

College of Education Dean's Office Memorandum

DATE: August 26, 2016

TO: Dr. Kate Miller, Provost
Cc Dr. Anne Alexander, Associate Provost

FROM: D. Ray Reutzler, Dean

RE: Adult and Post Secondary Education Program Review

After reviewing the data presented in the Program Review Report as per University regulation, I am providing you a memorandum of recommendation related to the above named degree program, Adult and Post Secondary Education. The program housed on the Laramie campus has had a history of robust productivity in terms of the number of degrees awarded. However, centrality to the mission of the College of Education has long been in question.

The Adult and Post Secondary Education program has no national specialized program accreditation (SPA) body and is not approved by the *Wyoming Professional Standards Teaching Board* (PTSB) making the degrees awarded ineligible for professional licensure, certification or endorsement in Wyoming. Mission centrality in the College of Education at UW is defined by two general criteria: 1) programs can be accredited by the Council on Accreditation of Education Professions (CAEP); and/or 2) degree programs that result in eligibility for professional licensure, certification, or endorsement by the *Wyoming Professional Standards Teaching Board* (PTSB). When viewed through the lens of mission centrality rather than through the lens of productivity in terms of degrees awarded annually, the APSED program meets neither of these mission critical criteria.

The doctoral and masters programs in Adult and Post Secondary Education at UW are now dependent upon a single faculty member. In the past several year, two faculty members in this program have resigned and have not been replaced due to 1) higher demands for FTE faculty in core college programs, and 2) budget reductions mandated by the state of Wyoming. It is true that the APSED program attracts robust student enrollments online through the Ed.D. and the M.A. online programs that are consistently ranked by the Go Grad organization in the top twenty such programs nationally. However, when issues of mission centrality to the core purposes and programs of a College of Education are concerned, APSED students, largely composed of community college faculty and administrators, can be adequately served through other existing alternative routes by enrolling and earning graduate degrees in Curriculum and Instruction and in Educational Administration. Currently, the Curriculum and Instruction

admissions committee credits teaching experience at the community college toward the teaching requirement to enter C&I advanced programs. There is similarly no reason preventing a similar accommodation for community college faculty and administrators who would like to pursue advanced study in Education Administration.

In addition, Adult Education programs have been largely abandoned across the U.S. in research university colleges of education. Although a robust program in the 1970s and 1980s, these programs have been rapidly disappearing since the late 1980s to the 1990s as Adult Education and Human Resource Development programs have merged into programs in educational administration. In fact, at one time in the 1990s, the Dean of the College of Education at UW was considering eliminating this program nearly twenty years ago. Given the anachronistic nature of adult education programs nationally, the current budget constraints in the state of Wyoming, and the fact that alternative routes exist within the College of Education to service the needs of state community college faculty and administrators, these factors argue that a program such as this is overdue for elimination.

My recommendation is to eliminate the Adult and Post Secondary Education program in the College of Education at UW and redeploy remaining resources to strengthen alternative offerings in Higher Education Administration or in Curriculum and Instruction.

DRR

Academic Program Review
 Report Template
 University of Wyoming
 Office of Academic Affairs
 March 2016

(adapted from SDSU)

Deans and Directors who administer an authorized major or course of study approved by action of the Board of Trustees will be responsible for conducting program reviews. Four key elements should be addressed in each academic program review: (1) Program Demand, (2) Program Quality, (3) Mission Centrality, and (4) Cost.

For each program that is reviewed, a recommendation will be made by the Academic Dean to the Vice President of Academic Affairs.

Instructions: Please provide the following information:

Title of Program/Specialization: Educational Administration – Adult and Postsecondary

Indicate whether undergraduate or graduate program/specialization: Graduate

Department and College: Professional Studies

Department Head Name and contact information (phone, email): Mary Alice Bruce, Ph.D.
 (307) 766-6819
 mabruce@uwyo.edu

Part 1 – Program Review

Instructions: Please answer each of the following questions. Items listed under each question have been provided to help guide your response. If an item is not applicable, simply indicate “N/A”.

