

**Caudill College of Arts, Humanities and Social Sciences  
Program Review**

**I. Eliminate**

Program demonstrates ongoing low productivity, based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. Program elimination will be conducted in accordance with relevant policies and coordinated by the relevant academic deans.

Program	Recommended Action	Rationale	Update																													
<b>B16-0901</b>  <b>BA in French</b>	ELIMINATE	The reduction or elimination of foreign language and culture courses in high school and college is an unfortunate educational trend. The Kentucky statewide trend has been for high schools to phase out non-Spanish language programming. Plans to phase out the French program have been underway and were implemented in earnest with the retirement of one faculty member as a result of the Spring 2014 voluntary buyout. The second faculty member teaches remaining students in the program and provides instruction in French language and culture that supports other programs, as well as courses in general education, Women’s Studies and the Academic Honors program.	<b>Action Taken:</b> <ul style="list-style-type: none"> <li>French program was eliminated and a teach-out plan was created. The remaining French student graduated in December 2017.</li> </ul> <b>3-Year Data Synopsis</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2014-15</th> <th style="text-align: center;">2015-16</th> <th style="text-align: center;">2016-17</th> <th style="text-align: center;">2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>SCH</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td style="text-align: center;">370</td> <td style="text-align: center;">486</td> <td style="text-align: center;">472</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td></td> </tr> </tbody> </table> <p>Review Narrative: None. Program Response:</p>						2014-15	2015-16	2016-17	2017-18	Enrollment	3	3	1	1	SCH					SCH/FTE	370	486	472		Degrees conf	1	1	0	
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<p><b>M45-0101</b></p> <p><b>MA in Interdisciplinary Social Sciences</b></p>	<p>ELIMINATE</p>	<p>Change from original draft: MODIFY to ELIMINATE</p> <p>Merge the MA in Interdisciplinary Social Sciences into the MA in Sociology as a specialized program track. Merging the program with the MA in Sociology as a specialized program track eliminates duplication where it occurs, provides an interdisciplinary program option, and provides a basis for developing a critical mass of graduate program enrollees and graduates in a renamed MA in Sociology and Social Sciences degree program.</p>	<p>Actions Taken:</p> <ul style="list-style-type: none"> <li><b>Action completed.</b> Program became the Master of Arts: Interdisciplinary Social Sciences Concentration under the Sociology-Master of Arts.</li> </ul> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1671 219 2440 500"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>22</td> <td>23</td> <td>11</td> <td>1</td> </tr> <tr> <td>SCH</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>4</td> <td>6</td> <td>6</td> <td></td> </tr> </tbody> </table> <p>Review Narrative: For explanation see Master of Arts: Interdisciplinary Social Sciences Concentration under the Sociology-Master of Arts.</p> <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Enrollment	22	23	11	1	SCH					SCH/FTE					Degrees conf	4	6	6	
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**II. Modify**

Program demonstrates low productivity, based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. The program requires immediate and targeted action.

NA

**III. Monitor**

Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. Specific challenges and opportunities associated with the program have been identified. Improvement plans must be presented to the relevant dean implemented by no later than fall 2016.

<p><b>M50-0702/M13-1302</b></p>	<p>MONITOR</p>	<p>Change from original draft: ELIMINATE to MONITOR</p>	<p>Actions Taken:</p> <ul style="list-style-type: none"> <li>• <b>Action completed.</b> Plan for increasing enrollment requires additional support (studio space for graduate students, stand-alone graduate courses taught within faculty load, incentives for recruitment, such as partial tuition waivers).</li> <li>• <b>Action partially completed.</b> Undergraduate online courses in Art History are currently being developed and can be nested with graduate courses.</li> <li>• <b>Action partially completed.</b> NPPI (new program proposal initiative) study was completed during summer 2016 for an MFA program in Visual Art emphasizing interdisciplinary exploration and craft.</li> <li>• <b>Action partially completed.</b> Twice during review period met CPE expectations of 7 degree completers per year.</li> </ul> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1567 1078 2333 1305"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>10</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>SCH</td> <td>155</td> <td>218</td> <td>173</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>85.89</td> <td>85.16</td> <td>82.20</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>7</td> <td>3</td> <td>8</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> <li>• Stable but modest enrollment trend. Graduate assistants account for approximately 50% of the enrollment.</li> <li>• Meets new CPE requirements for degrees conferred (15 degrees over 5 years).</li> </ul> <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Enrollment	10	10	11	12	SCH	155	218	173		SCH/FTE	85.89	85.16	82.20		Degrees conf	7	3	8	
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<p><b>MA in Art/Art Education</b></p>	<ul style="list-style-type: none"> <li>• Develop and implement a plan for increasing program enrollment, including projected needs to support graduate program growth</li> <li>• Maximize program access through online and other course delivery options.</li> <li>• Develop an MFA program proposal</li> <li>• Consistently meet CPE expectations of 7 degree completers per year</li> </ul>	<p>The program is relatively low enrolled, but at current capacity.</p>																										

