MHEC
MARYLAND HIGHER EDUCATION COMMISSION

# Low-Productivity Degree Program

# Report 2006

## August 2006

**MARYLAND HIGHER EDUCATION COMMISSION**
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

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# Low-Productivity Degree Program Report 2006

## Introduction

The Low-Productivitv Degree Program Report **2006** provides a list of academic degree programs that have been identified as low producing based on a criterion of degree production. The programs were identified by the Maryland Higher Education Commission and forwarded to the public colleges and universities for response. Campuses were asked to review the identified programs to determine the continued viability of these programs, and report back to the Commission.

For the **2006** Report, programs identified initially as low producing have been excluded if the programs were determined to:

- beunique;
- meet non-duplicative workforce shortage areas; and
- have had strong three-year student enrollments.

For community colleges, the Commission staff also considered transfers to 4-year institutions when the information was available. In addition, low producing programs that received a three-year exemption in **2004** or received a permanent exemption during the previous low-producing degree program study were also excluded. Programs meeting these criteria were shared with the institutions and the Commission staff and institutional representatives came to agreement regarding the programs to be excluded from the Report. Programs excluded for strong enrollment included **25** programs for two-year institutions and 10 programs for four-year institutions.

As referenced in the previous paragraph, institutions may elect to use two exemption categories to maintain a program if sufficient justification can be provided. The first exemption category is the Three-Year Exemption. Institutions may request a three-year exemption by demonstrating to the Commission why the program should be exempted for a three-year time period. Justifications for a three-year exemption may be that new facilities or laboratories have been built to improve the program; stable external funding has been provided to the institution to help support the program; or that modifications to the program coursework or administration have been made or are in process to improve program enrollment and graduation.

The second exemption that may be requested is the Permanent Exemption category. Permanent exemptions may be requested for programs if the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors. In addition to documentation fiom college catalogs and other official campus publications and announcements, the institution shall substantiate that the program can continue at no additional cost to the institution. A degree program approved for permanent exemption will be excluded from future reports until the institution and governing board supplants it with a new degree program and discontinues the current program, or requests that the Commission remove it from the permanent exemption list.

# SECTION I

## Background

Senate Bill 682, enacted during the 1999 legislative session of the Maryland General Assembly, required that the Maryland Higher Education Commission and the governing boards of the public institutions of higher education jointly develop a definition and accepted criteria for determining low-productivity programs. Consistent with this mandate, representatives of the public sector of higher education and the Commission jointly crafted a definition of what constituted low-productivity programs and the criteria for identifying them. The process and criteria were reviewed and revised during 2003 by a workgroup with representation from all segments of higher education. The Commission on September 23,2003, approved the revised process and criteria used for this Report.

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

## Low-Productivity Evaluation Criteria

Newly established academic programs are reviewed for low productivity after five years of program implementation at community colleges and after seven years of program implementation at four-year institutions.

**A** single criterion, degree production, has been reaffirmed as the most appropriate method for determining low-productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fail to meet the following standards.

> **Associate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.
>
> **Baccalaureate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.
>
> **Master's degree programs** must graduate two (2) students in the most recently reported year or a total of six ***(6)*** students in the last three years.
>
> **Doctoral degree programs** must graduate one **(1)** student in the most recently reported year or a total of three **(3)** students in the last three years.

Presidents of institutions should discontinue degree programs that fail to meet the productivity criteria over a three-year period, unless compelling evidence exists that the program should continue.

# SECTION II

## Identified Degree Program Summary Table for 2006 Report

The Number sf Degree Programs Identified for the Three-year Period Ending in 2005

| Institution | Associate |
|---|---|
| Allegany College of Maryland | 0 |
| Anne Arundel Community College | 0 |
| Baltimore City Community College | a, |
| Carroll Community College | 0 |
| Cecil Community College | 1 |
| Chesapeake College | 0 |
| College of Southern Maryland | 0 |
| Community College of Baltimore County | 3 |
| Frederick Community College | 0 |
| Garrett College | 0 |
| Nagerstown Community College | 0 |
| Harford Community College | 0 |
| Howard Community College | 1 |
| Montgomery College | 0 |
| Prince George's Community College | 1 |
| Wor-Wic Community College | 0 |
| Subtotal | 6 |

