

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
B16-0901  BA in French	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.
M45-0101  MA in Interdisciplinary Social Sciences	ELIMINATE	Change from original draft: MODIFY to ELIMINATE  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.

**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>M50-0702/M13-1302</p> <p>MA in Art/Art Education</p>	<p>MONITOR</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>Change from original draft: ELIMINATE to MONITOR</p> <p>The program is relatively low enrolled, but at current capacity.</p>
<p>M09-0101</p> <p>MA in Communication</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>B30-2001</p> <p>BA in International Studies</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• Program redesign is essential to defining and capturing a market niche for growth</li> <li>• Needs to be marketed more aggressively</li> </ul>	<p>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.</p>
<p>B50-0901</p> <p>BA in Music/BM in Music Performance/B Music Education</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• Develop a strategy for retaining more admitted students and degree completers.</li> <li>• Develop a plan to capture any number of enrollment growth opportunities.</li> <li>• 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.</li> <li>• Develop a data-rich proposal to address market-driven improvements to the music scholarship program.</li> </ul>	<p>A high quality, signature program for MSU. Enrollment has been stable but recently declined, perhaps due to temporary faculty vacancies and declining scholarship competitiveness. Has been unable to provide expanded programming into the orchestral string area and has low enrollment in piano. Demand is respectable but productivity is low, mainly due to the limited leverage to build large enrollments in GE arts appreciation courses to offset the high cost of one-on-one private applied instruction. Retention drops after the first and second years, but is strong thereafter. Of the students who are not successful in completing the music program, nearly all stay at MSU in other programs and participate in music ensembles. A Music Theatre program would improve enrollment for both major and non-major students.</p> <p>The program provides significant cultural programming and public relations outreach with its high-quality performances, including: service performances (Athletics, GALA, Commencement); artistic performances (student recitals, faculty recitals, guest artist recitals, faculty and student ensemble concerts); hosted educational events (Blue and Gold Festival of Marching Bands, Choral Festival, Middle School Band Clinic, Harpham String Orchestra Clinic, Band Clinic, Jazz Clinic, etc.); off-campus performances by MSU faculty and students.</p>

<p>M50-0901/M50-0903</p> <p>MM in Music/Music Education</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• Develop a plan for increasing program enrollment</li> <li>• Maximize program access through online and other course delivery options</li> <li>• Effectively advertise the unique marketable aspects of the program (i.e., Quality of faculty, Kodaly program, online and summer access, timely completion opportunities, etc.)</li> <li>• Consistently meet CPE expectations of 7 degree completers per year</li> </ul>	<p>Change from original draft: ELIMINATE to MONITOR</p> <p>The program has a declining enrollment trend that must be reversed.</p>
<p>B50-0999</p> <p>BA in Music (Traditional Music)</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• Ensure that there's strategy to build a record of degree completers prior to NASM program review</li> <li>• Develop and implement a plan to boost program enrollment</li> </ul>	<p>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.</p>
<p>M45-1101</p> <p>MA in Sociology</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Implement marketable program tracks to serve Criminology/Criminal Justice, Chemical Dependency Counseling (KY certification preparation), and Sociology research professionals</li> <li>• Reduce program to 30 hours and move most or all of the program online</li> <li>• Pilot an 8-week term online format</li> </ul>	<p>Change from original draft: MODIFY to MONITOR</p> <p>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.</p>

<p>B50-0501</p> <p>BA in Theatre/Theatre Education</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>
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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.

B50-0702 BA in Art/Art Education

B09-0199 BA in Convergent Media

B09-0999 BA in Strategic Communication

B23-1302 BFA in Creative Writing

B23-0101 BA in English/English Education

M23-0101 MA in English

B54-0101 BA in History

B38-0101 BA in Philosophy

B22-0302 BA in Legal Studies/Paralegal

B45-0101 BA in Social Studies Education

B16-0905 BA in Spanish/Spanish Education

B45-1101 BA Sociology/Criminology and Criminal Justice

B44-0701 B Social Work

**Final Draft 5/4/15**  
**College of Business and Public Affairs**  
**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.**

**School of Business Administration**

<b>Program Name</b>	<b>Recommended Action</b>	<b>Rationale</b>
B52-0601 BBA in Economics	ELIMINATE	Fall 2014 enrollment is 7 and has sustained low enrollment for many years.
M52-1201 MS in Management Information Systems	ELIMINATE	Fall 2014 enrollment is 11. Enrollment in program has struggled since inception.