<p><b>M09-0101</b></p> <p><b>MA in Communication</b></p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>As a generic program, it seems that it would benefit from a market “niche” focus (possibly strategic communications with PR focus, or business collaboration)</li> <li>Pilot an 8-week term online format</li> <li>Build bridges with college and university peer programs in the region to recruit students into the program</li> <li>Develop a 4+1 program to create a pipeline into the program for appropriate populations of students</li> </ul>	<p>Enrollment is stable but relatively low considering the potential market for the program. Graduation rates appear to be relatively low but stable, with some exceptions. Program converted to a fully online sequence. However, SACS did not approve this substantive change until spring 2013.</p>	<p>Actions Taken:</p> <ul style="list-style-type: none"> <li><b>Not completed.</b> To date, has not developed a “niche” focus. Continues to offer a generic program. <b>Might want to call a “generalist” program instead</b></li> <li><b>Action completed.</b> Developed an 8-week online format.</li> <li><b>Not completed.</b> Have not built bridges yet with college and university peer programs.</li> <li><b>Not completed.</b> Have not developed a 4+1 program to widen enrollment pipeline.</li> </ul> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1567 414 2333 641"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>18</td> <td>20</td> <td>25</td> <td>20</td> </tr> <tr> <td>SCH</td> <td>291</td> <td>285</td> <td>330</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>314.59</td> <td>248.81</td> <td>316.80</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>7</td> <td>3</td> <td>8</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> <li>Modest but stable enrollment trend and degree completion rate.</li> <li>Meets new CPE requirements for degrees conferred (15 degrees over 5 years).</li> </ul> <p>Program Response:</p> <ol style="list-style-type: none"> <li>Partnered with Masters in Public Administration (MPA) program to create a “public communication track” within their program, which allows their students to take 15 hours of MA in COMM classes.</li> <li>While we do not have a 4+1 track, we do offer early admittance to graduate school, and those students who qualify can take up to 12 hours of graduate classes while completing their undergraduate coursework.</li> <li>Continuing to design courses to fit the needs of the graduate students and their unique career directions. However, we still mainly market ourselves as a “generalist” program.</li> <li>Plans to recruit students at all KCTCS campuses for the 2018-2019 academic year via on site campus visits.</li> </ol>		2014-15	2015-16	2016-17	2017-18	Enrollment	18	20	25	20	SCH	291	285	330		SCH/FTE	314.59	248.81	316.80		Degrees conf	7	3	8	
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B30---2001

BA in International Studies

MONITOR

- Program redesign is essential to defining and capturing a market niche for growth
- Needs to be marketed more aggressively

This is a new (2011) program that is low enrolled, but gradually building enrollment as awareness of the program increases. Is highly efficient due to the number of cross-listed courses. Program has the potential of contributing to our institutional goal of internationalization, but International Studies is not typically an identified major and high schools do not have such programs. The program appears to lack a niche focus that can be marketed to potential students. With the recent transfer of International Government faculty member to the program, the needed leadership is in place to advance the program. The former Geography faculty also contributes to instruction within this program.

Actions Taken:

- **Action in process.** Leadership of program is redesigning program to promote enrollment growth.
- **Action completed.** Making efforts to market program.

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	17	23	16	17
SCH	2688	2498	2333	
SCH/FTE	478	444	479	
Degrees conf	3	8	2	

Review Narrative:

- Program leadership is shepherding curricular changes through process.
- Low enrollment and degree completion.
- Does not meet new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- The program has designed a new curriculum to facilitate recruitment and progression. The new proposal provides an alternative to study abroad, more choices to complete the language requirements, and fewer credit hours for the program and the language requirement. The proposal is before the University Undergraduate Curriculum Committee. Previously, the curriculum lacked coherency.
- For the first time since its inception, the program has faculty dedicated to the implementation of the curriculum which will ensure a methodical rotation of course offerings to facilitate graduation.

**B50-0901**  
**BA/Music/BM Music Performance/BME Music Education**

- MONITOR
- Develop a strategy for retaining more admitted students and degree completers.
  - Develop a plan to capture any number of enrollment growth opportunities.
  - Work with Theatre and Dance faculty to develop a music theatre degree program to meet market demand. Music Theatre program track should be developed for both the BA in Theatre and BM degree.
  - Develop a data-rich proposal to address market-driven improvements to the music scholarship program.

A high quality, signature program for MSU. Enrollment has been stable but recently declined, perhaps due to temporary faculty competitiveness. Has been unable to provide orchestral string area and has low productivity, mainly due to the limited GE arts appreciation courses to offset the instruction. Retention drops after the first year but stabilizes thereafter. Of the students who are not in the program, nearly all stay at MSU in other ensembles. A Music Theatre program would improve enrollment for both major and non-major students. The program provides significant cultural programming and public relations outreach with its high-quality performances, including: service performances (Athletics, GALA, Commencement); artistic recitals, guest artist recitals, faculty and educational events (Blue and Gold festival of Middle School Band Clinic, Harpham String Orchestra Clinic, Band Clinic, Jazz Clinic, etc.); off-campus performances by MSU faculty and students.

- Actions Taken:
- **Action completed.** Use of immediate placement exams for the four sections of required piano class. These now occur simultaneously with audition process. Positive results have been enhanced (SOAR) scheduling of students and more effective tracking of music core curriculum completion. Linkage of college advisor(s) with applied instructors (private applied instructors) have increased efficient course registration and matriculation.
  - **Action completed.** Development of social media presence. Face-to-face contact with prospective students via their high school music teachers/counselors. Collaborate with MSU Alumni teaching in service region. Proposed use of streaming of all MTD productions for those outside of service region. Personal invitations from faculty to receive a free private lesson and participate in ensemble rehearsals while visiting. Strong faculty participation in University recruitment activities. Moving curriculum forward to further develop the potential of Commercial Music program.
  - **Action not completed.** Some discussion but no significant action on development of Music Theatre Degree program.
  - **Action completed.** Music leadership met with previous VP for Student Success about need to improve scholarships and become more competitive in offers with other state schools. Some support for entering freshman music majors attending Summer arts Academy and 2018 Jazz Festival. Marching Band leadership provided a proposal to recruit non-music majors to the University and Band through housing scholarships.

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	182	160	158	147
SCH	4769	4157	4461	
SCH/FTE	199	174	196	
Degrees conf	26	30	27	

- Review Narrative:
- Enrollment decline continuing. Graduation rates remain steady.
  - Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

M50-0901/M50-0903

**MM in Music/Music Education**

MONITOR

- Develop a plan for increasing program enrollment
- Maximize program access through online and other course delivery options
- Effectively advertise the unique marketable aspects of the program (i.e., Quality of faculty, Kodaly program, online and summer access, timely completion opportunities, etc.)
- Consistently meet CPE expectations of 7 degree completers per year

Change from original draft: ELIMINATE to MONITOR

The program has a declining enrollment trend that must be reversed.