| Institution | Bachelor | Master | Doctorate | Subtotal |
|---|---|---|---|---|
| Bowie State University | 0 | 0 | 0 | 0 |
| Coppin State University | 0 | 0 | 0 | 0 |
| Prostburg State University | 0 | 0 | 0 | 0 |
| Salisbury University | 1 | 1 | 0 | 2 |
| Towson University | 0 | 0 | 0 | 0 |
| University of Baltimore | 0 | 0 | 0 | 0 |
| University of Maryland, Baltimore | 8 | 0 | 0 | 0 |
| University of Maryland Baltimore County | 2 | 3 | 2 | 7 |
| University of Maryland, College Park | 3 | 2 | 0 | 5 |
| University of Maryland Eastern Shore | 0 | 0 | 0 | 0 |
| Morgan State University | 0 | 1 | 0 | 1 |
| St. Mary's College of Maryland | 0 | 0 | 0 | 0 |
| Subtotal | 6 | 7 | 2 | 15 |

**Total Programs Identified** *6 (Community Colleges) + 15 (4-year Institutions) = 21*

## Cecil Community College

| PROGRAMS | 2003 | 2004 | 2005 | Recommended Action |
|---|---|---|---|---|
| **ASSOCIATE** | | | | |
| 550501 LAW ENF & CORRECTIONS TECH | | | | *Thee-Year Exemption* |
| Enrollment | 28 | 19 | 32 | |
| Degrees/Awards | 0 | 1 | 1 | |

## Howard Community College

| PROGRAMS | 2003 | 2004 | 2005 | Recommended Action |
|---|---|---|---|---|
| **ASSOCIATE** | | | | |
| **531001 ELECTRONICS TECH** | | | | ***Three-Year Exemption*** |
| Enrollment | 22 | 18 | 9 | |
| Degrees/Awards | 2 | 2 | 0 | |

## University System of Maryland Institutions

### Salisbury University

| PROGRAMS | 2003 | 2004 | 2005 | Recommended Action |
|---|---|---|---|---|
| **BACHELORS** | | | | |
| **490101 LIBERAL STUDIES** | | | | ***Discontinuation*** |
| **Enrollment** | 9 | 2 | 1 | |
| Degrees/Awards | 12 | 2 | 0 | |
| **MASTERS** | | | | |
| **200101 PSYCHOLOGY** | | | | ***Discontinuation*** |
| **Enrollment** | 0 | 0 | 0 | |
| Degrees/Awards | 2 | 1 | 0 | |

## University of Maryland, College Park

| PROGRAMS | 2003 | 2004 | 2005 | Recommended Action |
|---|---|---|---|---|
| **BACHELORS** | | | | |
| **011300 FOOD SCIENCE** | | | | ***Three-Year Exemption*** |
| **Enrollment** | 20 | 22 | 18 | |
| Degrees/Awards | 4 | 4 | 4 | |
| **080313 SECONDARY EDUCATION - SPEECH & ENGLISH** | | | | ***Discontinuation*** |
| **Enrollment** | 9 | 5 | 3 | |
| Degrees/Awards | 4 | 2 | 1 | |
| **080314 SECONDARY EDUCATION - THEATRE & ENGLISH** | | | | ***Discontinuation*** |
| **Enrollment** | 10 | 7 | 5 | |
| Degrees/Awards | 2 | 2 | 1 | |
| **MASTERS** | | | | |
| **110200 FRENCH LANGUAGE & LITERATURE** | | | | ***Permanent Exemption*** |
| **Enrollment** | 4 | 6 | 8 | |
| Degrees/Awards | 2 | 1 | 1 | |
| 169901 **LIBRARY** SCIENCE/HISTORY (MLS/MA) | | | | ***Permaneat Exemption*** |
| **Enrollment** | 18 | 19 | 22 | |
| Degrees/Awards | 0 | 0 | 0 | |

# SECTION III

## Individual n uti Responses

The following section of the Report contains the individual institutional responses to the Low-Productivity Degree Program Report 2006 submitted to the Maryland Higher Education Commission.

# Cecil Community College

## 2006 Response

## regarding

## Low-Productivity Degree Programs

CECIL
COMMUNITY
COLLEGE



June 15, 2006

Calvin W. Burnett
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Mr. Burnett:

I am requesting Cecil Community College's Law Enforcement and Corrections Technology Program to be granted a three-year exemption under the identified program exemption categories.