**School of Public Affairs**

<b>Program Name</b>	<b>Recommended Action</b>	<b>Rationale</b>
B44-0501 BA in Public Policy	ELIMINATE	Fall 2014 enrollment is 7. Program was launched in fall 2011. Enrollment has remained at 5 to 6 students since inception. Program will be eliminated and replaced with a new area of concentration within the BA in Government.
M45-1001 MA in Government	ELIMINATE	Fall 2014 enrollment is 4. Program was launched in fall 2012. Enrollment has ranged from 4 students to 8 students over three fall terms and has shown no signs of growth potential.

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.**

**School of Business Administration**

Program Name	Recommended Action	Rationale
M31-0504 MA in Sport Management	MODIFY	<p>Changed from Original Draft: Eliminate to Modify</p> <p>Fall 2014 enrollment is 12 and has ranged from 12-21 over past seven years. Current enrollment is not strong and there appears to be no growth potential as currently configured. Immediate requirement is to develop a new 30-hour, online MA-SPMT and a viable plan for increasing enrollment in this new program. Required plan components include:</p> <ul style="list-style-type: none"> <li>• Detailed description of new MA-SPMT program, included rationale for suggested curriculum changes</li> <li>• Analysis of SPMT graduate programs at several aspirant schools, noting differences (with rationale) between proposed MA-SPMT program and aspirant school programs. Should also include an analysis of additional faculty credentials/expertise needed to develop an even stronger program (e.g., what is missing that could take the program to the next level?)</li> <li>• Curriculum map for new program, with detailed course format (8 week, 16 week, summer school) and rotation information</li> <li>• 2-year staffing plan, including:               <ul style="list-style-type: none"> <li>○ Assignment of current faculty to all MA-SPMT courses and BA-SPMT courses</li> <li>○ Faculty workloads (each semester)</li> <li>○ Justification for additional faculty (e.g., adjunct instructor) resources                   <ul style="list-style-type: none"> <li>▪ Estimated adjunct instructor expenses (by semester)</li> <li>▪ Analysis of adjunct instructor availability</li> </ul> </li> </ul> </li> <li>• Suggested promotional themes for new program, focused on uniqueness of new program</li> <li>• Student recruitment plans, specifically related to:               <ul style="list-style-type: none"> <li>○ Matriculation of current BA-SPMT students                   <ul style="list-style-type: none"> <li>▪ BA-SPMT senior students enrolling in graduate SPMT courses, or 4+1 program</li> </ul> </li> <li>○ Graduates of undergraduate SPMT programs at other universities</li> <li>○ Graduates of non-SPMT undergraduate programs at MSU and other universities</li> </ul> </li> <li>• Projected demand for new MA-SPMT program and projected revenues that would be generated by the program</li> </ul>



		<ul style="list-style-type: none"><li>• Needed changes to the BA-SPMT program (which directly or indirectly affect the continued viability of the MA-SPMT program), including:<ul style="list-style-type: none"><li>○ Reduction in the number of required SPMT prefix courses<ul style="list-style-type: none"><li>▪ Similar courses in BBA and COMS programs that would be utilized by BA-SPMT program</li><li>▪ Would permit development of a few specialized SPMT prefix courses</li><li>▪ Reduction in the number of undergraduate SPMT prefix courses provides faculty resources needed to support new MA-SPMT program</li></ul></li><li>○ Internship course<ul style="list-style-type: none"><li>▪ Fewer credit hours for internship course (3 or 6 hours vs. current 12 hours)</li><li>▪ Enrollment in internship course after certain # of hours completed vs. at end of program</li><li>▪ Inclusion of online junior/senior SPMT-prefix courses, thus permitting students to complete off-site internship and online SPMT-prefix coursework during internship semester<ul style="list-style-type: none"><li>• Develop rotation of SPMT-prefix courses that would be offered online</li></ul></li><li>▪ Revision of undergraduate SPMT internship guidelines<ul style="list-style-type: none"><li>• Manner in which internship contact hours requirement is met (current guidelines are restrictive)</li><li>• Strengthen guidelines regarding type of work permitted during internship</li></ul></li></ul></li><li>○ SPMT 450 course (field experience preparation) reduced to 1 credit hour</li></ul></li><li>• Plan for strengthening the working relationship with MSU Athletics</li><li>• Note plan development includes all curriculum proposals affiliated with changes to graduate and undergraduate SPMT programs</li></ul>
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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.**