1. Program Demand*:

Educational Administration – Adult and Postsecondary Education (ADED Program) is a Masters and Doctoral program (M.A., Ed.D. and Ph.D.). The degrees granted are reported immediately below. The degrees granted for the M.A. and the Ed.D. programs exceed the Low Demand threshold (average and total). However, the Ph.D. program rate is low.

Master of Arts	Doctor of Education	Doctor of Philosophy
2015 – 11	2015 – 7	2015 – 0
2014 – 17`	2014 – 3	2014 – 1
2013 – 12	2013 – 1	2013 – 0
2012 – 11	2012 – 4	2012 – 1
2011 – 7	2011 – 2	2011 – 1

2. Program Quality: Is the program of high quality?

a. Program Accreditation.

The ADED Program is not currently accredited, and there is no national accreditation for graduate programs offering a curriculum in Adult Education or Higher Education. However, the curriculum of the ADED Ed.D. Program is organized around the Leadership Competencies developed and published by the American Association of Community Colleges. These competencies are referenced in the ADED Doctoral Student Handbook (please see <http://www.uwyo.edu/profstudies/adultpostsecondary/resources.html>). The ADED curriculum was reorganized and approved by the College of Education and Academic Affairs in 2013. This restructuring clarified the purpose of the ADED Masters and Doctoral programs to ensure that the focus was on adult education (M.A.) and higher education administration (Ed.D.). The previous focus on integrating Adult Education with Instructional Technology was eliminated. July 2018 will mark the completion of 5 years under the new curriculum, and a traditional program review at that time would provide sufficient data for analysis.

b. Credentials of Faculty

Over the past 5 years the faculty assigned to the ADED program have been those individuals listed below. Data regarding their grants, publications, presentations, and awards are also provided:

Steven Aagard, Ph.D., Retired 2014
 Joshua M. Cohen, Ph.D., Visiting Assistant Professor 2015-16
 Michael Day, Ph.D. Professor Emeritus, Retired 2015
 Clifford P. Harbour, J.D., Ed.D. Professor
 Qi Sun, Ed.D. Associate Professor, Resigned 2016

Grants Awarded and Submitted 2013-15

N/A

Faculty Publications and Presentations for 2013-15

2015 Publications

Cole, S. & Harbour, C. P. (2015). Succession planning activities at a rural public health department. *The Qualitative Report* (20)1, 148 – 164.

Harbour, C. P. (2015). *John Dewey and the future of community college education*. New York: Bloomsbury Academic Press.

Harbour, C. P. & Wolgemuth, J. R. (2015). The reconstruction of community college vocational education: A vision for renewing American democracy. *Community College Review* 43(4), 315 – 328.

Sun, Q., & Kang, H. (2015). Infusing work-based learning with Confucian principles: A comparative perspective. *Higher Education, Skills and Work-Based Learning*. 5(4), pp. 323-338.

Sun, Q., & Kang, H. (in press). Infusing work-based learning (WBL) with Confucian principles: A comparative perspective" *Higher Education, Skills and Work-Based Learning*.

2015 Presentations

Harbour, C. P., McKinzie, S., & Hardy D. (2015, November). Piketty, Rosanvallon, The debate on inequality and civic engagement at community colleges. Roundtable session presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.

Harbour C. P. & Hardy, D. (2015, April). The completion agenda and the debate on inequality. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Fort Worth, TX.

Kisker, C. B., Ronan, B., Harbour, C. P., Theis, J. J., Jones, L. & Hoffman, K. (2015, April). Civic learning and democratic engagement in community colleges. Symposium at the annual meeting of the Council for the Study of Community Colleges, Fort Worth, TX.

McCoy, D. & Harbour, C. P. (2015, April). An analysis of completion agenda policy documents and the narrative on inequality. Roundtable session presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, Chicago, IL.

Sun, Q., Kang, H., An Eastern Learning Model for Transforming Work-based Learning in Western Adult and Higher Education. Paper presented at *the 8th Asian Preconference in conjunction of 2015 AERC Engaging Learning of Adult Education Research and Practice between East and the Rest*. Manhattan Kansas, May 18-22 2015.