It is our hope that targeted marketing, increased articulation options, and outreach to local high schools would result in a viable program for our service region and therefore, request continuation of the program. In addition, Law Enforcement and Corrections Technology offered its first Corrections Academy in the summer 2005. This is a partnership with local and state police departments in an effort to enhance a workforce shortage need identified in our county. Offering this program at Cecil makes the law enforcement program more accessible and affordable for students in the region.

The Law Enforcement and Corrections Technology Program is working to increase graduates by

1) creating a brochure for high school and other prospective students;
2) continuing to perform outreach to the schools;
3) hosting the Correction Academy;
4) increasing the articulation agreements to ensure program to program transferability.

An internal review indicates students enrolled in law enforcement courses at Cecil have not identified their program of study in the law enforcement program. Enrolled students will be contacted and requested to declare their appropriate program of study in the Law Enforcement and Technoloy Program. As included below, enrollment figures for the program during the last three years have been climbing. This improves the prospect that the program will graduate more students in the near future.

| Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 |
|---|---|---|---|---|---|
| 49 | 43 | 34 | 34 | 46 | 43 |

Division of Academic Programs
One Seahawk Drive / North East, MD 21901/ 410-287-1094 / Fax: 410-287-1040

# Community College of Baltimore County

## 2006 Response

## regarding

## ,ow-Productivity Degree Pro

Office of the Chancellor

7200 Sollers Point Road • Baltimore, Maryland 21222.4349 • Telephone: 410.285.9980 • FAX: 410.285.9988 • www.ccbc.edu



FROM: Al Starr
Interim Vice Chancellor for Learning and Student Development

TO: Calvin W. Burnett
Secretary of Higher Education

RE: Response to MHEC for Low Productivity Degree Program Report 2006

Date: June 27,2006

The Community College of Baltimore County (CCBC) is requesting a three-year exemption for our Labor Studies program on the following grounds:

A. uniqueness of the program
B. the program meets non-duplicative workforce areas
C. an increase in the number of students graduating from the program
D. modifications are being made to the program coursework and marketing to improve enrollment

Arguments supporting the program's requests for a three-year exemption:

1. The program is unique in virtue of the geographical area it serves. The Labor Studies Program is not only the only public program in the state of Maryland, but it also covers the Mid-Atlantic area states which do not have any similar programs. During the past five years, students from the following jurisdictions have taken credit classes offered by the program:
   i. Baltimore County
   ii. Baltimore City
   iii. Anne Arundel County
   iv. Prince George's County
   v. Montgomery County
   vi. Cecil County
   vii. Harford County
   viii. Frederick County
   ix. Calvert County
   x. Kent County
   xi. Dorchester C o u .
   xii. Wicomoco County
   xiii. Talbot County
   xiv. The Commonwealth of Pennsylvania
   xv. The State of Delaware

2005, a series of panel and photo shows, and a Black History Month feature (February 2003 and 2006) as well as presentations at area schools (Eastern Technical High School, Dundalk Middle School, Calvert Hall College, and The Bryn Mawr School).

The program has also run classes at The Edgemere Senior Citizens Center (2003), the Ateaze Senior Citizens Center (2005), and the Hunt Valley Senior Citizens (2005) in Baltimore County through the CCBC Continuing Education and Economic Development office.

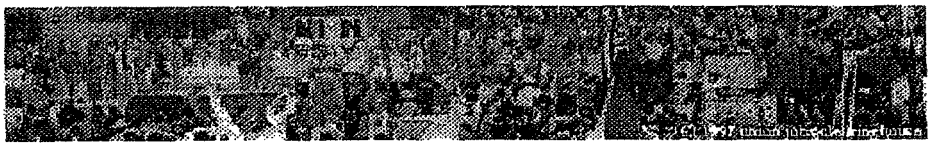
The Program Director also created a Baltimore Labor History Tour, which will be utilized this summer at the national convention of The Law and Society Association (July, 2006) and The National Labor Relations Association (July, 2006). The tour was provided to The Contemporary Museum for its international convention of artists in August, 2005.

2. The program does in fact meet non-duplicative workforce shortage areas. The attachment of June 20,2006, shows 70 current job openings in the labor field in this area for this week. For every job posted, CCBC offers a course that could qualify an applicant for these jobs.