**School of Business Administration**

<b>Program Name</b>	<b>Recommended Action</b>	<b>Rationale</b>
B52-1201 BBA in Computer Information Systems	MONITOR <ul style="list-style-type: none"> <li>Update curriculum to take effect by fall 2016</li> </ul>	Fall 2014 enrollment is 69 – an increase of nearly 50% from fall 2013. Program moved to an all online model beginning with fall 2014 term. This may account for most of the enrollment gains. IS faculty have submitted a proposal to significantly revise the program with an increased analytics focus. Recommendation is to combine BBA in Computer Information Systems with BS in Computer Science in the creation of a new department. Will charge faculty in new unit to reexamine all curricula with likely significant curriculum revisions to be in effect for fall 2016.
B52-0201* BBA in Small Business Management/Entrepreneurship	MONITOR <ul style="list-style-type: none"> <li>Update curriculum to be in effect by fall 2016</li> <li>Correct CIP classification code by fall 2015</li> </ul>	Fall 2014 enrollment is 38. Program needs significant curriculum revisions to develop a more relevant entrepreneurship focus. Program being positioned as a niche program in business school. Currently searching for an endowed chair in entrepreneurship to lead curricular revisions. (*Note: Program is offered as a unique BBA program but is currently listed as a subprogram under the B52-0201 category. This will be addressed in 2015.)
B13-1303 BBA in Business and Information Technology Education	MONITOR <ul style="list-style-type: none"> <li>Program does not meet expected enrollment metrics but recommending no action as a no-cost program.</li> </ul>	Fall 2014 enrollment is 9. This has remained a low enrolled program for past several years. Ranging from 5 to 13 students. No cost program to deliver. There is only one unique course to the program. Program is important to retain since it generates secondary school business teachers. This helps keep secondary school programs in business in place and serves as a feeder to our business school programs.
M52-0101 Master of Business Administration	MONITOR <ul style="list-style-type: none"> <li>Revise program admission requirements</li> <li>Enhance marketing of program in now competitive market for online MBA programs</li> <li>Review pricing relative to competition</li> <li>Explore alternative delivery models such as 8-week terms.</li> </ul>	Fall 2014 enrollment is 135. Fallen from 219 in 2010. The business graduate faculty is being charged with examining factors contributing to decline and develop strategies to reverse this trend. This remains one of the highest enrollment graduate programs on campus but the enrollment trend is a concern.

- 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.**

**School of Business Administration**

- B52-0301: BBA in Accounting
- B52-0801: BBA in Finance
- B52-0201: BBA in Management
- B52-1401: BBA in Marketing
- B52-0101: BBA in General Business
- B13-1303: BBA in Business and Information Technology Educations
- B31-0504: BA in Sport Management

**School of Public Affairs**

- B45-1001: BA in Government
- M44-0401: Master in Public Administration

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Final Draft 5/4/15  
College of Education  
Program Review

ECESE

I. Monitor: Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduate 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 by no later than fall 2016.