Actions Taken:

- **Action not completed.** No enrollment plan presented, but efforts are being made to further graduate student opportunities through collaboration with KCTM.
- **Action completed.** A totally developed online MM degree program is in place. The program has become partially integrated with students enrolled in face-to-face/ on campus courses.
- **Action not completed.** The new Associate Dean and Program Coordinator have made marketing a priority and are collaborating to move this initiative forward.
- **Action not completed.** The MM is split into two categories, Music Education and Music Performance. Combined they have met the CPE requirement, but not on a consistent basis and apart they do not.

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	Ed-4 Perf-7	Ed-7 Perf-7	Ed-7 Perf-12	Ed-8 Perf-8
SCH	192	199	275	
SCH/FTE	66.96	98.11	90.64	
Degrees conf	Ed-0 Perf-6	Ed-3 Perf-1	Ed-5 Perf-6	

Review Narrative:

- Enrollment and graduation rates remain low in the MM.
- Both programs meet new CPE requirements for degrees conferred (15 degrees over 5 years).

Program Response:

**B50-0999**

**BA in Music  
(Traditional Music)**

MONITOR

- Ensure that there's strategy to build a record of degree completers prior to NASM program review
- Develop and implement a plan to boost program enrollment

Although housed in the Division of University Advancement, the program is accredited by NSAM. Low and slightly growing enrollment in a new BA program. Low-productivity due to specialized and individualized instruction. Program has a strong regional cultural preservation and educational outreach mission. Provides significant cultural programming and public relations outreach with its region-relevant performances. A trend of degree completers is required to retain NASM accreditation.

Actions Taken:

- **Action not completed.** KCTM becomes a part of the Caudill College on July 1, 2018. The Associate Dean has been laying groundwork to make this a reality.
- **Action not completed.** See above.

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	13	14	17	16
SCH	599	652	761	
SCH/FTE				
Degrees conf	3	2	7	

Review Narrative:

- Enrollment remains low.
- Does not meet new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

**Introduction:**

The Kentucky Center for Traditional Music's (KCTM) B.A. in Traditional Music Studies program received a "monitor" status from the 2015 self-study conducted by Morehead State University. The reason listed for the status was "small program with slowly-growing enrollment." In 2017-2018 academic year, The KCTM experienced an expected downturn in enrollment. This was due to many factors, including internal competition with the Music Department's new Commercial Music program. In addition, the marketing materials for the KCTM are outdated, and not representative of the current program. This is counter-productive when recruiting new students, who are increasingly accustomed to high-quality online experiences and graphical representation when weighing their choice of institutions. An internal branding effort on the part of the KCTM faculty is now underway in order to attract a larger pool of potential students. The KCTM seeks to differentiate the Traditional Music program from the Commercial Music program and other competing entities.

The following list is an actionable outline of the proposed branding efforts. This list is inclusive of recruitment, retention, and graduation, and was created by the KCTM faculty and staff.



**Recruitment:**

1. Create KCTM webpage
2. Use print and social media to attract new students (a campaign?)
3. More presentations and performances in high schools, to boost enrollment and regional interest
4. Expand presence at festivals, especially those with youth programs
5. Participate in MSU open house
6. Set up booth at IBMA, SPGMA, FFA, KMEA, and music festivals
7. Create KCTM clinic to attract high school students to participate in workshops and events
8. Develop stronger relationships with community outreach programs such as: JAM, Pick and Bow, and music camps such as Mountain music School, Hindman Settlement School
9. Host an annual music competition, present scholarships to the first place winners
10. Encourage current students to engage in professional activity
11. Facilitate private instruction by adjuncts, students and community members
12. Start a KCTM Youtube channel, upload instructional videos as well as performances
13. Explore state support options for dual enrollment
14. Prepare a mini-curriculum for high school Juniors and Seniors wishing to dual-enroll
15. Offer to present assembly programs for high schools with Bluegrass music programs
16. Create more effective print materials which can be taken to public performances

**Retention / Graduation**

1. Revise audition process to include completion timeliness expectations
2. Non-traditional students skew the KCTM's graduation completion rate due to life situation
3. A more rigorous annual academic review with each declared major student
4. Assure students do not enroll in more than one ensemble section a semester
5. Enforce GPA and progress toward degree requirements for students with scholarships and touring groups
6. Complete curriculum changes, adding courses that will make KCTM grads more competitive in the modern music market
  - a. Advanced recording techniques
  - b. Songwriting and publishing
  - c. Instrument and maintenance
7. Conduct program entrance and exit exams

M45-1101

MA in Sociology

MONITOR

- Merge the MA in Interdisciplinary Social Sciences into the MA in Sociology as a specialized program track and rename the program MA in Sociology and Social Sciences
- Implement marketable program tracks to serve Criminology/Criminal Justice, Chemical Dependency Counseling (KY certification preparation), and Sociology research professionals
- Reduce program to 30 hours and move most or all of the program online
- Pilot an 8-week term online format

Change from original draft: MODIFY to MONITOR

The program is highly efficient due to the number of cross-listed courses, the addition of the chemical dependency certification enrollment, and the use of the sociology courses in the MA in Interdisciplinary Social Sciences program. Though enrollment is acceptable, the program does not seem to be capturing its perceived full market potential. Merging the MA in Interdisciplinary Social Sciences into the MA in Sociology as a specialized program track eliminates duplication where it occurs, provides an interdisciplinary program option, and provides a basis for developing a critical mass of graduate program enrollees and graduates in a renamed MA in Sociology and Social Sciences degree program.

Actions Taken:

- **Action completed.** Program became the Master of Arts: Interdisciplinary Social Sciences Concentration under the Sociology-Master of Arts.
- **Action completed.** Concentrations developed in Chemical Dependency Certification, Criminology, General Sociology, and Interdisciplinary Social Sciences.
- **Action completed.** Concentrations are 30 hours and primarily online.
- **Action not completed.** 8 Week term online format.