3. The program has had 15 graduates in the period from 2002 through 2005 after graduating only two students in the prior four-year period, despite an overall loss of union membership in Maryland. Also, while enrollment in courses in the core discipline has declined over the period of 2003-2005 in comparison with the previous three year period, as measured by billable hours of program majors, the enrollment of program majors in courses outside the core discipline has increased significantly over the same period.

With regard to program enrollment, we believe that the MHEC standard for low productivity, which states that "a single criterion, degree production, has been reaffirmed as the most appropriate method for determining low productivity," fails to take into account the enrollment patterns of students in the program. The Labor Studies Program, like many career programs at community colleges, is comprised exclusively of part-time students, who normally are able to take only one course per semester. They are limited by fulltime employment, family responsibilities, union responsibilities, and unfamiliarity with school. Most of the Labor Studies students are returning to school after long intervals, and many work in jobs which do not, as a condition of employment, require more than a high school degree, if that. In many cases, there are financial issues as well; if students are not covered by a tuition reimbursement program, they are often unwilling to spend money on courses outside the field, simply to achieve a degree. On average, it has taken graduating students between 20 and 30 years to finish their course work.

It is also true that to be successful in their chosen fields, Labor Studies students, again like many community college students in career programs do not need a degree.



# Union Jobs Clearinghouse–

**UJC Email:** uic@.unioniobs.com **UJC Voice:** (707) 538-2701

Click on Job Title for More Information

**MARYLAND**

American Federation of State, County, and Municipal Employees, AFSCME
- Organizer-in-Training (OIT) (posted May 5,2006)
- Organizer and Lead Organizer (posted May 5,2006)
- Assistant Strategic Analyst (posted May 5,2006)

American Federation of State, County, and Municipal Employees, AFSCME Council 67 (Maryland Public Employees)
- Administrator (posted June 27,2006)
- Director of Organizing (posted June 27,2006)
- Staff Representative (posted June 27,2006)

California Nurses Association, CNA
- Educator/Researcher (posted June 19,2006)
- Organizer. Lead Organizer, or Organizer in Training; (posted June 19,2006)

Service Employees International Union, SEIU (International Positions)
- Organizers. Eastern Region (posted April 4,2006)

AFL-CIO Working for America Institute
Communications Specialist (posted April 6,2006)

Air Line Pilots Association, ALPA
Membershiv Representative/Billing Analyst (posted June 19,2006)
Accounfs Payable Analyst (posted June 16,2006)
Labor Attorney (posted June 16,2006)

Amalgamated Transit Union, ATU
National Organizing Director (posted June 28,2006)

American Association of University Professors, AAUP
Senior Program Officer, Department of Organizing and Services (posted June 1, 2006)

American Federation of Government Employees, AFGE
Supervisory Attorney (posted June 11,2006)
Communications Specialist/Media and Writer (posted June 11,2006)

American Federation of State, County, and Municipal Employees, AFSCME
Benefits Specialist I (posted June 23,2006)
Database Analyst III (posted June 23,2006)
Field Auditor III (posted June 23,2006)
Online Mobilization Coordinator (posted June 23,2006)
Strategic Communications Specialist II/III (posted June 23,2006)
Affiliate Relations Coordinator (posted June 19,2006)
Women's Rights Specialist (posted June 19,2006)
Accounting Clerk I - Payroll (posted June 15,2006)
Staff Accountant - Payroll/Travel, Financial Services Devartment (posted May 16,2006)
Staff Specialist I (posted April 5,2006)
Field Education Coordinator (posted March 17,2006)

American Federation of Teachers, AFT
Administrative Secretary/Grade 7. Southern Region/Department of Organization and Field Service (posted June 21,2006)
Secretarv. Grade 6. Albert Shanker Institute (posted June 21,2006)
Clerk Typist, Organization and Field Services Department (posted May 2,2006)
Secretary (2), Educational Issues Devartment (posted April 20, 2006)

Executive Director **(posted April 6,2006)**

Service Employees International Union, SEIU (International Positions)
Secretary **(posted June 23,2006)**
Organizers-In-Training **(posted April 4,2006)**
Organizers, Eastern Region **(posted April 4,2006)**

Service Employees International Union, SEIU Local 500
Organizing Director **(posted May 2,2006)**