Sun, Q., Kang, H., Chang, B., & Lausch D. (2015). Western Faculty Perspectives of Confucian Heritage Students Ways of Learning in Western Classrooms.

Sun, Q., (2015). Paper presented at *the 8th Asian Preconference in conjunction of 2015 AERC, Engaging Learning of Adult Education Research and Practice between East and the Rest.*. Manhattan Kansas, May 18-22 2015.

2014 Publications

Sun, Q. (Ed.). (2014). The 7th Asian Diaspora Pre-Conferences Proceedings, June 4, 2014 Penn State Harrisburg.

2014 Presentations

Cohen, J. M. (2014). "State-Funded Financial Aid for Undocumented Students: Access for a Growing Population," presentation at *Western Interstate Commission for Higher Education*.

Cohen, J. M. (2014). "Indiana Degree Maps: A Possible Path Toward Meeting Workforce Demands," presentation at *Western Interstate Commission for Higher Education*.

Cohen, J. M. (2014). "Measuring and Improving Success: Active Duty and Veteran Students," presentation at *Adult College Completion Network*.

Harbour, C. P. & Smith, D. A. (2014, April). The Completion Agenda, democracy as problem solving, and the American community college. Presentation at the annual meeting of the Council for the Study of Community Colleges, Washington, D.C.

Kater, S. T., Harbour, C. P., Wood, J. L. Hardy, D., Genna, I. (2014, November). The community college conscience: The social contract. Roundtable session presented at the annual meeting of the Association for the Study of Higher Education, Washington, D.C.

2013 Publications

Day, M. & Harbour, C. P. (2013). The Philosopher and the Lecturer: John Dewey, Everett Dean Martin, and reflective thinking. *Education and Culture* 29(1), 105 – 124.

Frush, K., Gupta, K., & Sun, Q. (2013). A narrative tour of transformative learning in doctoral studies. In E. Paulette Isaac-Savage (Ed.), *Proceedings of the 54th Adult Education Research Conference (AERC)* (pp. 359-361). May 31-June 2, 2013 St. Louis, Missouri: University of Missouri-St. Louis.

Harbour, C. P. & Wolgemuth, J. R. (2013). Giorgio Agamben and the Abandonment Paradigm: A new form of student diversion in public higher education. *The Review of Higher Education* (36)2, 235 – 254.

Hvidston, D. J., Hvidston, B. A., Range, B. G., & Harbour, C. P. (2013). Cyberbullying: Implications for principal leadership. *NASSP Bulletin* 97(4), 297 - 313.

Sun, Q. (2013). Learning for transformation in a changing landscape. *Adult Learning*. 24(3), 131-136.

Sun, Q. (Ed.). (2013). The 6th Asian Diaspora Pre-Conferences Proceedings. May 30, 2013 University of Missouri-St. Louis St. Louis, Missouri.

2013 Presentations

Harbour, C. P. (2013, November). The Completion Agenda, community colleges, and civic capacity. Paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis.

Harbour, C. P. (2013, April). Reading *Reclaiming the American Dream* through the pragmatist's lens. Paper presented at the annual meeting of the Council for the Study of Community Colleges, San Francisco.

Harbour, C. P. & Becker, K. W. (2013, April). A Deweyan reconstruction of the American community college mission. Roundtable session presented at the annual meeting of the

American Educational Research Association, SIG - Philosophical Studies in Education, San Francisco.

Harbour, C. P. & Hardy, D. (2013, April). Emerging critical issues for community colleges in the implementation of recommendations proposed in *Reclaiming the American Dream*. Roundtable session presented at the annual meeting of the Council for the Study of Community Colleges, San Francisco.

Hvidston, D., Hvidston, B., Range, B. & Harbour, C. P. (2013, August). Cyberbullying: Implications for principal leadership. Paper presented at the National Conference of Professors of Educational Administration: Meadowlands, New Jersey.