Program	Recommended Action	Rationale
Interdisciplinary Early Childhood Education (ECESE) B13-1210	Monitor Graduate Program Recommendation: <ul style="list-style-type: none"> <li>• Implement the grant and grow the program.</li> <li>• Create a timeline and goals /targets and monitor as the grant is implemented</li> <li>• Develop a plan to sustain the growth that the grant provides.</li> <li>• Develop specific strategies by Fall 2015 with a timeline for implementation and expected outcomes</li> </ul>	The UG program has 59 UG majors, so that will be retained as it. The graduate program is almost non-existent, the two coordinating faculty have received a 1.2 million dollar 5-year training grant aimed at building the graduate program.
P-5 (ECESE) B13-1202	Monitor Recommendations: <ul style="list-style-type: none"> <li>• Content minor; P-5 programs can develop content concentrations or minors, in collaboration with content departments, to better prepare educators and meet external mandates.</li> <li>• Enhanced clinical model and development of a Professional Development School Network within the service region.</li> <li>• Develop 2+ 2, 3+ 1 and 4+ 1 and 5 year BA/MA degree sequences.</li> </ul>	This program is robust and had appropriate productivity but we also must respond to market trends and providing students with edge in terms of preparation. However, within the College we are going to be making changes that reflect state and national trends and mandates: Recommendations: <ul style="list-style-type: none"> <li>• Content minor; P-5 programs can develop content concentrations or minors, in collaboration with content departments better prepare educators and meet external mandates.</li> <li>• Enhanced clinical model and development of a Professional Development School Network within the service region.</li> <li>• Develop 2+ 2, 3+ 1 and 4+ 1 and 5 year BA/MA degree sequences.</li> </ul>

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Final Draft 5/4/15  
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Program Review

II. Retained: 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.

Program	Recommended Action	Rationale
Special Education BA-LBD & MSD P-12, Community Support	Retain	Currently we are at capacity and have a number of students on a waiting list for courses. We would like to increase capacity as we are well above our 450 SCH/FTE target. Many faculty are voluntarily working in overload every year.

Services(ECESE) B13-1001		
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MGSE

III . 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.

Program	Recommended Action	Rationale
Secondary (MGSE) M13-1205	<p>Modify Recommendations</p> <ul style="list-style-type: none"> <li>• Consolidate TESOL and FL Methods courses</li> <li>• Consolidate Science methods courses. House the secondary content certifications /pedagogical core in the CoE from an organizational, governance, and data housing standpoint to make reporting, scheduling, accreditation, etc. streamlined and efficient.</li> </ul>	<p>These programs are critical in terms of providing teachers in our service region and beyond, but can be enhanced for efficiency. Social Studies Education is an interdisciplinary program with faculty serving from each college, but primarily supported by the Caudill College (NOTE: No SCH/FTE data is available here, because the program includes faculty from history, geography, economics, government, and of course education.). The enrollment seems to cycle up and down, and it's currently in a down cycle. Yet, the centralized advising model is making a difference to helping students to finish the program in a timely manner. Factors that may be effecting enrollment are fewer jobs in the region, tighter requirements for entry to the TEP, and increased demands for field hours. To maintain and advance this program, we need to recruit students who are comfortable working outside of the service region, which is difficult to do. Nevertheless, the program is needed for teacher certification. In terms of Science and Math Education , these programs are critical in terms of preparing teachers in our service region and beyond, but can be enhanced for efficiency. Science Education is multi-department program with faculty serving from a number of Departments within the College of Science and Technology. The enrollment seems to cycle up and down. Nevertheless, the program is needed for teacher certification and based on response from EPSB, we are able to conflate the separate methods courses for each science discipline to one integrated course. Content would be discipline specific and take place in the respective content department, but the pedagogical core would reside within the CoE and coordination with the content departments would be facilitated by the new CoE STEM Educator. Hiring a 7-12 grade STEM educator would position us to have a PI for such initiatives like the Noyce grant, which can attract high quality,</p>

		secondary math and science education majors. Additionally, the integrated pedagogy courses and CoE housed program would create efficiencies : For example, if the Science methods courses were consolidated, there would be classes of approximately 12-15 students (from the 2009/2010 cohorts), which is pedagogically sound for enrollment in teaching methods courses (more than 15 is problematic in that these are not survey classes but rather hands on, application of content and pedagogical knowledge courses).
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IV. Monitor: Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduate 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 by no later than fall 2016.