UNITE HERE
Research Analysts / Campaign Researchers **(posted May 1,2006)**

United American Nurses, UAN
Associate Director for Collective Bargaining **(posted June 6,2006)**
Assistant to the Director of Organizing **(posted May 2,2006)**

United Food and Commercial Workers International Union, UFCW
Intern, Communications Department **(posted June 7,2006)**
Secretary Grade 2, Organizing Department **(posted May 31,2006)**

United Professions of Vermont / AFT Healthcare / AFT, UPV-AFT
Healthcare Lead Organizer **(posted April 12,2006)**

Working America (a community affiliate of the AFL-CIO)
Online Organizer **(posted May 8,2006)**
Online writer **(posted February 14,2006)**

# THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

## PROGRAM REVIEW - EXECUTIVE SUMMARY

## 2005 – 2006

Academic Program: Labor Studies

Summary of Program Strengths:

CCBC's Labor Studies Program is a statewide program and has no equivalent at any other public institution of higher education in Maryland, or in states contiguous to Maryland. Consequently, the program has an extensive market area in which to recruit.

More than half of Labor Studies courses are offered off-campus at sites most convenient to the students.

After a number of years, the Labor Studies Program has begun to graduate students from the program. Although graduation rates have fallen from a high of six in 2002 down to two in 2005, a total of seventeen students have either earned an A.A.S. degree or earned a certificate in the program from 2000 through 2005.

The program serves both the College and the wider-community by regularly sponsoring invited speakers to address local and national labor issues.

Program Challenges and Recommendations for Improvement:

1. The Labor Studies Program should expand the number of its courses that could be cross-listed with other disciplines to attract increased enrollment. During the Fall 2005 semester, the PLAW/LBST 109 course in employment law ran successfully, and this course could also fit as an elective in the Business Law curriculum. There is also a Collective Bargaining class (MNGT 243) that parallels LBST 215 and any of the LBST courses could be incorporated or substituted for MNGT 203 (Labor-Management Relations). LBST 110 (Lobbying and Political Action) could be offered as a POLS course as well, although the course was transferred to the Labor Studies program six years ago because the Political Science department had not filled the course in years.

2. The program should explore the feasibility of submitting one or more of its courses for inclusion in the College's general education requirements.

3. The program should explore the development of "hybrid" courses in order to increase opportunities for student learning. The Director will also work with Union Communications, Inc., whose president is a member of the advisory Board, to evaluate adapting its CD-ROM program for union stewards as a LBST 113 course.

c. Mark Peach—IATSE

5. meet with new officers of locals in Baltimore City:
    a. Gaye Burrell—CUB (student)
    b. Robert Cotton
    c. Eric Wood—Teamsters
6. Meet with the new officers of CWA Local 2106 in Salisbury to develop plans to create a new class on the Eastern Shore of Maryland.
7. Work with Gwyn Degner to increase enrollment in the classes from the UAW/GM Job Bank.
8. Meet with Dr. Susan Schurman, President of The National Labor College in Silver Spring, MD to see about joint marketing and recruitment efforts.

July/August, 2006—attend local union meetings in these targeted areas to pass out interest sheets.

The Director will also meet with Paul Coakley to see if the LBST courses could be coordinated or combined with some of the MNGT courses.

Program Needs:

1. Continued reassigned time (3 hours each Fall and Spring semesters) for Labor Studies Coordinator.

2. Mileage and travel expenses for Program Coordinator's outreach efforts at union locals, businesses and colleges throughout the state.

3. Space (most likely on the Dundalk campus) to store and display material collected as part of the Bethlehem Steel project.

Recommended Action:

The Labor Studies Program should continue with implementation of any proposed changes in improvements within three years. An annual follow-up report will be required each year as part of the program coordinator's annual evaluation.