Sun, Q. (2013, May). *Bridging East with West: Engaging dialogue in adult education research and practice in the global context*, Opening Speech at the 6th Asian Diaspora Preconference in conjunction with 54th AREC held May 30, 2013 at University of Missouri-St. Louis St. Louis, Missouri.

National/International Awards

Harbour, C. P. – 2015 Presidential Gavel Award, Council for the Study of Community Colleges.

Other

Day, M. – 2012 University of Wyoming Ellbogen Lifetime Teaching Award.

Harbour, C. P. – 2015 University of Wyoming James C. Hurst Each Student – A Person Award, University of Wyoming Parents & Family Association.

Harbour, C. P. – 2012 University of Wyoming Hollon Family Award for Teaching Excellence in Off-Campus Programs.

c. Program Reputation

The ADED Program has a strong reputation for preparing leaders working in the field of higher education and especially in community college leadership positions. In 2015, the ADED Program's Ph.D. and Ed.D. curricula were ranked #2 in the nation for online doctoral programs by Go.Grad.org. GoGrad highlights programs that offer degrees and services that exceed academic standards of excellence. Highly ranked programs also give students the flexibility to continue their higher education while working and building experience in their chosen field.

At the present time, ADED Program M.A. and Ed.D. students are employed at every Wyoming community college in positions from entry level instructor and coordinator positions up through the vice president. Personal written communications received by the ADED Program Coordinator confirm that the Ed.D. curriculum has been recommended by top leaders (including CEO/Presidents and Vice Presidents) at the Wyoming community colleges. Four years ago, the Ed.D. curriculum was reorganized and five new ADED courses were created to align with the 2005 Leadership Competencies published by the American Association of Community Colleges.

Also, the schedule of courses for the Ed.D. curriculum has been altered so that core ADED courses are offered every other year thus ensuring highly enrolled classes. Overall, the ADED Program admits approximately 1/3 of the student applicants thus selecting the most highly qualified candidates.

d. Curriculum

The list below identifies the courses required for the M.A. (there are no electives):

EDRE 5530	Introduction to Education Research (3)
ADED 5000	Trends in Adult Education (3)
ADED 5020	Survey of Adult Education (3)
ADED 5050	Learning Theories for Educators (3)
ADED 5240	Teaching Adults (3)
ADED 5510	Adult Education Movement (3)
ADED 5610	Planning and Evaluation of Instructional Systems (3)
ADED 5650	Law of Higher Education (3)
ADED 5660	Community College (3)
ADED 5710	International and Comparative Education (3)
<u>ADED 5090</u>	<u>Master's Capstone (3)</u>
TOTAL PROGRAM:	33 hours

The list below identifies the courses required for the Ed.D. (there are no electives):

ADED 5260	Educational Issues in Race, Class, & Gender (3)
ADED 5600	Higher Education Finance (3)
ADED 5630	Advanced Organizational Leadership (3)
ADED 5640	Leadership Development (3)
ADED 5670	Community College Issues & Leadership (3)
ADED 5680	Issues in Higher Education (3)
ADED 5750	Advanced Learning Theories (3)
ADED 5880	Internship (2)
EDAD 5720	Leader as Change Agent (3)
EDAD 5850	Leader as Direction Setter (3)
EDRE 5600 or EDRE 5640	- First Research Course (3)
EDRE 5610 or EDRE 5650	- Second Research Course (3)
EDRE - TBD	Third Research Course (3)
EDRE 5660	Dissertation Prospectus (3)
<u>PRST 5990</u>	<u>Dissertation (6)</u>
Total Coursework:	41 Hours
Master's Coursework:	30 Hours
Dissertation Hours:	6 Hours
TOTAL PROGRAM:	77 Hours

The 81 credit hour Ph.D. Curriculum is determined by the student's doctoral committee according to the student's career goals and based on the courses listed below.