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	33	25	25	26
SCH	495	447	330	
SCH/FTE	303.73	234.70	173.17	
Degrees conf	5	6	2	

Review Narrative:

- Although most of the actions have been completed, enrollment has not increased. Core requirements are the same, content differentiation occurs in elective courses.
- Enrollment by Concentration: Chemical Dependency Certification 5, Criminology 7, General Sociology 8, and Interdisciplinary Social Sciences 6.
- Meets new CPE requirements for degrees conferred (15 degrees over 5 years).

Program Response:

- After remaining at 25 for Fall 2015 and 2016, enrollment has increased to 26 for Fall 2017, and 30 for Spring 2018.
- The program's stabilization of the curriculum and timing of course offerings across the four areas of concentration has increased the graduation numbers. For the 2017-18 academic year, three students graduated at the end of the Fall 2017 term, three are expected to graduate at the end of the Spring 2018 term, while three more are on track to graduate at the end of the summer 2018 term.

<p><b>B50-0501</b></p> <p><b>BA in Theatre/Theatre Education</b></p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>Develop and implement a plan for increasing program enrollment</li> <li>Develop a music theatre degree program proposal to address market demand (Music Theatre program track should be developed for both the BA in Theatre and BM degree), including projected needs to support graduate program growth.</li> <li>Explore opportunities to increase enrollment in the Theatre Education program option</li> </ul>	<p>Enrollment is stable, demand is respectable, but productivity is low, mainly due to balance between majors and the basic core of faculty and staff required to offer the program and limited leverage to build large enrollments in GE arts appreciation courses. A Music Theatre program would improve enrollment for both major and non-major students, but will require additional instructional and support resources.</p> <p>The program provides significant cultural programming and public relations outreach with its high-quality performances, including: a full season of Main Stage and Second Stage theatrical and dance productions; support of and participation in service performances (GALA, Madrigal Feaste); hosting guest artists; and off-campus performances in schools by The Little Company. There is limited leverage to build enrollment in GE arts appreciation courses to offset the low productivity aspects of the program. A stabilized faculty is needed to bolster student recruitment.</p>	<p>Actions Taken:</p> <ul style="list-style-type: none"> <li><b>Action not completed.</b> No plan to increase enrollment, but introduction to Theatre courses are being offered online. There is strong faculty presence at MSU recruitment events.</li> <li><b>Action not completed.</b> Some discussion but not significant action on development of Music Theatre Degree Program.</li> <li><b>Action not completed.</b> No plan to increase enrollment in the Theatre Education program, but introduction to Theatre courses are being offered online. There is strong faculty presence at MSU recruitment events.</li> </ul> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="1612 500 2432 760"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>42</td> <td>53</td> <td>48</td> <td>Theat-42 Teach-7</td> </tr> <tr> <td>SCH</td> <td>1753</td> <td>1705</td> <td>1767</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>265</td> <td>316</td> <td>314</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>4</td> <td>7</td> <td>16</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> <li>Solid stable enrollment. Degree completion trending upward.</li> <li>Recently finished reaccreditation visit.</li> <li>Meets new CPE requirements for degrees conferred (25 degrees over 5 years).</li> </ul> <p>Program Response:</p>		2014-15	2015-16	2016-17	2017-18	Enrollment	42	53	48	Theat-42 Teach-7	SCH	1753	1705	1767		SCH/FTE	265	316	314		Degrees conf	4	7	16	
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**IV. Retain**

Program demonstrates high productivity based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. Although retained, program must continue to seek out opportunities for improving academic quality and enrollment.

COURSE	UPDATE																													
<p><b>B50-0702 BA in Art/Art Education</b></p>	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="801 505 1577 732"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>158</td> <td>146</td> <td>127</td> <td>129</td> </tr> <tr> <td>SCH</td> <td>5,500</td> <td>5,591</td> <td>4,829</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>428</td> <td>408</td> <td>378</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>27</td> <td>36</td> <td>26</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> <li>• Some enrollment decline. Degrees completed have remained relatively consistent.</li> <li>• Meets new CPE requirements for degrees conferred (25 degrees over 5 years)</li> </ul> <p>Program Response:</p>						2014-15	2015-16	2016-17	2017-18	Enrollment	158	146	127	129	SCH	5,500	5,591	4,829		SCH/FTE	428	408	378		Degrees conf	27	36	26	
	2014-15	2015-16	2016-17	2017-18																										
Enrollment	158	146	127	129																										
SCH	5,500	5,591	4,829																											
SCH/FTE	428	408	378																											
Degrees conf	27	36	26																											
<p><b>B09-0199 BA in Convergent Media</b></p>	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="801 1127 1577 1354"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>117</td> <td>128</td> <td>126</td> <td>116</td> </tr> <tr> <td>SCH</td> <td>2802</td> <td>3007</td> <td>2793</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>503</td> <td>517</td> <td>519</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>13</td> <td>22</td> <td>28</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> <li>• Enrollment remained relatively consistent. Degrees conferred trending upward.</li> <li>• Faculty is comprised of 6 fixed-term instructors and 3 tenured professors.</li> <li>• Meets new CPE requirements for degrees conferred (25 degrees over 5 years).</li> </ul>						2014-15	2015-16	2016-17	2017-18	Enrollment	117	128	126	116	SCH	2802	3007	2793		SCH/FTE	503	517	519		Degrees conf	13	22	28	
	2014-15	2015-16	2016-17	2017-18																										
Enrollment	117	128	126	116																										
SCH	2802	3007	2793																											
SCH/FTE	503	517	519																											
Degrees conf	13	22	28																											