Signature and Date of Dean: _____

Signature and Date of Vice Chancellor for Learning and Student Development:

# CCBC Dundalk

## Labor Studies Program Review
## May, 2006

By Bill Barry
Program Director

## Labor Studies Program Review Committee
## 2006

Bill Barry, Director of Labor Studies
Community College of Baltimore County (410) 285-9563

Timothy Davis, Chair, Social Sciences Department
Community College of Baltimore County (410) 780-6492

Wayne Ching, Professor/Counselor/Coordinator
Community College of Baltimore County (410) 285-9815

Patricia Ferraris-O'Neil, Department Chair, Legal Studies
Community College of Baltimore County (410) 285-9729

Gerald Dean—Verizon Inc./VP CWA Local 2100
Labor Studies Advisory Board and current student ( 410) 335-1877

Patricia Greenfield, Vice-President for Academic Affairs and Provost
The National Labor College (301) 431-5402

Jerry Ernest, Partnership Coordinator, ISG Steel (Sparrows Point)
Labor Studies Advisory Board and 2005 graduate (410) 388-4758

William Durkin—Business Agent/Organizer—Plumbers and Steamfitters Local 686
Labor Studies Advisory Board (301) 333-2358

Lou Wolf--Organizer, OPEIU Local 2 (Washington, DC)
Labor Studies Advisory Board and current student (301) 608-9705

Gaye Burrell—Finance Clerk/Baltimore City Police and Fireman's Retirement Fund
Labor Studies Advisory Board and current student (443)984-2810

## A. Introduction to the Program

The founding of the Labor Studies Program many years ago, and its subsequent revivals, recognized the unique needs of the working population of Maryland, especially those represented by a union. The increasingly complex economy and the changes affecting manufacturing workers in Maryland, create a more urgent need for working people to learn the history, economics, cultural and political implications of their lives.

In January 2006, 15% of the adult population in Maryland is represented by a union, although it has dropped significantly in the private sector over the past five years. In 2001, the governor of Maryland issued a public employee collective bargaining law which could have increased union membership among public employees, but the current governor has not supported this initiative.

It is clear that the potential learner base for a degree program exists, but the erratic enrollment indicates that the program is only slowly making itself into a presence in

The program goals include some general goals, which meet the CCBC Mission Statement, and some goals that are specific to the program. Upon completion of Labor Studies courses, a learner should be able to:

1. Think critically and sort out diverse opinions.
2. Accept final responsibility for his/her own learning. In fact, the motto of the program is "Teaching Workers to Teach themselves."
3. Use the research facilities of CCBC, both in print and on the computer.
4. Develop a commitment to learning.
5. Understand the concept of strategic planning, especially as applied to union activities.
6. Participate in a holistic learning process, which includes activities such as role-playing and class debates
7. Focus on evaluating his/her own success in achieving learning objectives through final exams and projects that sum up the course work.

The Labor Studies Program tries to immediately encourage a curiosity and an intellectual searching that can become a wonderful lifetime habit. Building upon this attitude, the Labor Studies Program then offers a wide range of skills courses, in both credit and continuing education, to help a worker prepare for the demands of leadership. The courses help prepare the learner for life in a changing economy and for the analytical skills and critical thinking techniques that are the foundation for leadership. Moving learners from summarizing information to analyzing it is an object of every course.

Because the program is designed to create leadership and to encourage fresh ideas, the Labor Studies Program puts the learners at the center of a class and helps them expand and generalize their experiences. Each course also emphasizes the need for union leaders to begin to deal with emerging technology, especially computerized functions for record keeping and information retrieval.

Many of the learners, perhaps, never dreamed of going to college, so the achievement of a degree in Labor Studies provides a tangible goal. The learners acquire a prestige by working toward their degrees, and do take additional courses at CCBC in general education.

Finally, there is a value to CCBC's achievement of notoriety beyond the eastern Baltimore County area. The Labor Studies program has run credit and Continuing Education courses throughout the state of Maryland, and hopes---particularly in response to the demographics of eastern Baltimore County—to continue this expansion. If the program reaches one of its goals of nationwide distribution of courses and partnerships to offer a degree or certificate in neighboring states, CCBC will develop a national reputation.

The maintenance of the Labor Studies Program also enhances a series of partnerships between CCBC and the labor community, which is well organized, easily identified and politically aggressive. The Labor Studies Program *can* also serve as one element of the Integrated Business and Industry Task Force, for example, since many industrial/office training programs are initiated, or partnered, by unions in the state.

The Program also reflects diversity among the student population, as indicated in the statistical reports on enrollment (see Section D, Table 1).

