the certificate can move seamlessly through the A.A.S. degree program by completing the additional courses required for the degree.

CSM is the only institution in the Southern Maryland region that awards the A.A.S. degree in Early Childhood Development. Other training opportunities exist in the region, but they do not offer college credit that enables students to complete a degree.

The ability to obtain college credit, and ultimately an A.A.S. degree, has become increasingly important in the last few years for a variety of reasons. Head Start, a federally funded early childhood program, was reauthorized with a mandate that 50% of Head Start teachers have at least an associate's degree. The Head Start teachers in Southern Maryland must minimally meet the requirements from Child Care Administration for senior staff, which is 90 clock hours of training. Therefore, there are Head Start teachers who need the additional coursework necessary to obtain the two-year degree, and the college has begun to field inquiries from such teachers, several of whom are already enrolled in the Early Childhood Development program. CSM is currently the only institution in the three county region of Southern Maryland (Charles, Calvert and St. Mary's) that provides required training and grants the required two-year degree.

Another important development in the State of Maryland that will have an impact on the A.A.S. program at CSM is the recent establishment of the Maryland Child Care Credential. The credential, administered by the Department of Human Resources/Child Care Administration, provides monetary incentives for persons working in the child care field who achieve various levels of credentials based on training, professional activity, and experience in the early childhood field. CSM is the premier trainer in the region for those child care providers working toward attainment of the various levels of the credential. Child care providers who wish to ultimately achieve the top levels of the credential must complete training for college credit. It is anticipated that as the Maryland

Child Care Credential gains popularity with child care providers, CSM will see substantially more students completing the A.A.S. in Early Childhood Development.

Finally, the Department of Human Resources/Child Care Administration regulations require college-level training for directors of some child care centers in the State of Maryland. Child care directors who work in centers with 21-40 children must have received 60 semester hours of training from an accredited institution of higher education. The A.A.S. degree in Early Childhood Development requires 63 semester hours which fulfills the requirement for those directors of centers caring for 21-40 children. Child care directors of centers in Maryland who care for 40 or more children must hold an A.A. in Early Childhood Education (CSM's A.A.S. Degree in Early Childhood Development is accepted) or a bachelor's degree in any field. CSM is currently the only institution in the region that provides the required training for directors of larger child care centers.

Centrality to Mission

The mission statement of the College of Southern Maryland, on file with the Maryland Higher Education Commission, refers to the college "as a vital link in the systems that support economic and community development in the tri-county region." It further cites "the special attention that the college provides to the unique characteristics of the local populace, (which) enables it to provide educational opportunities and workforce development that are specially tailored to the needs of Southern Maryland." The A.A.S. degree program in Early Childhood Development and the activities that are related to it (especially letters of recognition, a certificate program and substantial continuing education opportunities) address forcefully these portions of the college mission.

It is critical that the Southern Maryland community have well trained professionals caring for its children so that parents can pursue their careers with confidence that their children are receiving high quality care. In a region where well over half of its workforce is employed outside the county of residence, the need for good child care is essential.

In addition to the associate's degree, the certificate and letters of recognition, which provide a direct educational link between the needs of child care facilities for qualified personnel and the formal educational needs of the workforce, CSM also provides a wide array of non-credit training in the early childhood field. Perhaps the most significant of these non-credit trainings are the annual early childhood conferences offered in the fall and spring. Over 500 child care providers are trained at these conferences annually. The College of Southern Maryland acts as a magnet to draw leaders of the early childhood community into the design of training needs, as members of the steering committee for the conferences. In this way, the needs of this unique community are served by the participation of its own members. These conferences and other non-credit training not only serve the training needs of the early childhood community, but also inspire some attendees to enroll for college credit and eventually obtain an A.A.S. degree in Early Childhood Development.

The A.A.S. Degree in Early Childhood Development and its related activities provide a means for residents of Southern Maryland to accomplish their career goals and contribute significantly to workforce development in the region. The coursework for the degree provides academic experiences that take child care providers from being mere "babysitters" to respected professionals in the community. Many CSM trained professionals are in leadership positions in Head Start, child care centers, and in the Southern Maryland Association for the Education of Young Children in the Southern Maryland region.

High Student Enrollment and Credit-Hour Production

The fundamental reason a relatively small number of students enroll in the Early Childhood Development degree program is that in order to obtain entry-level work in the field, a degree is not required. The data contained in the MHEC Low Productivity Degree Program Report 2003 accurately depicts the number of graduates from the program for the three-year period from 2000 to 2002: thirteen graduates in total. There is reason to believe, however, that factors cited in the previous sections, especially increased credential requirements and increased numbers of professionals coming into contact with the college through semi-annual conferences, may have begun to affect the number of graduates from the program. In the year most recently completed (2003) but not included in the MHEC Report, the number of graduates has suddenly and significantly risen beyond the low productivity threshold of five graduates in a given year. In 2003 nine students graduated from the program as the following table shows.

2000	2001	2002	2003
5 graduates	5 graduates	3 graduates	9 graduates

Further evidence of the increasing strength of the program can be seen from enrollment figures for the Early Childhood Cooperative Education courses, EDU 1910 and EDU 2910. EDU 1910 is required for students completing the certificate and EDU 2910 is required for students completing the A.A.S. degree. As explained earlier, the certificate requirements are also included in the A.A.S. degree requirements. Students who meet the certificate requirements often move on to complete the A.A.S. degree, albeit slowly given the demands that they experience to remain fully employed while studying part-time. Enrollment in these two cooperative education courses is an indicator of future graduation intent. The enrollment figures can be seen in the following table, improving by academic year from 7 in 2001 and 2002 to 15 in 2003 and 10 in just the first half of the current (04) academic year.

Co-op enrollments (prior to certificate and prior to graduation)

Semester	EDU 1910	EDU 2910	Total Enrollment/Sem	Total enrollment/AY
Fall 2000	1	1	2	7
Spring 2001	3	2	5	
Fall 2001	3	1	4	7
Spring 2002	2	1	3	
Fall 2002	6	3	9	15
Spring 2003	2	4	6	
Fall 2003	6	4	10	10 fall only

Enrollment in the Early Childhood Development Program remains steady with modest fluctuation in numbers as can be seen from the table below. This chart indicates the number of students actively enrolled in the program and taking classes during the fall semester of the past four years.

Fall semester	Students declared in Early Childhood Development AAS program and taking classes
1999	58
2000	75
2001	60
2002	69

A far greater number of students are declared to be in the program than the number who actually take classes in a given semester. This is an indication of the part-time nature of their pursuit of credit toward the degree. Though enrollment in the early childhood development courses is strong, many students do not choose to complete all the requirements of the program for graduation. They enroll in early childhood development courses mainly for the purpose of fulfilling the educational requirements to work in the field of child care. Currently, the State of Maryland requires that those working as senior staff in a child care center complete 90 clock hours of study with an additional three clock hours of study for every year worked in the field. Maryland also requires 45 clock hours of study for those working with infants and toddlers in child care centers and 45 clock hours of study for those working with school-age children in child care centers; these also require an additional three clock hours of study for every year worked in the field. The courses required for the senior staff position, infant/toddler position, and the school-age child care position are included in the A.A.S. degree program.