PRST 5600	Introduction to Doctoral Studies (3)
CNSL 5900	Practicum in College Teaching (3)
EDCI 5600	Diversity (3)
ADED 5750	Advanced Learning Theories (3)
EDRE 5660	Dissertation Prospectus (3)
EDRE 5600	Descriptive Research (3)
EDRE 5610	Group Comparison Research (3)
EDRE 5620	Correlational Research (3)
EDRE 5630	Multivariate Research (3)
EDRE 5640	Intro to Qualitative Research (3)
EDRE 5650	Advanced Qualitative Research (3)
EDRE 5660	Mixed Methods Research (3)
EDAD 5650	Leader as Communicator (3)
EDAD 5720	Leader as Change Agent (3)
ADED 5260	Educational Issues in Race, Class, & Gender
ADED 5600	Higher Education Finance (3)
ADED 5630	Advanced Organizational Leadership (3)
ADED 5680	Issues in Higher Education (3)
PRST 5980	Dissertation (12)
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Total Coursework:	39 Hours
Master's Coursework:	30 Hours
Dissertation Hours:	12 Hours
TOTAL PROGRAM:	81 Hours

e. Distance Delivery.

The ADED Program (M.A., Ed.D., and Ph.D.) is delivered entirely through the Outreach School. With the exception of some research courses for the Ph.D., all other courses are delivered via distance technologies.

f. Quality of Assessment Plan/Data

The ADED Program (M.A., Ed.D., and Ph.D.) is currently in Tier 3 with reports for all three curriculum due on June 30, 2017. The program assessment plan includes two components. The first is 3 year retention and graduation rates for the M.A., Ed.D., and Ph.D. The second is comprised of three focus group assessments (conducted every other year) of students enrolled in the M.A., Ed.D., and Ph.D. programs. Suverys results of program graduates and employers will also be shared. Data collected from these assessments will be used to propose curriculum changes, changes in course staffing, and improvements on the admissions and advising processes.

g. Strategic Plan

This past Spring, the University approved the delivery of a new Certificate in Community College Leadership. This 15 credit hour graduate certificate will provide a new opportunity for community college employees who do not wish to pursue doctoral study for senior leadership positions but do desire to gain the core leadership skills necessary to function effectively at the coordinator and director positions. The new Certificate will use existing ADED courses and will not require the addition of any new sections.

3. Mission Centrality: Does the program advance the mission of UW including institutional strategy?

a. The program supports the mission, vision, and strategic goals of the University in the following manner. The last draft of UP4 identifies six guiding principles for the University. Although the ADED Program is unambiguously committed to all six principles, the ADED faculty are especially mindful of the University's responsibility to serve the needs of our state and nation. In an April 2016 Research Brief published by the College Board, Jennifer Ma and Sandy Baum reported that only three states in the nation enroll more than 65 percent of their undergraduates at community colleges: California, Illinois, and Wyoming. Because community colleges in Wyoming enroll an unusually large share of the state's undergraduates, the success of the state's community colleges is a state priority that the University must acknowledge as important. And, because the state only has one university and community college leaders prepare for leadership through university study, the University of Wyoming has a responsibility to help prepare the leaders of these public two-year institutions. The ADED Ed.D. program is currently the University's only curriculum with this stated aim. Today, approximately 60 percent of the students in the ADED Program's Ed.D. curriculum are employed at the state's community colleges or the University of Wyoming.

Goal 3 of the last draft of UP4 states that the University is committed to statewide engagement that enhances the well-being of Wyoming citizens. Because the ADED Program is delivered via distance and is supported by University of Wyoming Outreach School staff around the state, the ADED Program offers Wyoming citizens opportunities for career advancement that are not reasonably available from any other university. Incorporated within Goal 3 is Objective 1, which states that the University will continue to build on existing strategic partnerships with Wyoming's Community Colleges. Given the distribution of undergraduate students, the University's commitment to help prepare the future leaders of Wyoming's Community Colleges is a strategic undertaking with the potential to benefit far more Wyoming citizens than what we might accomplish by simply focusing on the students that come to Laramie.

b. The ADED Program contributes to other programs in the College of Education by offering an opportunity to career educators to gain new insights about the P-20 education continuum. Currently, graduate students in Educational Leadership, Instructional Technology, and Curriculum and Instruction are enrolled in ADED classes to round out their education in their respective specializations.

c. More than 90 percent of ADED Program Ed.D. and M.A. students are currently employed. Wyoming community colleges employ more of these students than any other public or private employer. Because so many students are already employed and developing their careers, traditional placement data are not available.

d. There is no other program at the University that provides students with the opportunity to acquire the knowledge, skills, and values necessary to develop instructional leadership careers in higher education. The ADED doctoral programs with a focus on higher education at the community college and university levels complement the Ed.D. and Ph.D. programs in Educational Leadership that focus on K-12 higher education programs and require a K-12 teaching certificate.