MAT (MGSE) B13-1203 M13-0101 M13-1001 M/S 13-0301 M/S 13-1101 M/S 13-1201	Monitor Recommendations: <ul style="list-style-type: none"> <li>• Modifications could include more competitive tuition pricing;</li> <li>• 8-week modules; year round offerings.</li> <li>• Decrease release time of instructors assigned to the program to decrease use of adjuncts for supervision.</li> </ul>	Enrollment at 179 and the program is robust but could develop further and attract more students with some competitive changes.
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V. 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.

Program	Recommended Action	Rationale
Middle Grades (MGSE) B13-1203 M13-1203	Retain	128 majors; Consolidate the STEM Education courses and make them middle and secondary;

FGSE

VI. Monitor: Monitor: Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduate 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 by no later than fall 2016.

Program	Recommended Action	Rationale
Teacher Leader Masters (FSGE <sup>1</sup> )	Monitor Recommendations <ul style="list-style-type: none"> <li>• Modifications could include cohort discounts;</li> <li>• 8 week, year round modules</li> <li>• Regional Cohorts</li> <li>• Regular loop offering for a one year completion</li> <li>• Curriculum modifications.</li> </ul>	This program is a vital resource to teachers in our region and beyond. Changes at EPSB have caused decrease in overall enrollment there are initiatives to grow this program. A total of 60 TLM students will be added through the ARC /National Board Certification Grant, and this will infuse the program and make a sustainable pathway to a MA AND National Board Certification.

VII. 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.

- Ed leadership (Instructional leadership program and EDD) - 13.04 Ed Administration & Supervision
- Ed Tech - 13.05 Ed/Instructional Media Design
- Counseling – 13.11 Student Counseling & Personnel Svcs
- Foundations of Education - 13.13 Teacher Ed & Professor Dev, Subjects
- Adult and Higher Education - 13.12 Teacher Ed \* Professor Dev, Levels & Methods

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<sup>1</sup> The Department of Foundational and Graduate Studies in Education contains 12 faculty devoted to programs and 6 faculty devoted to teaching UG foundations courses. It is impossible to get a \*\*enrollment\*\* count in Foundations courses because ALL certification candidates must take these classes, regardless of program or department. Eliminating the Foundations faculty, we are left with 12 TT faculty and a graduate enrollment of approximately 410 students for a 34:1 student faculty ratio.



Section 5: Updates since the revised draft are:

NONE

Final Draft 5/4/15

College of Science and Technology

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
A15-0000 AAS in Engineering Technology	ELIMINATE <ul style="list-style-type: none"> <li>• Assist MCTC in developing an ATMAE Accredited Associate Degree program in Engineering Technology.</li> <li>• Phase out our A15-0000 program and develop an MOU with MCTC whereby there is dual enrollment and seamless transition of MCTC students to our B15-0000 programs in Engineering Technology or B15-1501 program in Technology Management.</li> </ul>	This program has low enrollment and it is unclear whether it would be necessary or desirable once a nearby MCTC program achieves accreditation. With the new Manufacturing Center building for the new Rowen MCTC campus being built in the next few years and with recent discussions with MCTC administration about partnerships, there is an opportunity to develop pathways from MCTC to MSU. This action would not result in any immediate cost savings. But will ultimately result in more robust enrollment in our BS programs and elevated AET programs at MSU. It will also support the elevation of MCTC's Associate degree program and strengthen our connection with MCTC.
M42-0101 MS in Psychology - General	ELIMINATE <p>Phase out existing MS in Psychology-General program.</p> <p>Explore the development of a new program in Applied Psychology</p>	This program has had consistently low enrollment with Fall 2014 headcount of 7. The instruction costs for this program are included in the costs for the MS in Clinical Psychology. So there would be no cost savings by eliminating this program. However, there is an opportunity for a new program to be developed with a focus on recent MSU graduates looking to continue graduate course work to provide additional specific content and/or preparation for reapplication to professional schools. The program would be expected to have more robust enrollment.