CSM continues to encourage students to make progress toward the Early Childhood A.A.S. degree by providing courses in the evening hours and on weekends so that they are convenient to students. The Early Childhood Advisory Council is made up of leaders in the early childhood community in Southern Maryland and advises the Faculty Coordinator for Early Childhood Development on trends and regional needs. Currently, CSM is piloting an innovative way to offer the Group Care of Infants and Toddlers course (EDU 1110), a course that is part of the A.A.S. degree in Early Childhood

Development. This course has been broken down into eight non-credit modules. Students successfully completing all eight modules will be eligible to take a departmental examination. Upon successful completion of the departmental examination, students will be awarded three credits for EDU 1110. If this pilot goes well, other courses may follow suit in order to encourage more participation in the Early Childhood Development Program. Currently, there are three early childhood courses offered online. It is anticipated that offering program courses in this format will serve to make degree completion more convenient for students.

Lastly, CSM is committed to supporting those Early Childhood Development students who wish to move on toward a bachelor's degree. We continue to work with the Consortium of Maryland Early Childhood Faculty and Administrators toward articulation with four-year institutions and currently enjoy a partnership with Bowie State University in providing facilities for their early childhood/special education degree in Southern Maryland.

Conclusion

The rationale that supports the college's request to maintain the A.A.S program in Early Childhood Development is grounded in the fact that CSM is the sole provider of the degree in the region; the program and its related components address directly the college's mission, especially as it relates to regional workforce needs, and lastly, current enrollment trends suggest that the number of students completing the degree portion of the program is likely to increase over the next few years, as indeed the year 2003 already indicates. We expect that a three-year exemption from discontinuation of the program will be sufficient time for the program to recover from low productivity.

Low Productivity Report: September 26, 2003
College of Southern Maryland
A.A.S. Human Services

Background

Some historical background for this program may be useful inasmuch as its initial purpose has evolved over time and continues to do so at present. The A.A.S. degree in Human Services was begun in 1977 as a program for Income Maintenance Workers in state social services offices. Before that time workers needed only a high school diploma for such employment. The program was developed through a DACUM (Developing A Curriculum) process, using local agency heads and others to develop the curriculum. The State of Maryland provided tuition grants for all students in the program. Since that time the degree program has served also to accommodate individuals who are interested in Alcohol and Drug Counseling through a certificate program that is a subset of the associate's degree. Alcohol and drug counselors have had to meet a requirement of at least an associate's degree since 2000. In the past year CSM has added a Certificate for Mental Health Technicians as a certificate within the program also. Students who are awarded certificates can move seamlessly into the A.A.S. degree program by completing the additional courses required for the degree. There is a need for entry-level social workers, counselors and mental health workers in the tri-county area. Thus, the degree program as well as the certificates now meet regional needs in ways that are quite different from when the program was originally conceived.

Need and Access

There are many agencies in the region that require well-trained staff. *Walden Sierra, Inc.* provides comprehensive counseling services in a variety of settings and for a diverse clientele; *Compass* is a transitional living program for recovering women over the age of 18 who are single parents; *The Cathy Lawrence Run a Way Shelter* is open 24 hours/day, 7 days/week and is utilized by the tri-county area; *The Adolescent Shelter* is utilized by the local Department of Social Services offices and the court systems for temporary shelter in emergency situations. In addition, *Pathways* is another local program that offers residential living, job coaching and counseling to patients with mental illness, and it is also dependent on the programs at CSM.

The *Anchor Intermediate Care Facility* is a 42-bed, state financed 28-day residential treatment program for men and women that allows single parents to bring their children if no other child care is available. The *Anchor* facility just recently opened in summer 2003 creating new employment opportunities. Previously there had been a 20-bed facility for men only that was used in the interim until the new facility opened. According to the Human Resources Officer at *Anchor*, fifty percent of the jobs at the facility require an associate's degree in Human Services and the other half require some credits, preferably a certificate in Human Services. The College of Southern Maryland is the only provider of the associate's degree and certificate in the region, and if the degree program were discontinued there would be a negative impact on this agency's ability to hire qualified

personnel. A recent survey by the Community Behavioral Health Association of Southern Maryland indicated that there were 173 entry-level jobs available in their member agencies. A similar negative impact would be expected for these agencies as well were the degree program discontinued.

CSM is the only institution in the Southern Maryland region that awards the A.A.S. degree in Human Services. There are no other training opportunities in the region whereby a student can complete a degree in human services. The ability to obtain college credit, and ultimately an A.A.S. degree, is becoming increasingly important. Social work agencies have long recognized the need for well-trained workers to act as intake advisers. Although improvement in salaries has not yet caught up with the expectations of the workers, it is clear that there is pressure on regional human services agencies to be able to compete for workers, and there is a growing expectation that those workers will have to possess identifiable skills in order to make them more competitive. The director of the *Pathways* program reported that in the past five years, annual wages have risen from \$15,000 to \$21,000-\$25,000, in order to attract needed workers in a market that has a very low (3.5%) unemployment rate. He reported that this increase in salary reflects the need that the agency has for well-trained workers.

CSM has developed a Mental Health Technician Certificate based on the expressed desire of the Community Behavioral Health Association of Southern Maryland to have better prepared workers and on the willingness of agencies to pay certificate holders more for their skills. CSM is the only institution in the Southern Maryland area that can provide the appropriate training and grant a two-year degree. It is expected that the need for entry-level social workers, counselors, and mental health workers in the tri-county area will remain strong. The Human Services degree program, as well as the certificates that are subsets of the degree, continue to meet regional needs in ways that are quite different from when the program was originally conceived and reflect the college's flexible response to changing community needs.

The college anticipates that given a three-year exemption from discontinuation, the program will grow to the point that it will no longer suffer low productivity. The growth in facilities that require trained workers and the improvement in compensation for such jobs are likely to influence enrollments positively in the degree and certificate programs.

Centrality to Mission

The mission of the College of Southern Maryland, on file with the Maryland Higher Education Commission, refers to the college "as a vital link in the systems that support economic and community development in the tri-county region." It further cites "the special attention that the college provides to the unique characteristics of the local populace (which) enables it to provide educational opportunities and workforce development that are specially tailored to the needs of Southern Maryland."

CSM provides the education and training link between people seeking to work in the human services area and the agencies in need of well prepared staff. The A.A.S. degree

program in Human Services provides the umbrella structure for meeting these needs. It embraces a Certificate in Alcohol and Drug Counseling as well as a recently approved Mental Health Technician Certificate. As we track the need for personnel in the area of gerontology, we may also add a Certificate in Aging under the general heading of Human Services. Each of these three certificates is responsive to the needs of the social services system of the tri-county area. They also provide a first rung on a career/education ladder that can lead to the associate's and bachelor's degrees should students choose to continue their studies and advancement. It is critical that the Southern Maryland community have well trained professionals providing services to those who need community support. The degree in Human Services, originally designed to address specific regional needs for Income Maintenance Workers, has evolved into supporting the workforce needs of the human services sector generally with a degree and two certificate programs that address a range of area needs.

Student Enrollment

The overall enrollment in the program has been growing. Students generally are working adults who pursue their certificates and eventual associate's degrees on a part-time basis. (Twenty nine percent of program enrollees are between the ages of 30 and 39, and a similar percentage fall into the 40 to 59 age range.) Their slow progress toward degree completion, and the resulting low-productivity in degree awards, is due in part to the time pressures created by maintaining full-time employment while studying. It is also due in part to job requirements often being satisfied by a certificate rather than the degree. A summary of graduates for the past four years is charted below. It includes the most recently completed year, 2003, which was not contained in the MHEC Low Productivity Degree Program Report 2003. It is clear that the number has hovered near the minimum number of five graduates required per year.