	<p>Program Response:</p> <ul style="list-style-type: none"> <li>With an expected early retirement, the number of standing faculty will dwindle to two to support a consistently strong program. A tenure track hire is becoming quite necessary, as building a program with fixed-term instructors only is difficult. A tenured or tenure track faculty member is far more invested in the job and the institution, which aids in retention of students. Also, a faculty member with an MFA or PhD is going to have gone through a much more rigorous and thorough educational experience than a fixed-term instructor with an MA. This might mean they could teach a broader range of classes and bring more expertise to the program.</li> </ul>																									
<p><b>B09-0999 BA in Strategic Communication</b></p>	<p>Actions Taken:</p> <p>3-Year Data Synopsis</p> <table border="1" data-bbox="801 854 1577 1081"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>93</td> <td>97</td> <td>82</td> <td>85</td> </tr> <tr> <td>SCH</td> <td>7028</td> <td>6784</td> <td>6664</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td>690</td> <td>680</td> <td>564</td> <td></td> </tr> <tr> <td>Degrees conf</td> <td>22</td> <td>33</td> <td>22</td> <td></td> </tr> </tbody> </table> <p>Review Narrative:</p> <ul style="list-style-type: none"> <li>Small dip in enrollment. Degrees conferred remained relatively consistent.</li> <li>Faculty is comprised of 7 fixed-term instructors, 3 tenured professors, and 1 tenure-track professor. Program Response:</li> <li>Meets new CPE requirements for degrees conferred (25 degrees over 5 years).</li> </ul>		2014-15	2015-16	2016-17	2017-18	Enrollment	93	97	82	85	SCH	7028	6784	6664		SCH/FTE	690	680	564		Degrees conf	22	33	22	
	2014-15	2015-16	2016-17	2017-18																						
Enrollment	93	97	82	85																						
SCH	7028	6784	6664																							
SCH/FTE	690	680	564																							
Degrees conf	22	33	22																							

**B23-1302 BFA in Creative Writing**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	24	29	33	15
SCH	819	927	705	
SCH/FTE	410	464	513	
Degrees conf	2	5	7	

Review Narrative:

- Enrollment experienced a dip in 2017-18.  
Does not meet new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- BFA in creative writing is showing very positive degree completion trends, with an expectation of four in 17-18 (three in fall, one in spring), which presents an average aligned with CPE's requirements.

**B23-0101 BA in English/English Education**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	97	99	80	Eng-49 Eng Teach-35
SCH	10461	9882	9049	
SCH/FTE	431	434	444	
Degrees conf	14	22	9	

Review Narrative:

- Enrollment trending back upward, but degree completion down.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

Advisors for the program – Alison Hruby and Leah Rucker – will continue to implement targeted advisement for students who meet the criteria for admission to the Teacher Education Program (TEP) in English education but who have not yet applied. Once in the TEP, English education students usually move quickly towards degree completion. The College of Education is presently assisting secondary education programs with improving field experiences for teacher candidates; a strong field experience will serve as a recruiting tool for the English education major.

**M23---0101 MA in English**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	73	75	74	61
SCH	891	822	729	
SCH/FTE	306.03	324.47	285.42	
Degrees conf	29	18	27	

Review Narrative:

- Enrollment dipped in 2017-18, but degree completion consistent.
- The MA in English program is considering some changes to its admission requirements to increase enrollment.
- Meets new CPE requirements for degrees conferred (15 degrees over 5 years).

Program Response:

**B54-0101 BA in History**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	49	46	52	52
SCH	4305	4504	3261	
SCH/FTE	675	655	636	
Degrees conf	16	15	9	

Review Narrative:

- Enrollment stabilizing. Degrees conferred dipped.
- Program has lost some instructional capacity with retirement of John Hennen and administrative duties of Kris DuRocher and John Ernst. Dave Litteral, however, will start a fractionalized load and provide two courses a semester.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- NONE



**B38---0101 BA in Philosophy**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	35	36	31	35
SCH	3711	3151	2833	
SCH/FTE	655	548	596	
Degrees conf	8	8	11	

Review Narrative:

- Due to two retirements, program will have two tenured professor at the end of 2017-18, requiring the use of adjuncts to teach Gen. Ed. courses so major can be covered.
- Enrollment remains consistent.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- NONE

**B22-0302 BA in Legal Studies/Paralegal**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	50	53	75	75
SCH	1286	1463	1347	
SCH/FTE	447	532	567	
Degrees conf	12	11	13	

Review Narrative:

- Enrollment growing in last two years. Degrees conferred consistent.
- Two tenured faculty and one VAP teaching significant number of majors. Program growth necessitated a tenure-track search in 2018.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- As of Fall 2017, there is one tenured faculty member and one VAP while the program enrollment increased 50% to 75 majors.
- 100% of seniors applying to law school during the past five years have been accepted to one or more law schools and scholarships have increased.

**B45-0101 BA in Social Studies Education**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment				
SCH				
SCH/FTE				
Degrees conf				

Review Narrative:

- Program moved to College of Education.

Program Response:

**B16---0905 BA in Spanish/Spanish Education**

Actions Taken:

## 3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	46	40	34	Span-24 Span Ed.-6
SCH	1931	1884	1904	
SCH/FTE	515	562	476	
Degrees conf	19	11	9	

## Review Narrative:

- Enrollment and degrees conferred trending downward.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

## Program Response:

The program is moving its dropping its certification for teaching and collaborating with the College of Education to continue to allow students to complete their degrees and field experience.

As is the case with many programs, diminished enrollment correlates with the loss of a tenure track faculty member. With only one tenured faculty member devoted to the program, there is little flexibility as regards course scheduling and advising.

**B45--1101 BA Sociology/Criminology and Criminal Justice**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	227	203	177	Crim-126 Soc-43
SCH	7403	7233	6847	
SCH/FTE	846	772	740	
Degrees conf	47	39	33	

Review Narrative:

- Enrollment and degrees trending downward.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- For an efficient rotation of the curriculum, the program cross-lists several electives with those of the social work program. The decreased number of faculty in the social work program also impacts this program.
- After a drop from 2014 to 2016, the number of program majors has stabilized, Fall 2016 (177) to Fall 2017 (169).