4. Cost: Is the program financially viable?

The timeframe of 2014-2015 is reported, since that academic year best represents the program finances with 3 full-time faculty members. Dr. Harbour's salary was \$72, 672; Dr. Sun's salary was \$63, 708, and Dr. Aagard's salary was \$70, 968. Benefits are not included in the calculations.

Please see the academic year schedule on the next page.

ADED Fall 2014/Spring 2015

Semester	Course #	Credits	# of students	Total student credit hours	Instructor
Fall 2014	ADED 1008- East Tht West Prac	2	12	24	Sun, Qi
	ADED 5000- Trends In Adult Ed	3	19	57	Aagard, Steven
	ADED 5020- Survey of Adult Ed	3	14	42	Sun, Qi
	ADED 5050- Learning Theories	3	16	48	Sun, Qi
	ADED 5600- Higher Education Finance	3	17	51	Staff
	ADED 5610- Plannign & Eval	3	19	57	Aagard, Steven
	ADED 5640- Leadership Development	3	13	39	Harbour, Cliff
	ADED 5680- Higher Education	3	24	72	Harbour, Cliff
Spring 2015	ADED 5090- Capstone	3	10	30	Aagard, Steven
	ADED 5240- Teaching Adults	3	20	60	Sun, Qi
	ADED 5260- Iss Race/Clss/Gndr	3	20	60	Aagard, Steven
	ADED 5510- Adult Ed Mvmt USA	3	12	36	Aagard, Steven
	ADED 5600- Higher Ed Finance	3	17	51	Staff
	ADED 5650- Law of Higher Education	3	15	45	Harbour, Cliff
	ADED 5660- Community College	3	16	48	Harbour, Cliff
	ADED 5710- Intl & Compar Ed	3	15	45	Sun, Qi
		Totals	275	813	

- a. Ratio of student credit hours per FTE: **annually, 255 student credit hours per one FTE**
- b. Direct instructional expenditures:
- i. Per student credit hour: **\$271.04 per student credit hour**
 - ii. Per total degrees awarded: **\$11,519.33 per graduate degree**
 - iii. Non-personnel expenditures per total academic FTE: **\$0**
- c. Course enrollment
- i. Number of classes falling under University minimums: **0**
 - ii. Lower-division courses falling under University minimums: **0**
- d. Other instructional cost drivers, such as:
- i. Section fill rates: **Class numbers well exceed university minimums for graduate classes.**
 - ii. Course completion rates: **95-100% completion rate**
 - iii. Curricular complexity: **All courses are delivered outreach with integration of knowledge and skills for best professional practice.**
 - iv. Faculty course load: **Three full time faculty members, 15 credit hours per year, with several part-time instructors needed**
- e. Research expenditures per tenured/tenure-track FTE (and other academic personnel, where appropriate): **\$293— indicated by Delaware data for faculty in the Department of Professional Studies**
- f. Compare your data to national benchmarks (Delaware data): **When comparing the Direct Instructional Expenditure per SCH, among departments in our college, Educational Studies demonstrates \$297, Elementary/Early Childhood at \$257, and Secondary Education is at \$284. Meanwhile, Professional Studies with almost entirely graduate programs comes in at \$389, with ADED comparatively low at \$271 per SCH. No comparative national data are available in Adult/Postsecondary Education.**
- g. Other: **As previously stated, at the present time, ADED Program M.A. and Ed.D. students are employed at every Wyoming community college as well as UW in positions from entry level instructor and coordinator positions up through the vice president. The Ed.D. curriculum has been recommended by top leaders (including CEO/Presidents and Vice Presidents) at the Wyoming community colleges and aligns with the AACC leadership competencies. The program is delivered via the Outreach School. With our outreach efforts throughout the state and our college's forward-thinking vision, the ADED program is a crucial support for our P-20 Wyoming educational system. Most crucial is that the ADED program supports and attracts those without K-12 teaching certification. Applicants evidence backgrounds such as business, engineering, psychology, and criminal justice. These students would not be acceptable to other programs in the college including Curriculum & Instruction and Educational Leadership that require K-12 teaching certification.**