2000	2001	2002	2003
3 graduates	6 graduates	4 graduates	5 graduates

The core Human Services courses are offered once each year and have had consistent enrollment as can be seen in the table below. Seats in web-based courses offered through Maryland On-Line are also noted. The courses are:

HMS 1070 Legal Aspects of Public Assistance HMS 1100 Caseload Management
HMS 1032 Interpersonal and Counseling Skills SOC 1040 Introduction to Human Resource Services

Semester	HMS 1070	HMS 1032	HMS 1100	SOC 1040
Fall 1999	16	18		WEB 3
Spring 2000			19	14
Fall 2000	19	18		
Spring 2001			21	12
Fall 2001	16	21		
Spring 2002			16	15
Fall 2002	11	22		

Spring 2003			19	14
Fall 2003	14	20		WEB 5

Enrollment in the Human Services AAS program itself remains steady with modest fluctuation in numbers as can be seen from the table below. This chart indicates the number of students actively enrolled in the program and taking classes during the fall semester of the past four years.

Fall Semester	Students declared in Human Services AAS program and taking classes
1999	46
2000	56
2001	50
2002	55

A far greater number of students are declared to be in the program than the number who actually take classes in a given semester. This is in large part because students in the program pursue classes and their eventual degree on a part-time basis. It is also true that they do not complete all of the requirements of the degree program for graduation in a timely manner because the degree has not been an essential requirement for employment or advancement. CSM will monitor and advise students in the program more effectively about the value of a degree to them, and this may have a modest effect on completion rates in the future. Recent changes (specifically, the addition of a Mental Health Technician Certificate to the CSM program) should also increase the number of students who complete the degree. A new program, a Certificate in Aging, to be developed in the current academic year, may have a similar effect on the number of students who choose to pursue the A.A.S. in Human Services. Cumulatively, these certificate programs are likely to improve the number of graduates from the program, which has had a history of serving diverse needs in the general human services area: Income Maintenance workers, then, Alcohol and Drug Counselors. It is expected that it will now serve new groups from the Southern Maryland region who wish to take their first step in a human services career: Mental Health Technicians and Human Services for the Aging. In the future two factors in the workplace, detailed earlier in this report, should also influence students positively toward degree completion: increasing educational requirements on the part of human services agencies and improvement in salaries for well trained individuals.

Conclusion

The rationale for the continuance of the AAS in Human Services is based on the fact that the College of Southern Maryland is the sole provider of this degree in the region; the degree program itself and its related certificates directly address the college's mission, especially as it relates to regional workforce needs, and lastly, current enrollments in the component parts of the program are healthy. These facts lead us to believe that graduation figures for the degree are likely to increase. We expect that a three-year exemption from discontinuation of the program will be sufficient time for the program to recover from low productivity.

Community College of Baltimore County

2003 Response

regarding

Low-Productivity Degree Programs



September 17, 2003

Dr. John Sabatini
Interim Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Dr. Sabatini:

The Board of Trustees of The Community College of Baltimore County at its September 10, 2003 meeting approved the following actions for the low enrolled programs listed below:

1. Interior Design (Hegis #501205) – continue with exempt status
2. Horticulture (Hegis #540201) – continue with exempt status
3. Recreation, Parks & Tourism (Hegis #550601) remove from Low Productivity List (It was determined that the number of graduates required by MHEC was met)

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. Linck, Ed.D.
Vice Chancellor for Learning and Student Development

cc: B. Ebersole
A. Jones
I. McPhail
G. Proulx

Attachments

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MHEC LOW PRODUCTIVITY REPORT

2002 – 2003

Academic Program: CCBC Horticulture

Summary:

The CCBC Horticulture Program is a strong and unique comprehensive career program for the State of Maryland and the greater Baltimore area. It is the only horticulture program in the state that includes all four areas of horticultural education, giving it the approved MHEC state-wide designation. The field of horticulture is divided into four distinct areas of employment:

1. Propagation (nurseries and greenhouses)
2. Turf management (golf courses and contract mowing)
3. Landscape design/landscape installation/hardscape installation (patios, pergolas)
4. Floral design (retail floral businesses)

One can see from the above fields of horticulture that the majority of our student population is looking for education in one of these specific areas. As such, we have four certificates to accommodate the students in these areas.

To add to this justification one should look at the characteristics of the students enrolling in the horticulture program. For the most part they fall into the three following categories:

1. The majority of the students come from the industry. Many currently are owners of a horticultural business. It should be noted that most of these students are not degree or certificate driven. They are enrolling in courses their employers are requesting they need to improve skills and expand knowledge in areas of weakness.
2. We have students wanting to begin a career in horticulture or transition from another career. These students are typically driven to one of our certificates or a degree.
3. Many students are enrolled for personal enrichment (home gardeners). They have no intention of attaining a degree.

A significant number of students enrolled in the horticulture program already have AA degrees, BS and BA degrees, masters degrees and a handful of Ph.D degrees. Many of these students are not seeking degrees or certificates.

The CCBC Horticulture program is a unique career program providing an educational service to the State of Maryland and the greater Baltimore area. We have many out of county students, and on occasion students from out of state.

Attached is a chart that identifies the number of degree seeking students and graduates. The second chart identifies all students enrolled in the program by degrees, certificates and total awards (2000 – 185 students, 2001 – 176 students 2002 – 163 students). This chart gives a true picture of the program given almost all of the horticulture students attend the program part time (on a four to six year time table). The numbers identified in this chart identify a solid program in good standing.

Recommended Action Based Upon MHEC Criteria:

The CCBC Horticulture program, while not quite meeting the criteria of 5 graduates a year or 15 graduates in the last three years has proven by the above statements that it is a strong viable program needed by area industry and the community. It should be noted that the agriculture/horticulture industry is identified by the Department of Agriculture as one of the top five largest employers in the state of Maryland. With Baltimore being the largest city in the state, the CCBC Horticulture Program should be able to continue recognizing its unique population.

With the recent award of the MHEC state-wide designation it is anticipated that enrollment in the CCBC Horticulture program will increase. It is the belief of the college administration that with this anticipated increase, along with the state-wide designation, and the administrative support being demonstrated by the CCBC administration, that the program should receive an access exemption as there are no other delivery systems that can meet the enrolled student's needs.

Date: August 14, 2003

Signature of Campus President _____

Horticulture

MHEC Data

540201	<u>Horticulture</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
	Enrollment	111	79	81
	Degrees	7	4	2

* Note: MHEC's data reflects only degree seeking students. Certificate awards are also a component of the program and result in increased enrollments and additional awards (certificates) as follows:

All Students

<u>Horticulture*</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Enrollment	185	176	163
Degrees	7	4	2
Certificates	<u>6</u>	<u>5</u>	<u>17</u>
Total Awards	13	9	19

*Horticulture Program Includes:

<u>CCBC Code</u>	<u>Program Name</u>	<u>Hegis</u>
D792	Horticulture	540201
D794	Landscape, Design, and Installation	540205
D799	Turf and Landscape Maintenance	540204
D791	Nursery and Greenhouse Production	540203
D891	Floral Design	540202

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MHEC LOW PRODUCTIVITY REPORT

2002 - 2003

Academic Program: Recreation, Parks, & Tourism

Summary: There are several reasons for the low enrollment "flag" for the Recreation, Parks, and Tourism Program. First, there was an error, due to a transition in data related programs, in capturing the total number of graduates. In the recalculation there are 15 graduates from the program during the past three years, not 13 as originally stated. In the academic year 1999-2000 there were eight, 2000-2001 there were four graduates, and in 2001-2002 there were three graduating students. In the most recent academic year, 2002-2003, five students graduated from the Recreation, Parks and Leisure program. Using these records, the Recreation, Parks, & Tourism program has graduated 15 students in the past three years of analysis.