**B44---0701 B Social Work**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	369	332	283	251
SCH	7980	7060	6752	
SCH/FTE	536	576	524	
Degrees conf	87	106	90	

Review Narrative:

- Enrollment is trending downward.
- Accreditation requires a 25-1 student to faculty ratio, which can limit the size of the program. The program is currently conducting a search for two positions to replace retirements. An additional hire would be necessary to increase enrollment based on the accreditation criteria.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- The decrease in SWK faculty lines in 2015 necessitated reducing the number of applicants accepted into the program in order to meet compliance with CSWE accreditation standards of 25:1 student to faculty ratio.
- To increase the number of students accepted into the program, necessitates a faculty hire, in addition to the two current searches to replace retired tenured faculty from 2016 and 2018 (Dr. Olson).
- The program faculty workloads are unique as faculty travel to teach on three additional campuses, as well as travel extensively to conduct practicum site reviews. In Fall 2017, faculty traveled 17,377 miles to practicum site visits.
- Even with the decreased acceptance of students into the program, the retention and efficiency of the program increased. The number of degrees conferred remained steady.

**M44.0401--- Public Administration**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	37	20	14	16
SCH	1105	1555	618	
SCH/FTE	355	467	536	
Degrees conf	9	9	6	

Review Narrative:

- Enrollment decline since 2014-15 academic year. Degrees conferred trending downward.
- Program taught by Government professors, no Public Administration doctorate in faculty.
- Did not meet CPE standard for degrees conferred.
- Meets new CPE requirements for degrees conferred (15 degrees over 5 years).

Program Response:

- The GOVT and MPA programs share the same five faculty members.
- The MPA program holds external NASPAA accreditation which requires five MPA engaged faculty.
- Decreases in GOVT/MPA program enrollment correlate highly with decreases in program faculty that have gone unreplaced ( $r=0.94$ ).
  - There were **10.62** FTE in '14-'15 and **3.75** FTE in '17-'18
  - These decreases translate directly into fewer recruiting opportunities since 1) there are less undergraduate GOVT courses taught as a result of faculty reductions, 2) there are less faculty available to travel to recruiting events outside of campus, and 3) there are less faculty available for student engagement activities such as mentored research, conference travel, and extra-curricular activities and speaker events.
- MPA/GOVT programs have highest proportion of 5-Year cohort completions in the HPPIIL department, 36 per cent compared to 20 per cent for the next highest (see Government program data).
- According to annual APNA data from 2014-2017, the MPA program has 2<sup>nd</sup> highest 3-YR average completions among all graduate programs in the CCAHSS (see table 1.)
  - MPA program has, on average, completed 8 students per year, compared to 25 for English (highest) and 7 for Music (3<sup>rd</sup> highest).
  - The MPA program has the highest proportion of faculty load dedicated to a graduate program in the college. **43** per cent of FFTE load is dedicated to the MPA program, compared to 23 per cent in both Art and Design and English, the next highest proportions. See table 2.
- The MPA program has one of the lowest time-to-degree rates of all graduate programs in the CCAHSS.
  - The weighted five-year average time-to-degree for the MPA program is **2.18**.
  - This low time-to-degree, in effect, suppresses annual enrollment data since students that graduate are no long counted in enrollments, where by, part-time students or those taking more classes, extending time-to-degree, remain in the enrollment pool, inflating those figures.

- To address enrollment declines, the MPA faculty have already begun to make significant investments in the program to reverse this trend. 1) Two new tracks were added to the MPA program, appealing to very different undergraduate student constituents (SSWK and COMM), while also supporting to the university’s mission to serve our region. These new tracks make use of existing faculty resources and require no additional load to offer. They are: Addiction and Counselling Services Management and Public Affairs Communication. 2) Current program faculty are regularly attending MSU career fairs and the Spotlight Career Fairs hosted by KY’s independent colleges and universities. 3) The MPA faculty have developed systematic funding guidelines for students to receive graduate assistantships and scholarships, creating a merit-based award package for students. 4) Faculty revised admission requirements to reduce the costs of admission for students with outstanding GPA’s from their undergraduate program by waiving the GRE requirements. Last, the MPA faculty will be reducing overall credit requirements for the program for the beginning of Fall 2019.
- MPA graduates have high earning potential. According to a recent report titled “The Economic Value of College Majors” by Georgetown University, the median annual income for graduates with an MPA degree is about **\$73,000**, while the top quartile is **\$110,000**. These figures are higher than all graduate degrees offered in the college: sociology median and top quartile earnings (\$62k and \$93k respectively), English (\$63k and \$105k respectively) communications (\$68k and \$102k respectively), art and design (\$63k and \$92k respectively), and music (\$61k and \$88k respectively).
  - The report can be found by clicking this link: <https://cew.georgetown.edu/cew-reports/valueofcollegemajors/>
- The MPA program moved from the College of Business and Technology to the CCAHSS in the fall of 2016, meanwhile switching the program directorship from a faculty member in the COBT to the Chair of HPPIL. This transfer of colleges and program leadership created inefficiencies in terms of program promotion and recruiting. Staff within MSU were generally unaware of the programmatic changes and the new leadership with it, leading to confusion among program applicants when contacting various MSU staff.
- There is an historical bias in terms of reviewing past performances or events largely in terms of the current environment. For instance, omitting data in this analysis from the now-suspended MA in GOVT program obfuscates the amount work, enrollments, credit hour generation and thus revenue generation by the GOVT faculty for the years in which that program was functioning. Should that data be included, performance indicators for the MPA program would improve even more so.

Table 1.