**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.

Program	Recommended Action	Rationale
M13-1399  MS-CTE  Joint program in AET and AS	MODIFY <ul style="list-style-type: none"> <li>• Move the Graduate courses in the MS-CTE to the summer sessions.</li> <li>• Use the 10<sup>th</sup> month + 3 hours of assigned time during the AY to meet the grant buyout obligation.</li> <li>• Distribute the faculty members' remaining 21 workload hours to support the AG-Educ; AET-Educ; and AET program courses.</li> </ul>	The program is one of two such programs in the Commonwealth. It is supported by one full-time 10-month faculty member. MSU has a grant to maintain a program here at MSU that supports 44 days of a faculty member's salary, to serve the program that includes visits to schools and state meetings. The graduate program has continued low enrollment with fall headcount of 14 and there no significant future growth prospects. Moving it to a summer program allows the students to be served, and better uses the faculty member to serve the undergraduate programs in AS and AET where there is student demand, and allow a reduction of adjunct usage in AET.
M26-0101  MS in Biology	MODIFY <ul style="list-style-type: none"> <li>• Add to the existing MS in Biology program, 4+1 program tracks that attract current Biology and Biomedical Sciences graduates.</li> <li>• Develop online versions of face-to-face courses that run alongside the face-to-face courses in the given term to access a market of place bound students. Consider the potential of a modular format for the courses to provide increase flexibility for students.</li> </ul>	Changed from original draft: ELIMINATE to MODIFY  This program has continued low enrollment with Fall 2014 headcount of 9. There is an opportunity for a new program to be developed with a focus on recent MSU graduates looking to continue graduate course work to provide additional biomedical or other specific trainings and/or preparation for reapplication to professional schools.

<p>B40-0601</p> <p>BS in Earth Systems</p>	<p>MODIFY</p> <ul style="list-style-type: none"> <li>• Perform Market analysis of the viability of a GST Track in the ESS program and depending on the outcome proceed with the approval process.</li> <li>• Based on the results of the market analysis and approval of the GST track, reallocation of faculty resources within the ESS program may be necessary.</li> </ul>	<p>The program has continued low enrollment with fall 2014 headcount of 33, but has good retention and graduate rates for its students, and graduates find high paying jobs. With 5 tenured faculty members in the program, there are more faculty than is needed to maintain the program and its current enrollment. A new Geo-Spatial Technologies (GST) program track has been developed that would be expected to attract new and additional majors, and aligns with the Space Science program and space technologies being developed at MSU. However, we would need 1-2 faculty members with different expertise to implement the GST program and we immediately need a Space Systems Engineer (expertise in Digital Signal Processing) to support the MSSE program. The new GST faculty member could also teach general education courses in the Earth System area to assist the productivity of the ESS program. This new SSE faculty member would also support the GST program when implemented.</p>
<p>B31-0501</p> <p>BS in Health and Physical Education</p>	<p>MODIFY</p> <p>Move the B31-0501 program as a track under the B13-1307 program.</p>	<p>Although this program has had a stable headcount enrollment, it has had low and declining degree production; low program completion for several years. It has its own CIP code, but many of the courses in the B31-0501 program are shared with courses in the other HWHP programs. Consolidation of the HPE program with Health Promotion would mean that program would consistently produce more than 12 degrees per year. We would also be consistent with our other STEM Teacher Preparation programs in the college which are tracks within a general baccalaureate degree program. The merger of B31-0501 and B13-1307 would also allow the 6-year graduation rate to be for the combined program. Otherwise, we have considerable inflow and outflow between the two programs. There would be no immediate cost savings associated with the move.</p>