Recommended Action Based Upon MHEC Criteria:

Based on the fact that the Recreation, Parks & Tourism Program has met MHEC minimum guidelines for graduates, this program should be removed from the low productivity report.

Date: August 11, 2003

Signature of Campus President _____

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MHEC LOW PRODUCTIVITY REPORT

2002 – 2003

Academic Program: Interior Design

Summary:

The purpose of this report is to explain the low-productivity of students graduating from interior design program dating to 2000. There are three important changes that have taken place with the Interior Design department which are intended to strengthen the program.

First, the interior design program was previously organized within the design department, and was moved to be under the leadership of the art department. Being part of a larger department was felt to provide increased resources.

Secondly, the curriculum was restructured to meet the program requirements as outlined under the art department. The coursework itself remained the same, but the course numbers and objectives were restructured to meet the department requirements and format.

Third, new faculty have been hired to teach the interior design courses. The program now includes internships of which the new faculty have been instrumental in organizing with local businesses and firms which makes this program more meaningful for the student. The commitment to excellence has been modeled to include service learning objectives, which is a priority for CCBC.

Since these changes have occurred the enrollment of students in the program has rapidly increased as follows:

2000	58 students
2001	96 students
2002	110 students
2003	149 students

Eight students received Interior Design Degrees 2003, and three students received certificates from this program. We foresee that this number will steadily increase in the next few years.

Recommended Action Based Upon MHEC Criteria:

The increased enrollment assures us that we are making the necessary transitions to best meet the needs of the student. The new faculty have been supportive and active at identifying internships in the community. The partnership between the students, faculty and local businesses has been most successful in attracting new students. There are plans to expand this program to be offered at the CCBC-Dundalk campus, which should also increase the enrollment.

Approved Exemption Categories

Contributions to Economic Development Exemption: As a result improved programming and college support, the Interior Design program has been growing and is expected to continue with this trend. With the number of students currently enrolled, CCBC is making a contribution to the employment skills of these individuals, as well as contributing to building a specific workforce in the community and should be considered for exempt status based on the "contributions to economic development exemption".

Date: August 27, 2003

Signature of Campus President _____

Frederick Community College

2003 Response

regarding

Low-Productivity Degree Programs



Frederick Community College

October 28, 2003

Maryland Higher Education Commission
Attention: Michael Kiphart
839 Bestgate Road, Suite 400
Annapolis, Maryland 41401

Commissioners:

The following programs were identified as low-producing for Frederick Community College for the past year:

500501 Office Systems Management
530301 Drafting Technology
550301 Early Childhood Development

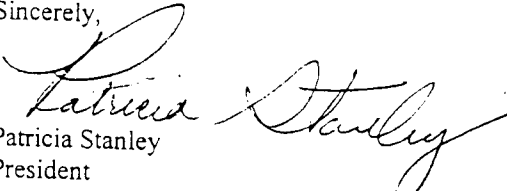
- ◆ Our Drafting Technology program will be discontinued.
- ◆ In the Office Systems Management area, the state supplied data do not include students enrolled in certificate programs encompassed by this program. With these students the data are as follows:

	2000	2001	2002
Degrees/Awards (degrees and certs)	7	15	16

Our Office Systems Management program is a dynamic program, central to the mission of Frederick Community College, since this is where a large number of introductory computer courses are offered. This program is an access path for students who are looking for new careers and it should not be discontinued.

- ◆ Early Childhood Development is a very important program for the community and is central to the mission of Frederick Community College. Many of our students take courses for Child Care Center certification and then continue to work on their degrees over an extended period of time. We have started a new certificate in this program to document completions by students.

Sincerely,



Patricia Stanley
President

Hagerstown Community College

2003 Response

regarding

Low-Productivity Degree Programs



11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • www.hagerstowncc.edu

Office of the Dean of Academic Affairs

October 21, 2003

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

Dear Dr. Kiphart:

This letter is to inform you of our decision to request a **Centrality to Mission Exemption** for our Human Services Technician Program (521601). We understand that the production or degrees awarded for the past three years have been three (2000), four (2001), and four (2002) for a total of 11. Previously we terminated a Certificate in Substance Abuse Counseling within this program effective December 2003.

Last spring we conducted a DACUM process for our Human Services Program that included a tech scan, occupational analysis, and a curriculum update. Several local agencies participated in this DACUM process.

Our current mission statement is the following: *HCC offers a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service.* We conclude that this program does, in fact, perform a community service that includes an internship course that does assist various community agencies.

All of our career programs will include a yearly evaluation of its intent, purposes, graduates, and placement. It is our intent that this Human Services Program will be accentuated and be more productive in the future.

We assume that unless we change our mission, this criterion (or exemption) will exempt this program from further examination review. Thank you for your assistance in this matter.

Sincerely,

Julian J. Sidlowski, Ph.D.
Dean of Academic Affairs

Harford Community College

2003 Response

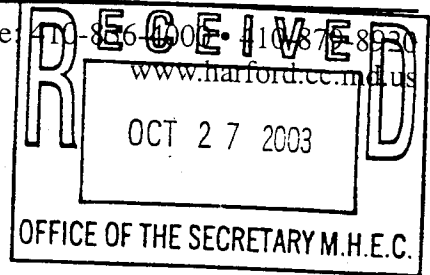
regarding

Low-Productivity Degree Programs



Harford Community College
401 Thomas Run Road • Bel Air, Maryland 21015-1698

Phone: 410-836-4000 • 410-879-8930



October 24, 2003

OFFICE OF THE SECRETARY M.H.E.C.

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

Re: Low Productivity Degree Program Report – 2003

Dear Secretary Johnson:

Please find attached our institution's response to MHEC's 2003 low productivity degree program report. Harford Community College supports the continuance of the AAS degree program in Science Laboratory Technology based on the attached justification.

Please feel free to contact me if you need further clarification.

Sincerely,

Thomas M. Eastep
Interim Vice President for Instruction

Att: 1

c.c. C. Chiesi, HCC President
J. Jordan, HCC Dean, Nursing, Allied Health & Sciences
file

Harford Community College
Low-Productivity Program Justification
Science Laboratory Technology

Centrality to Mission: This program supports the mission of the College by providing a career program that promotes professional competence and prepares and sustains an educated science-oriented workforce. All but two of the courses in the curriculum are requirements in several other degree programs and the specialized courses that are not part of other programs provide entry-level employment skills in the area of biotechnology, microbiology, and chemistry.

Access: Science Laboratory Technology is the only program at the College that provides skills for entry-level science positions for the Aberdeen Proving Ground and other science-oriented businesses in Harford County.

Cost Factors: Even if this program did not exist, all but two courses in the curriculum would have to be offered because they are required in several other degree programs at the College. The two specialized courses are offered on a two-year cycle so as to maximize the enrollment and minimize the expense. Adjunct faculties generally teach these courses, further reducing the cost of the program. In addition, the Science Laboratory Technology program serves as a core curriculum for other career options such as Histotechnology.