	Completions			
	2014-2015	2015-2016	2016-2017	3 YR Avg
ARDE Program	7	3	8	6.00
COMM Program	7	3	8	6.00
ENG Program	29	18	27	24.67
<b>MPA Program</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>8.00</b>
Music Program	6	4	11	7.00
SOC Program	5	6	2	4.33

Table 2. Proportion of Graduate FFTE 2016-2017			
	AVG. FFTE	FT-FTE	% Grad FFTE
ARDE Program	2.1	9	23.3
COMM Program	1.04	9	11.6
ENG Program	4.49	19.25	23.3
<b>MPA Program</b>	<b>1.73</b>	<b>4</b>	<b>43.3</b>
Music Program	3.03	22.75	13.3
SOC Program	1.91	14.25	13.4

Table 3. Average Years to Graduation						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Five Yr Avg
MPA Program	2.2	2.1	2.3	2.10	2.2	2.18



**B45-1001--- Political Science and Government  
General**

Actions Taken:

3-Year Data Synopsis

	2014-15	2015-16	2016-17	2017-18
Enrollment	63	63	54	47
SCH	3060	2166	2912	
SCH/FTE	626	722	634	
Degrees conf	11	27	15	

Review Narrative:

- Enrollment trending downward.
- Meets new CPE requirements for degrees conferred (25 degrees over 5 years).

Program Response:

- Program has graduated 82 students between 2012-13 and 2016-17.
- Program has produced successful graduates. During the past four years, seven graduates were admitted with full funding to doctoral programs at top-tier institutions, and others were admitted to law schools.
- Students consistently participate as interns in the Canadian Parliament each summer.
- Tenured faculty have recently published or have a book under contract.

Performance funding ties MSU’s state appropriation to our students’ timely progression to 30/60/90 hours, degree completions, and credit hour generation. As such, it is important to focus on the number of degrees that programs award, and the credit hours they generate. Completions are a better measure of a program’s productivity/viability than major head count under performance funding for two reasons: programs that take longer to graduate students will have inflated major counts (because each student spends more time at MSU and is therefore counted for a higher number of years), and programs with low graduation rates will bring down progression rates and extend credits needed to graduate as students struggle to find new programs (or drop out altogether). Focusing on majors without “prorating” the total count based on average time to degree therefore risks punishing programs that are advancing high proportions of their to students to graduation quickly, which is what the performance funding model means to incent.

The Government program’s CPE Academic Program Review (APR), completed last year (AY 2017) on the basis of data provided by Institutional Research, revealed high graduation rates and a short average time to degree.

- The Government Program’s weighted average time to degree for the last five cohorts is 4.1 years; this compares very favorably with comparable programs in the humanities and social sciences, where annual averages reach past 6 years in some cases.<sup>i</sup>
- According to our Academic Program Review data, the Government Program’s cohort graduation rate has ranged from 63.6% to 100% for the last five cohorts, (92.3% for the 2008 cohort and 100% for the 2009 cohort), much better than the institution’s six-year graduation rate.<sup>ii</sup>

This tendency to graduate students quickly, and in high proportions, is reflected in the 5 year total degrees awarded by HPPIL programs.<sup>iii</sup>

**HPPIL DEGREE COMPLETIONS,  
2012-13 to 2016-17**

	2012-13	2013-14	2014-15	2015-16	2016-17	5 yr total	5 yr AVG	AY17, % of total	% of 5 yr total grads
Legal Studies	0	5	6	11	13	35			
Paralegal	6	13	12	1	0	32			
<b>PLS+LS</b>	<b>6</b>	<b>18</b>	<b>18</b>	<b>12</b>	<b>13</b>	<b>67</b>	<b>13.4</b>	<b>20.3</b>	<b>17.7</b>
<b>International</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>18</b>	<b>3.6</b>	<b>3.1</b>	<b>4.7</b>
<b>Philosophy</b>	<b>13</b>	<b>13</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>53</b>	<b>10.6</b>	<b>17.2</b>	<b>14.0</b>
<b>History</b>	<b>20</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>9</b>	<b>77</b>	<b>15.4</b>	<b>14.1</b>	<b>20.3</b>
Poli Sci/ Govt	14	15	11	27	15	82			
Public Policy	0	0	0	4	1	5			
MPA	13	9	9	9	6	42			
MA GOVT	0	1	0	1	1	3			
<b>ALL GOVT/PA</b>	<b>27</b>	<b>25</b>	<b>20</b>	<b>41</b>	<b>23</b>	<b>136</b>	<b>27.2</b>	<b>35.9</b>	<b>35.9</b>
<b>MA Soc Sciences</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>17</b>	<b>3.4</b>	<b>9.4</b>	<b>4.5</b>

Note that last year, the Government faculty (who are also the entirety of the MPA faculty) accounted for 36% of the degrees conferred by HPPIL programs. In AY 2016, Government faculty accounted for 45% of the degrees conferred by HPPIL programs. Our five-year average *per year* degree production (27.2) is close to double the next highest figure (History at 15.4). In all, over the last 5 years, Government faculty produced 136 degrees, almost as many as the next two highest productivity programs combined.

Our major count, taking GOVT and Public Administration together (as the programs are serviced by the same faculty) tells a similar story, with GOVT/PA accounting for (on average) 34.4% of the department's majors over the last five years.<sup>iv</sup>

The Government program's output is also very strong in terms of credit hours produced per FTE faculty member, averaging 661 hours/ FTE faculty over the last three years (the highest disciplinary average in the department). Given that the proposed General Education reform is at least as friendly to Political Science, which will have courses eligible to serve in 4 or 5 knowledge categories, there is good reason to expect continued high levels of productivity.

It is important also to consider the quality of a program's outputs:

- In the last 3-4 years, seven of our students have been admitted *with full funding* to doctoral programs at the following top-tier institutions: University of Michigan, Michigan State University, Catholic University, University of Texas-Austin, University of South Carolina, University of Cincinnati, University of Missouri, and Hillsdale College. (At present, one is waitlisted at the University of Virginia.) *Individual* scholarship commitments to our students have topped \$250,000, and routinely exceed \$150,000.