**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.

Program	Recommended Action	Rationale
<p>B27-0101</p> <p>BS in Mathematics</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• The challenge is to increase the enrollments in the program and improve the retention and graduation rate of the students in the program.</li> <li>• Enhance the collaboration with COE on math education that increases enrollments in the math teacher preparation program, serves the greater eastern KY region, and enhances scholarship in the area of math education.</li> <li>• Consider development of interdisciplinary programs that utilize faculty resources and expertise across the campus, and connect the program to Business and CIS.</li> <li>• Review use of Computer Software Technologies in Developmental Courses</li> </ul>	<p>The program has seen a decline in enrollments of first majors over the last 5 years from 104 in Fall 2009 to 78 in Fall of 2013 and the preliminary number for Fall of 2014 is 75, continuing the trend. The ratio of the number of undergraduate majors (even including second majors) to number of professorial faculty is among the lowest in the college. Progress on reversing this trend is needed before professorial hires can be made. The 6-year graduation rate for the 2007 cohort is at a reasonable level including the inflow and outflow rates. However, while the University's 6-year graduation rate for the 2008 cohort increased over the 2007 cohort, the graduation rate for mathematics is down for the 2008 cohort, especially with the inflow and outflow included. A plan for adding a new math track in financial math has been indicated in the APNA for 2014. We need to determine the solution and implement it soon.</p>
<p>B51-3801</p> <p>Nursing Bachelor Degree Program</p>	<p>MONITOR</p> <ul style="list-style-type: none"> <li>• Consider curricular changes that would keep the online RN to BSN program competitive and more attractive to students, exploring modular format and accelerated degree completion. Prepare an advertising plan for the RN to BSN program.</li> <li>• Prepare a plan, including a budget request, for a 2 cohort per year admission for the BSN face-to-face program that optimizes the use of faculty adjuncts and considers efficiencies that can be gained in the bachelor and associate degree programs.</li> <li>• Develop an action plan to improve on time completion and 6-year graduation rates for the program.</li> </ul>	<p>The BSN program is strong, but has seen a recent and drop in enrollments (headcount of 572 in fall 2013 to 477 in fall 2014), with declines to the BSN face-to-face program as well as the RN-to-BSN online program. Investigation of this enrollment drop is needed to understand the causes of the decline and how to reverse or address. There are currently many online Nursing programs licensed in KY and competition for students is increasing requiring action to remain competitive and maintain and/or grow our enrollments. On the other hand, the face-to-face BSN program at MSU, with its once per year admission of only 60 students has many qualified applicants from pre-nursing students not being admitted to the program. The BSN program also has courses that only repeat once per year, so that students that drop a course and/or do not receive a C grade are out of sequence and must wait a full year before re-entering the program. The challenge to growing the enrollment is in identifying the number of clinical sites and slots for nursing students in both the associate and bachelor degree programs. Analysis of the future job needs in the region will help determine the optimum number of slots in each of the two programs and the best use of available instructional resources. The retention of entering students who declare intention to pursue the BSN degree is below the University and College average and the six-year graduation rate (including outflow) for the BSN program less than 40%.</p>

M13-1314  MA in Wellness Promotion	<b>MONITOR</b> <ul style="list-style-type: none"> <li>• The challenge is to reverse the recent enrollment decline.</li> <li>• Consider curricular changes that would keep the program competitive, exploring modular format and accelerated degree completion.</li> </ul>	This is a fully online program that has seen a recent drop in enrollments. An investigation of this enrollment drop is needed to understand the causes of the decline. In fall 2013 there were 27 students in the graduate program, and this year there are 17, with 3 of the current students also pursuing the MS in Engineering Technology.
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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.

- A51-0808 AAS in Veterinary Technology
- B51-0808 BS in Veterinary Technology
- B01-0000 BS in Agriculture
- B51-2501 BS in Veterinary Science
- B14-9999 BS in Engineering Management
- B15-0000/0303/0613 BS in Engineering Technology
- B15-1501 BS in Technology Management
- MS-0613/1501 MS in Engineering Technology
- B26-0101 BS in Biology
- B26-0102 BS in Biomedical Sciences
- B40-0501 BS in Chemistry
- B40-0801 BS in Space Science/Astrophysics
- M14-0201 MS in Space Systems Engineering
- A51-0908 AAS in Respiratory Care
- B13-1307 BS in Health Promotion

- B31-0505 BS in Exercise Science
- A51-0907 AAS in Radiological Science
- B51-0907 BS in Imaging Sciences
- B11-0101 BS in Computer Science
- B40-0801 BS in Physics
- A51-3801 Associate degree in Nursing (Changed from Original Draft: MONITOR to RETAIN)
- B42-0101 BS in Psychology
- M42-2801 MS in Clinical Psychology

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