Recommendation: The Science Laboratory Technology program should continue as offered by Harford Community College. The low graduation rates are characteristic of this type of program and of career programs in general. The program has an extremely low cost, and serves a valuable function of providing a core curriculum that allows the College to rapidly respond to changes in the scientific workforce requirements of Harford County; for example, the possibility of offering a Nanobiotechnology option to the program designed to meet the emerging needs of Aberdeen Proving Ground is currently being investigated.

Howard Community College

2003 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: September 29, 2003

TO: Dr. John A. Sabatini, Jr.
Acting Secretary of Higher Education
The Maryland Higher Education Commission
839 Bestgate Rd., Suite 400
Annapolis, MD 21401-3013

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 has determined that the **Engineering** transfer program is central to our mission as a comprehensive community college and that there are clear indicators that there is still interest in and a need for the program.

The evidence does not support the idea of a program in decline. The growth in enrollment in the engineering program has been consistent and at a rate that far exceeds our overall growth—39% compared to a 19.9% overall growth in FTE's for the same time period. The seven Engineering graduates for FY2003 suggest that the number of degrees and awards is volatile rather than reflective of a steady decline.

Engineering Transfer - 494001	2000	2001	2002	2003
Fall Enrollment	85	103	124	140
Fiscal Year Unduplicated Enrollment	127	140	156	189
Degrees/Awards	3	6	2	7

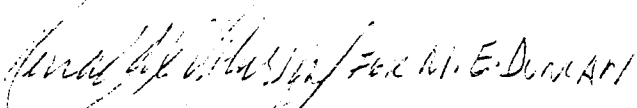
A major factor in that volatility is the lack of consistency in transfer requirements at the state four-year institutions. This lack of consistency is a major cause of students transferring prior to completing all of the requirements of the associate's degree. Students have no desire to take courses that will not be accepted as credit toward their major, and it is impossible for community colleges to articulate with multiple transfer institutions that all have different requirements for the same program.

Notwithstanding these issues, several initiatives to recruit and graduate more engineering majors are currently in action. In the Fall of 2002, Howard Community College was awarded a National Science Foundation Scholarship Program grant designed to recruit

engineering majors. Scholarships vary in amounts up to \$3,125 per year. There are currently eleven (11) HCC students participating in the program. For some students, the scholarships will be an incentive to stay at HCC through completion of the associate degree instead of transferring early. The advising, mentoring, orientation, and career development processes that were developed as a part of the grant are sustainable. To address the problem of the inconsistency in the program requirements in the transfer institutions, the Maryland Council of Community College Chief Academic Officers is planning an initiative, based on the successful process that led to the associate of art in teaching degree, to establish consistent statewide transfer requirements for Engineering.

Programs like engineering and computer science that attract very bright Howard County students are as important to our mission as a comprehensive community college as programs that attract a broader population. Given the consistent growth in enrollment, the seven (7) associate degrees awarded in FY2003, and the initiatives to recruit and graduate more engineering majors and address inconsistencies in transfer requirements, the Board of Trustees believes that deletion of this important program would be premature at this time.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mary Ellen Duncan".

Mary Ellen Duncan
President
Howard Community

Montgomery College


2003 Response

regarding

Low-Productivity Degree Programs

September 30, 2003

Dr. John Sabatini
Acting Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21041

Dear  Dr. Sabatini:

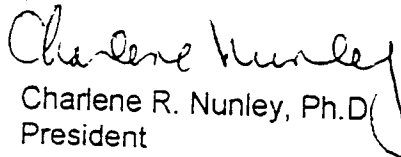
Montgomery College's responses to the Commission's Low-Productivity Degree Program Report 2003 are enclosed for processing. The College reviewed the following programs as requested by the Commission:

HEGIS 531001 Engineering Technologies

The College recommends the deletion of this program, and formal Board of Trustees approval will be provided at the Board's November meeting.

We appreciate the Commission's ongoing interest in, and commitment to, regular review of academic programs in Maryland's colleges and universities.

Sincerely,


Charlene R. Nunley, Ph.D.
President

CRN:mm

Enclosure

cc: Dr. Michael J. Kiphart
Dr. Hercules Pinkney

Central Administration
900 Hungerford Drive
Rockville, MD 20850
(301) 279-5000

Germantown Campus
20200 Observation Drive
Germantown, MD 20876
(301) 353-7700

Rockville Campus
51 Mannakee Street
Rockville, MD 20850
(301) 279-5000

Takoma Park Campus
7600 Takoma Avenue
Takoma Park, MD 20912
(301) 650-1300

Continuing Education
51 Mannakee Street
Rockville, MD 20850
(301) 279-5188

MONTGOMERY COLLEGE

LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Engineering Technologies A.A.S.

CAMPUS: Germantown

RECOMMENDATION:

Delete Program X

Continue Program

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

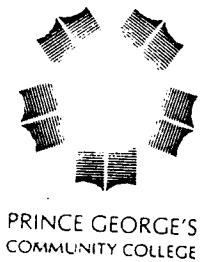
The proposal to delete the Engineering Technologies A.A.S. was recently submitted to MHEC. The Electronic Technologies degree program was suspended in the 2002-2003 catalog while the program was reviewed for deletion. The program was deleted from the 2003-2004 catalog by action of the Curriculum Committee. The last remaining option under Engineering Science became a new program, Microcomputer Technologies A.A.S., with two related certificates and a Letter of Recognition. There no longer are any Engineering Technology courses. Several were deleted while others were revised for two programs that are currently under development: Wireless Technologies (funded by a MAITTI-MACC grant) and Manufacturing Technology.

Prince George's Community College

2003 Response

regarding

Low-Productivity Degree Programs



DR. VERA ZDRAVKOVICH
VICE PRESIDENT FOR INSTRUCTION

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0406
FAX: 301-808-0960
E-MAIL: vzdravkovich@pgcc.edu

October 15, 2003

Dr. John A. Sabatini, Jr.
Acting Secretary of Higher Education
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Dr. Sabatini: *John*

This is in response to the Low-Productivity Degree Program Report 2003 which identified the Marketing Management and Health Information Technology associate degree programs as having low numbers of degree awards.

500408 Marketing Management

The Marketing Management degree program is an important part of the Business/Management Department at Prince George's Community College. Such a program serves the community and is in keeping with the dynamic movement of the business environment. Besides our marketing management majors, students majoring in other business and non-business disciplines benefit from taking marketing courses, so as to understand the impact marketing will have on whatever field they choose to enter. Many non-degree seeking students take marketing courses for personal enrichment, professional development and job enhancement.

In addition, the Cost Factor Exemption is specifically applicable in the case of the Marketing Management Program. It is not costing the college any additional resources to maintain the marketing program. Marketing is a fundamental and integral part of the management process, and as such, all of the courses that we now offer on the subject would continue to be offered as electives toward the management degree should the marketing degree be discontinued. There are no special labs or specialized equipment needed to administer the program. The program is supported by the broad base of business knowledge and experience that exists within the full-time business faculty.

We currently have a significant number of declared marketing majors which indicates a continued serious interest in the degree. During FY2003, five (5) marketing management A.A.S. degrees were awarded.