- In the last few years, our students have been admitted to top law schools around the country, including the University of California-Davis, the University of Cincinnati, and the Vermont School of Law (home to the nation’s #1 environmental law program), in addition to several funded admissions to Kentucky law schools;
- Since 2000, 66 students have traveled, with external grant support, to Ottawa to intern in the Canadian Parliament, and produced high quality research outcomes on the basis of that experience, all under Dr. Green’s direct mentorship;
- Our students have won “best paper” awards at the Kentucky Political Science Association’s annual meeting, and presented their research at several regional and national conferences.
- All tenured / tenure-track Government faculty members have recently published a book, or have a book under contract.
- Program faculty have been selected to play important service roles, including faculty senate chair and faculty regent. They have also played important roles on the general education review task force, the strategic planning committee, the Faculty Senate committee that drafted the “State of the Institution” report last year, the Honors Program Steering Committee, the Craft Academy Steering Committee, and many university-level standing committees.
- Program faculty have worked to develop and/or support several high impact practices, including a six week trip to China subsidized by our partner institution, a revenue-generating American culture summer camp for Asian students, and the supervision of a very high number of undergraduate research fellowships (in spite of our low number of faculty).
- As detailed last year in the Government Program’s APR, program faculty have generated more than \$2.8 million in external grant support (*not including* multi-million dollar Youth Build, Gear Up, and other outreach grants formerly managed in IRAPP).

The self-study update notes that “Enrollment [is] trending downward.” Consider this dip, and the Government program’s accomplishments, in light of the severe headwinds we have faced. We have endured four significant reorganizations in the last four years, and have been led by four different chairs/ associate deans. Constant shake ups make it difficult to build momentum or adopt and implement best practices. As detailed below, we have also lost about 2/3 of our teaching capacity over the last five years, down from 9.0 FTE to 2.5-3.5 FTE next year (depending on whether Dr. Basil’s contract is renewed), including four tenure lines (perhaps five if Dr. McBrayer is not replaced).

**Government Faculty (/MPA Faculty)**

Faculty name	FTE teaching, 2013-14	FTE teaching, 2018-19	notes
Steve Lange, tenured	0.5	0	<i>not replaced</i>
Mike Hail, tenured	1	1	
Bill Green, tenured	1	0.5	<i>phased retirement</i>
Katy Arnn, tenure eligible	1	0	<i>not replaced</i>
Murray Bessette, tenured	1	0	<i>not replaced</i>
Christi Emrich, tenured	1	0	<i>not replaced</i>
Jim Masterson, tenured	0.5	0.5	<i>2-2 reassigned time (assistant dean)</i>
Greg McBrayer, tenure eligible	1	0	<i>replaced with VAP for 2017-18</i>
Jonathan Pidluzny, tenured	1	0.5	<i>reassigned time (prog. coord &amp; regent)</i>
Christine Basil, VAP	-	?	<i>no contract for 2018-19 yet</i>

Walter Luttrull, VAP	1	0	<i>not replaced</i>
<b>FTE faculty teaching load</b>	<b>9</b>	<b>2.5</b>	

**End Notes**

<sup>1</sup> As noted in the APR, the GOVT program's average time to degree has not exceeded 4.8 years in any of the last five years.

	Year: 11-12	Year: 12-13	Year: 13-14	Year: 14-15	Year: 15-16	Average
Average actual time to degree – native students (in years)	3.9	4.3	4.1	4.8	4	4.1

<sup>1</sup> The data provided to Government faculty during the APR review appears to conflict with the data snapshot circulated with the updated self-study. The graduation rate of “finishing cohort starting within/outside program (UG programs)” was as follows from 2011-12 to 2015-16 according to the data we received.

2011-12	2012-13	2013-14	2014-15	2015-16
71.4%	64.7%	92.9%	100%	63.6%

<sup>1</sup> Office of Institutional Research & Analysis, “2016-17 Profile,” Morehead State University.

[https://www.moreheadstate.edu/getattachment/Administration/Institutional-Research-Analysis/Institutional-Data/2016\\_2017\\_PROFILE\\_FINAL\\_V7.pdf.aspx?lang=en-US](https://www.moreheadstate.edu/getattachment/Administration/Institutional-Research-Analysis/Institutional-Data/2016_2017_PROFILE_FINAL_V7.pdf.aspx?lang=en-US)

<sup>1</sup> Full summary of HPPIL Majors over the last five years:

	F2012	F2013	F2014	F2015	F2016	5 yr AVG	F16 % of total	5 YR AVG % of total
Legal Studies	0	32	50	53	75			
Paralegal	57	34	14	1	0			
<b>PLS+LS</b>	<b>57</b>	<b>66</b>	<b>64</b>	<b>54</b>	<b>75</b>	<b>63.2</b>	<b>29.2</b>	<b>21.9</b>
<b>International</b>	<b>8</b>	<b>14</b>	<b>17</b>	<b>23</b>	<b>16</b>	<b>15.6</b>	<b>6.2</b>	<b>5.4</b>
<b>Philosophy</b>	<b>39</b>	<b>39</b>	<b>35</b>	<b>36</b>	<b>31</b>	<b>36</b>	<b>12.1</b>	<b>12.5</b>
<b>History</b>	<b>78</b>	<b>61</b>	<b>49</b>	<b>46</b>	<b>52</b>	<b>57.2</b>	<b>20.2</b>	<b>19.9</b>
Poli Sci/ Govt	62	69	63	63	54	62.2		
Public Policy	6	5	7	4	1	4.6		
MPA	35	33	37	20	14	27.8		
MA GOVT	5	8	4	3	3	4.6		
<b>ALL GOVT/PA</b>	<b>108</b>	<b>115</b>	<b>111</b>	<b>90</b>	<b>72</b>	<b>99.2</b>	<b>28.0</b>	<b>34.4</b>
<b>MA Social Sciences</b>	<b>10</b>	<b>18</b>	<b>22</b>	<b>23</b>	<b>11</b>	<b>16.8</b>	<b>4.3</b>	<b>5.8</b>
Total	313	318	302	276	257	288		

*totals through 2015 include Geography*

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