Part II - Recommendations

Instructions: After the review is completed, the Dean in consultation with the Department Head will select one of the following recommendations. In the justification, address each of the items associated with the recommendation.

1) Retain Due to Critical Need

- a) A college may recommend that a degree program be retained due to its ability to fulfill a critical workforce need or shortage area for the state.
- b) Justification for retaining due to critical need must include:
 - i) Explanation of why the program is important to the University/State/region
 - ii) Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
 - iii) Preliminary outcomes of steps taken.

2) Retain with Further Review Required

- a) A college may request that a program be retained for further review for those degree programs that serve a specific function central to the mission of the college or university.
- b) Justification for retain due to further review must include:
 - i) Explanation for how the program is central to the university's mission and the benefit to the system;
 - ii) Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
 - iii) Preliminary outcomes of steps taken.

3) Consolidate with Another Program within College

- a) A college may request that a program be consolidated with a similar program on campus that achieves similar degree requirements.
- b) Justification to consolidate with another program on campus must include:
 - i) Explanation for how the degree requirements for the two programs warrant consolidation;
 - ii) Evidence that the consolidation will meet graduate production thresholds, or specific steps to increase enrollment to meet production thresholds;
 - iii) Preliminary outcomes of steps taken.

4) Consolidate with Program(s) between Colleges/campuses (e.g., UW/C)

- a) Two or more colleges may request that similar degree programs be consolidated to maintain equivalent degree programs.
- b) Justification for retaining due to cross-college consolidation must include:
 - i) Explanation for how the consolidated programs will collaborate (e.g., sharing of required courses, shared faculty, etc.) to maintain graduate

production thresholds;

- ii) Evidence that multi-college collaboration will meet graduate production thresholds, or specific steps to increase enrollment if merging programs fails to meet production thresholds;
- iii) Preliminary outcomes of collaboration between colleges.

5) Terminate

- a) A college may request that a program be terminated due to limited graduate production, lack of student interest, shifts in a given field of study, or continued declines in major enrollments.
- b) If the exigency for termination results from the program productivity review process then a brief justification to terminate a program should be included. Such a justification must include:
 - i) Explanation for the decline in graduate production in the degree program;
 - ii) Intended timeframe for submitting a program termination request to the Board of Trustees for their consideration;
 - iii) Expected timeline to meet teach-out requirements established through the regional accrediting body.

APPENDIX A

“Low Productivity” Programs Excluded from Review Process

- 1) **Major Program Modifications**
 - a) Degree programs that have undergone recent program modifications that adversely impact graduate production for a college.
 - b) Modifications traditionally include programs that have undergone recent name changes during the reporting window that result in two equivalent degree programs.
- 2) **Program/Major Specializations**
 - a) Degree programs that have one or more specializations which reduce the total number of graduates.
 - b) The exclusion may apply only for those specializations where the combination results in graduate production that meets the establish threshold for the degree.
- 3) **Terminated Programs**
 - a) Degree programs that have been inactivated during the reporting period, but still depict graduates that fall below the established thresholds.
 - b) Terminated programs will remain on the Program Productivity Report until inactive programs have completely cycled through the established reporting period.
- 4) **New Programs**
 - a) Degree programs that have been activated within the past 7 years resulting in limited graduate production due to program implementation.
 - b) Institutional review may be requested prior to the 7th year if graduate production is not scaling to the required thresholds for the degree level.