521301 Health Information Technology

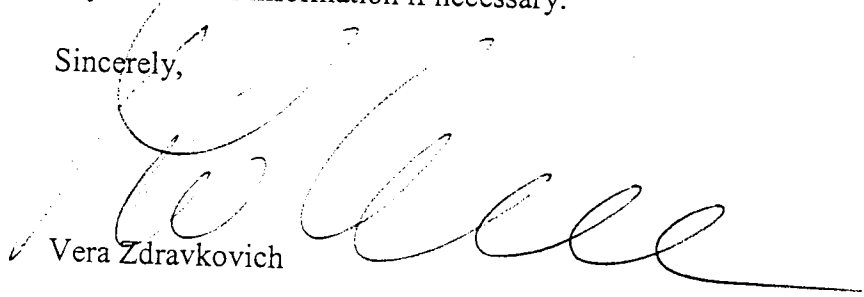
The Medical Coder/Billing Certificate (previously called the Health Data Coder Certificate program) graduates take a subset of the same courses as the HIT degree students so no additional faculty are required. Students completing the certificate program are ready for employment in hospitals, physician's offices, and other health care settings as coders and medical billers. The total number of certificate awards for each year is shown in the table below, with the number in parentheses representing students who were awarded both a certificate and degree.

Degree and Certificate Awards in Health Information Technology/Medical Coder

	2000	2001	2002	2003
Degree/awards	4	6	3	5
Certificate	5 (1)	5 (2)	3 (1)	6 (4)
Unduplicated Total	8	9	5	7

Thank you for your consideration in these matters. I would be happy to provide any additional information if necessary.

Sincerely,



Vera Zdravkovich

Wor-Wic Community College

2003 Response

regarding

Low-Productivity Degree Programs

WOR-WIC
COMMUNITY COLLEGE

32000 CAMPUS DR
SALISBURY MD 21804
PHONE: (410) 334-2800
www.worwic.edu

September 30, 2003

Dr. John A. Sabatini
Acting Secretary
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Dr. Sabatini:

Wor-Wic Community College was notified that its program in Radiologic Technology was in a low productivity status based upon the single criterion of degree production. Staff has reviewed the program and the college is requesting that it be exempt from discontinuation due to its centrality to the college mission and its projected degree production.

The attached program productivity report for Radiologic Technology demonstrates that the program is central to the college mission, produces quality graduates and is projected to increase the number of graduates in the coming years.

If your staff has any questions regarding the program productivity report, they should be directed to Dr. Stephen L. Capelli, vice president for academic and student affairs, at 410-334-2813.

Thank you for your consideration and support.

Sincerely,


Murray K. Hoy
President

Enc.

BOARD OF TRUSTEES

Russell W. Blake

D. Gary Boggs

Morgan Hazel

Velda E. Henry

William H. Kerbin

Robert M. Lawrence

Henry S. Parker

PRESIDENT

Dr. Murray K. Hoy

WOR-WIC COMMUNITY COLLEGE
RADIOLOGIC TECHNOLOGY PROGRAM

PROGRAM MISSION

The radiologic technology curriculum is a 24-month, nationally accredited program which receives full cooperation from the area's regional medical center and two community hospitals. The program prepares graduates to take and pass the national certification examination of the American Registry of Radiologic Technologists for certification as radiographers. Occupational education has been the cornerstone of Wor-Wic Community College since its inception. The radiologic technology program contributes to the accomplishment of the following college goals to:

- Provide courses and programs to prepare individuals for occupations in the community.
- Foster and promote linkages with the community to ensure continuity and relevance of the college's program's and services.

RESOURCE ALLOCATION

The college shares the cost of the radiologic technology program with the Peninsula Regional Medical Center in Salisbury, the Atlantic General Hospital in Berlin, and the E.W. McCready Memorial Hospital in Crisfield, Maryland. These long-time cooperative arrangements have worked extremely well for the hospitals, college and students.

PROGRAM DIRECTION

In 2003 the radiologic technology program requested permission from the Joint Review Commission on Education in Radiologic Technology (JRCERT) to increase annual program capacity from 16 to 20 students. The increase was justified by citing the increasing demand for qualified radiographers in the college's service area and expanding radiological services in Maryland and Delaware.

The radiologic technology program failed the low-productivity test for fiscal years 2000, 2001 and 2002 due to a drop in graduates for the year 2002. The three graduates in 2002 dropped the three year total to 14, one under the minimum standard. In FY 2003, the radiologic technology program graduated 10 students and now is above minimum status for FY 2001, 2002 and 2003 with a total of 19 graduates.

BOARD OF TRUSTEES

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Henry S. Parker

PRESIDENT

Dr. Murray K. Hoy

The program is anticipating twelve (12) graduates in 2004 and nineteen (19) in 2005.

Wor-Wic Community College is providing a service to the medical community in its region by supplying competent radiographers capable of obtaining national certification and licensure in Maryland. For the last five years, the radiologic technology department had a 100% pass rate on the national certification examination. The department also keeps a close watch on the employment status of all graduates and 100% of the graduates in the last five years are employed that wish to be employed.

The college will continue to offer the program while making a concerted effort to increase the retention rate and ultimately the number of successful graduates.

9/03

University System of Maryland

**Bowie State University
Frostburg State University
University of Maryland, Baltimore
University of Maryland, College Park**

2003 Response

regarding

Low-Productivity Degree Programs

September 29, 2003

Dr. John Sabatini, Jr.
Acting Secretary
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Dr. Sabatini:

I am pleased to forward for your consideration reports from Bowie State University, Frostburg State University, University of Maryland, Baltimore, and University of Maryland, College Park on programs that MHEC has identified as "low productivity." Included are:

Bowie State University:

Bachelors 10070 Theater Arts

Frostburg State University:

Bachelors 150601 Communication Studies

Masters 490301 Modern Humanities

University of Maryland, Baltimore:

Masters 041030 Physiology
041430 Biological Chemistry

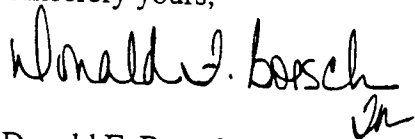
University of Maryland, College Park

Bachelors 110600 Russian Language & Literature

Masters 041401 Biochemistry
110300 German Language & Literature
150500 Linguistics
190800 Chemical Physics

If you have any questions about institutional evaluations and recommendations, please contact Dr. Gertrude Eaton, who will work with the institutions to resolve your concerns.

Sincerely yours,

A handwritten signature in cursive script that reads "Donald F. Boesch". The signature is written in black ink and includes a small flourish at the end.

Donald F. Boesch
Interim Vice Chancellor, Academic Affairs

Attachments

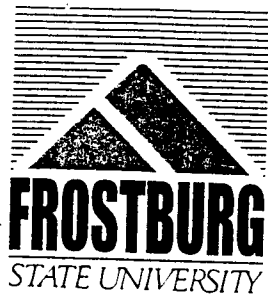
cc: George E. Miller
Stephen J. Simpson
Malinda B. Orlin
William Destler
Gertrude Eaton

MARYLAND HIGHER EDUCATION COMMISSION
IDENTIFIED PROGRAMS WITH LOW DEGREE PRODUCTIVITY

Bowie State University

PROGRAMS	2000	2001	2002
BACHELORS			
100700 THEATER ARTS			
Enrollment	0	0	0
Degrees/Awards	0	0	0

The Theater Arts Program has continued to support the University's Liberal Arts focus and contributes to the University's goal to produce well-rounded students. However, in terms of the Program's lack of productivity in attracting and graduating students, this results from the mandated directive in the early nineties for the University to terminate identified programs in the Department of Humanities and Fine Arts, and during the reconfiguration, the Department inadvertently terminated the Theater Arts Program along with the Music and Art Education Programs. Upon its recent recognition of this error, the University has begun accelerate the marketing of the Theater Arts Program and hired two new Assistant Professors for FY04 to assist in facilitating the fast tracking of this major.



Office of the President
101 Braddock Road
Frostburg, Maryland 21532-1099
(301) 687-4111
FAX NUMBER (301)687-7070

September 26, 2003

Dr. John Sabatini, Jr., Acting Secretary
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Dr. Sabatini:

The Maryland Higher Education Commission identified two Frostburg State University programs as having low degree production on the list dated May 27, 2003. The University's response to these characterizations follows.

Modern Humanities: Master's, 490301

As we have explained in previous submissions, the Master of Arts in Modern Humanities is a self-supporting program with course work offered only during the summer and intersession. As such, the program has previously been excluded from low productivity analyses. However, following a full assessment as part of a program review completed in summer 2003, the participating faculty recommend that the program be discontinued.

The primary reason for recommending that this program be discontinued is that the number of participating students has decreased to the point where the program is not self-supporting nor does it provide the peer teaching and support that are among its hallmarks. The program used to provide a good master's degree alternative for teachers, but the current emphasis in the continuing education of teachers on enhancing content expertise in a particular discipline and completing additional education courses (e.g., reading), does not fit well with this interdisciplinary program.

The University has accepted this recommendation reluctantly due to the high quality of the program and the unique role the Modern Humanities Institute has played for 25 years as a model of lifelong learning and an intellectual haven for adult students in this region and beyond. In the future, we may propose another master's program in the liberal arts and sciences that better meets contemporary needs.

Attached to this response is a request for program discontinuance that addresses the questions posed by the relevant University System of Maryland Board of Regents' policy statement.


Communication Studies: Bachelor's, 150601

The placement of this program on the low productivity list is an artifact of the method we chose in 2001 to separate a combined program in Speech Communication and Theatre (150601) into two distinct programs, Theatre (100700) and Communication Studies (150601). After consultation with MHEC staff, we prepared a new program proposal for theatre, but, since the previous HEGIS code was appropriate for communication studies, and the curricular changes from the previous speech communication specialization were minor, we opted to retain the previous program code and requested only a program name change.

At the time the Communication Studies program was combined with Theatre, the latter was the more popular track in the program. Consequently, upon separation, enrollment figures for HEGIS 150601 initially showed a sharp drop between 2000 and 2001 (from 61 majors, 48 of whom were in theatre, to 15 in communication studies--nine students remaining in the old speech communication track and six new majors in the first weeks of the implementation of the communication studies program). However, since most current graduates started in the combined program, one reasonable way to look at the program's productivity is to focus on the combined graduation rates for Communication Studies and Theatre across the past three years. By that measure, the programs meet the MHEC requirements with five graduates in 2000, 10 graduates in 2001, and 13 graduates in 2002.

More importantly, Communication Studies has made rapid strides, benefiting from its increased prominence as a distinct program and from students' regarding it as a new curricular offering. By fall 2002, there was a 52 percent growth in the number of communication majors, to 31. The recent rapid increase in student enrollment suggests that continued growth in the number of majors is a reasonable expectation. Treated as a program instituted in Fall 2001, Communication Studies will not graduate significant numbers of students until 2005-2006. Although the program would qualify for a liberal arts exemption under current MHEC low productivity guidelines, we believe that current enrollments and prospective graduation rates are sufficient to warrant continuation. Therefore, we request the opportunity to allow this program to continue and fulfill its significant potential.

Sincerely,


Catherine R. Gira
President

pc Stephen Simpson
Gertrude Eaton
Joseph Hoffman

**PROPOSAL TO DISCONTINUE AN
EXISTING ACADEMIC PROGRAM**

Program Name Master of Arts in Modern Humanities

Department Modern Humanities Institute

College College of Liberal Arts and Sciences

What are the primary reasons for this discontinuance request?

The number of participating students has decreased to the point where the program is not self-supporting nor does it provide the peer teaching and support that are among its hallmarks. The program used to provide a good master's degree alternative for teachers, but the current emphasis in the continuing education of teachers on enhancing content expertise in a particular discipline and completing additional education courses (e.g., reading), does not fit well with this interdisciplinary program.

Is the discontinuance of this program consistent with the University mission?

This program is not specifically mentioned in the mission statement. However, we believe there is a need for a master's program in the liberal arts and sciences in our region. After further study, we may propose another master's program that better meets contemporary needs, especially the continuing education needs of teachers.

Can the discontinuance of this program be accomplished within the existing program resources of the institution?

The program is self-supporting, with faculty and visiting lecturers' salaries covered by tuition paid by students in the summer and intersession. Depending on the decisions of students who have not completed classroom-based course work, we may have to subsidize faculty salaries to ensure that all students who desire to do so have the opportunity to complete the program. Any subsidy will come from summer school revenues, not from state funds.

What is the proposed date for discontinuing new admissions to this program?

We will discontinue recruitment and admissions immediately and will not admit any students to begin Summer 2004.

How will currently enrolled students be accommodated so they can realize their degree objectives?

There currently are three students who have not completed the classroom-based instruction. Two need two of the three modules (12 credit hours) and one needs one module (six credit hours). The two students who just began the program will be counseled to consider other programs (to which they probably can transfer six credit hours). If necessary, FSU will offer the remaining modules in summer 2004 and 2005. If the third student, who may have difficulty transferring 18 credits, is the only student remaining, course work will be offered on-line (the student resides in New Mexico).

In addition, there are 12 students who need to complete term papers and/or the thesis. The current faculty will continue to work with these students with the students' tuition subsidizing faculty salaries. The administration will work with program faculty to develop a timeline and plan for students to complete their work.

What effect will program discontinuance have on tenured and non-tenured faculty and other staff in the program?

Faculty teach in this program in addition to their regular loads with most instruction taking place during summer and intersession, so there will be no effect on faculty.

How will program budget funds be reallocated?

The program has no state-supported operational funds or faculty salaries assigned to it.

Are there other programs in existence at Maryland public institutions in which students interested in this type of program might enroll?

Master's programs in humanities and in liberal and professional studies are available at Towson University.



UNIVERSITY OF MARYLAND

TO: John A. Sabatini, Ph.D., Acting Secretary of Higher Education
FROM: Malinda Orlin, Ph.D., Vice President for Academic Affairs
RE: Low-Productivity Degree Program – Physiology – Medical Program
Masters - UMB

Sept. 17, 2003

Your memo of May 27, 2003 identified the Physiology – Medical Program Masters at University of Maryland Baltimore as a “low productivity program” based on the criterion of degree production. By this letter we hope to explain how the MS program serves the State when the criteria of access, cost, and centrality to mission are also considered.

The MS Program in Physiology has played, and continues to play, an extremely valuable role.

1. A major function of the MS program is to prepare students for entrance to medical and other professional schools who, for a wide variety of reasons, have been unable to gain admission. Examples are students who as undergraduates majored in areas not traditionally considered preparatory for medical school, such as engineering, or who were heavily involved in collegiate athletics. The program has been very successful at preparing such students for admission to medical school and other professional programs. For example, three of the most recent graduates from the program (those shown as graduating between 2000 and 2002 on the report) were subsequently admitted to area medical schools including George Washington University and West Virginia University. Thus the program serves a very useful purpose by making it possible for area students to achieve their goal of becoming physicians and ultimately serving the health needs of the citizens of Maryland and surrounding areas. We are not aware of any other program in the University System of Maryland that so directly serves this need.
2. The MS program has also been a very important source of students for the Physiology doctoral program. The program estimates between 10 and 20% of students who enter as MS candidates also or instead enter the Ph.D. program – eight in the last five years. Not surprisingly, many of the best Ph.D. students initially entered the MS program and then later transferred to the Ph.D. track after they became interested in research through their course work and contact with

doctoral students and faculty. For example, two recent ('01) Ph.D. graduates are presently postdoctoral fellows at Washington University and Northwestern University. It is unlikely that these students, both of whom have made significant scientific contributions through their research work, would have ended up in our doctoral program if not for the existence of the MS program. The relatively low numbers of MS graduates is in part due to students who switch from the MS to Ph.D. tracks prior to completing the MS degree.

3. The MS program helps to create a critical mass of students in our graduate courses that makes them more vibrant and satisfying for all involved. The MS students work and study side by side with doctoral students and often form close working relationships and friendships with them. They contribute to classroom discussions, give presentations, and join with doctoral students to study for exams. This creates a better learning environment overall.
4. Finally, the MS program is cost effective for the Physiology Ph.D. program and the Graduate School. The tuition paid by MS students supports some courses taken by Ph.D. and MS students, thus, in some instances enabling us to offer courses which might not be viable without the MS enrollment. This is the fiscal dimension of #3 above – MS students contribute financially as well as intellectually to the program's critical mass.

In summary, the MS program serves the Ph.D. program, the institution, and the State of Maryland. Its termination would have detrimental consequences. We request that it be exempt from further examination and review based on its contribution to access, its cost neutrality, and its importance to the institution.

I'll be happy to expand on any of these issues.

Cc: Dr. Gertrude Eaton, Associate Vice Chancellor for Academic Affairs
University System of Maryland

Low-Productivity Degree Program Report: 2003
University of Maryland, College Park

1. Bachelor's Program in Russian Language and Literature: HEGIS 1106.00

Our records indicate that primary degrees awarded in this program in 2000, 2001, and 2002 were 4, 7, and 4. The difference with Commission records is that our records include awards that were completed in a timely fashion but were posted after the official numbers were submitted.

If students with double majors are included, where Russian was listed as secondary and thus not included in the official submission, then five degrees were awarded in 2002.

In any case, the degrees actually awarded are sufficient for the program not to be listed as of low productivity.

We are pleased to mention that student enrollment in the program has been increasing steadily since Fall 2000, so we are confident that the number of degrees awarded will continue to meet or exceed Commission standards.

2. Masters Program in Biochemistry: HEGIS 0414.01

This program is a subset of the corresponding doctoral program and is offered at no additional cost to the institution. Although a small number of students are admitted directly into the program, it also serves as a safety valve for students who initially intend to complete the Ph.D. but who either are unable to or choose not to do so after completing a substantial body of work. Some students also find it useful to first receive the masters degree while also continuing to the doctorate. We request a Cost Factors Exemption for this program.

3. Masters Program in German Language and Literature: HEGIS 1103.00

According to the Commission's inventory, this is only master's program in German in a public institution in the State of Maryland. As such, it uniquely serves the needs of, among others, teachers of the German language in the middle schools and high schools of the state. A very incomplete count shows at least 20 schools where German is taught. We request an Access Exemption for this program.

4. Masters Program in Linguistics: HEGIS 1505.00

This program is a subset of the corresponding doctoral program and is offered at no additional cost to the institution. No students are admitted directly into the masters program, as indicated by the steady zero value of enrollment in the Commission figures. *See also the excerpt from the Graduate Catalog below.* However, the program serves as a safety valve for students who initially intend to complete the Ph.D. but who either are unable to or choose not to do so after completing a substantial body of work. We request a Cost Factors Exemption for this program.

From the Departmental Website: Linguistics:

"The Department does not offer admission to students who intend to pursue a terminal

MA degree. Although technically we can award MA degrees, we only do this in cases when a student decides not to complete the PhD degree.”

5. Masters Program in Chemical Physics: HEGIS 1908.00

This program is a subset of the corresponding doctoral program and is offered at no additional cost to the institution. Generally students are not admitted directly into the masters program. *See the excerpt from the Graduate Catalog below.* However, the program serves as a safety valve for students who initially intend to complete the Ph.D. but who either are unable to or choose not to do so after completing a substantial body of work. Some students also find it useful to first receive the masters degree while also continuing to the doctorate. It is also the case that the entire Chemical Physics Graduate Program is interdisciplinary, based entirely on courses required in other degree programs, such as Physics, Chemistry, and Chemical Engineering. We request a Cost Factors Exemption for this program.

From the Graduate Catalog: Chemical Physics: Master of Science (M.S.)

“Admission to the program is generally limited to Ph.D. students. Students can earn a non-thesis M.S. degree while working towards the Ph.D. degree. In order to earn this M.S. degree in Chemical Physics, a student must complete 30 credit hours, including CHEM 684 or ENCH 610, CHEM 687, CHEM 691, PHYS 604, PHYS 622, PHYS 623, and an advanced laboratory course. A one-credit seminar in statistical physics and a one-credit seminar in chemical physics are also required along with a scholarly paper. The Ph.D. qualifying examination must be passed at the M.S. degree level.”

Morgan State University

2003 Response

regarding

Low-Productivity Degree Programs



Vice President for Academic Affairs

December 15, 2003

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

Dear Dr. Kiphart:

The low-productivity program report was reviewed by the Morgan State University Board of Regents at its quarterly meeting on October 14, 2003. One of the five programs cited has been discontinued; a second program has been identified to be discontinued.

Program Discontinuances

Mental Health Technology

In 1997, the University announced plans to discontinue the Mental Health Technology major in lieu of a concentration in the Social Work major. Students were not admitted after 1997, and the program was phased out over the next four years to permit students in the pipeline to complete degree requirements. The final four students exited the program in 2001.

Elementary and Middle School Education

Local school districts are generally looking for persons with a degree in another certification area. Hence, most elementary and middle school teachers now pursue graduate degrees in areas such as reading, counseling and special education. For this reason, our Elementary and Middle School Education program is not attracting students currently; and, it will be discontinued. Plans to discontinue this program will be announced, and preparation will be made to phase it out.

We are requesting that we be allowed to continue to offer the remaining three programs. These programs support our mission and expressed program emphases; and, in each case, efforts/strategies to improve program productivity are underway.

Undergraduate Program

Philosophy

Since 2001, the undergraduate program in Philosophy has experienced substantial enrollment growth. The impact of this enrollment increase should begin to be reflected in a similar increase in graduation rates in another year or two.

Graduate Programs

Music

The new Murphy Fine Arts Center – with its excellent state-of-the-art training facilities – has resulted already in increased enrollment in the undergraduate program in Music. We are anticipating similar impact on the graduate program enrollment.

International Studies

The International Studies Program has been redesigned to make it more interdisciplinary. Broadening the scope of the program in this way also increases the faculty resources available to the program. In the past, the small number of faculty available for thesis advisement created a bottleneck. The program redesign should correct this problem.

Sincerely



Clara I. Adams
Vice President for Academic Affairs

cc: Dr. Earl S. Richardson