## C. Curriculum Information

explore the history of the law and its impact upon the development of the labor movement in the United States. Prerequisite: LVE 2/LVR 2/RDNG 052 or ESOL 054 or ENGL 052

LBST 109/PLAW 109 – 3 credits
Labor Law II

Builds on the student's knowledge of The National Labor Relations Act and introduces a wide variety of other workplace laws, including both federal and state statutes. Students learn the importance of political action as a method for improving workplace laws and judge the impact of new technology upon the workplace legal system. Prerequisite: LBST 108

LBST 110 3 Credits
Lobbying and Political Advocacy

Discusses the history and practices of the political system in the United States; examines how to prepare legislation and lobby for its passage, as well as the skill and importance of building political coalitions. Prerequisite: (RDNG 052 or ESOL 054 or LVR 2), (ENGL 052 or LVE 2)

LBST 113 - 3 Credits
Grievance and Arbitration

Examines the grievance procedure of a collective bargaining agreement; examines the components of an arbitration case. Prerequisite: (ENGL 052 or LVE 2) or (ESOL 052 or LVE 2), (RDNG 052 or ESOL 054 or LVR 2)

LBST 134 3 Credits
History of American Labor

Examines the development of the union movement in the United States from the 15th century until the close of the 19th century, as well as an examination of common workplace and social issues. Students will learn various ways of recording history, emphasizing non-traditional workers' history, such as oral history, music and industrial archeology. The course will cover legal, political and social issues affecting American workers, using videos, music, readings and interviews to demonstrate the diversity of the American labor movement. Prerequisites: LVE 2/LVR 2/ENGL 052/RDNG 052 or ESOL 054

LBST 135 – 3 credits
History of American Labor II

Examines the development of the union movement in the United States in the 20th and 21st centuries, as well as an examination of issues created by the global economy. Students will continue to appreciate the many ways of recording history, with an emphasis on the historiography of the American labor movement. The course will emphasize the legal, political and social aspects of labor history, using readings, videos, music and interviews to demonstrate the diversity of the American workers. Prerequisite: LBST 134

LBST 140 – 3 credits
Labor in the Movies

Explores the depiction of workers in popular dramatic movies. Students develop the skill of "active watching" and analyze movies in which unionism is a central theme, as well as movies in which individual workers try to change their lives. The class discusses the risks and rewards of organizing as viewed through the lens of commercial movies. Movies which emphasize issues of race, gender, and ethnicity receive special attention. Prerequisites: LVE 2/LVR 2/RDNG 052 or ESOL 054 or ENGL 052

LBST 181-184 (1-4 Credits)
Cooperative Education I: Labor Studies

Provides the student with academic credit for knowledge and skill outcomes derived from a planned work experience in the student's chosen career field; provides entry-level career-related experience and workplace competencies that employers value when hiring new employees. Prerequisite: 12 college credits, 2.5 QPA (in major), 2.0 overall GPA.

LBST 215 3 Credits
Collective Bargaining

**TABLE 1-C**
**Characteristics of Program Majors**
**The Community College of Baltimore County**
**Fall 2001 - Fall 2005**

Program Groupings Labor Studies

| | | Year | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2001 | | 2002 | | 2003 | | 2004 | | 2005 | |
| | | Count | Column N % | Count | Column N % | Count | Column N % | Count | Column N % | Count | Column N % |
| Full-Time Part-Time Attendance | Full-Time | 0 | 0% | 0 | 0% | 1 | 2% | 1 | 7% | 8 | 28% |
| | Part-Time | 64 | 100% | 47 | 100% | 41 | 98% | 13 | 93% | 21 | 72% |
| | Total | 64 | 100% | 47 | 100% | 42 | 100% | 14 | 100% | 29 | 100% |
| First-Time Status | First-Time | 21 | 33% | 4 | 9% | 6 | 14% | 0 | 0% | 4 | 14% |
| | Previous College | 43 | 67% | 43 | 91% | 36 | 86% | 14 | 100% | 25 | 86% |
| Gender | Male | 47 | 73% | 30 | 64% | 24 | 57% | 10 | 71% | 19 | 66% |
| | Female | 17 | 27% | 17 | 36% | 18 | 43% | 4 | 29% | 10 | 34% |
| | Unknown | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Race/Ethnicity | Unknown | 1 | 2% | 1 | 2% | 0 | 0% | 0 | 0% | 4 | 14% |
| | Black | 15 | 23% | 10 | 21% | 12 | 29% | 5 | 36% | 6 | 21% |
| | Indian | 3 | 5% | 1 | 2% | 1 | 2% | 0 | 0% | 0 | 0% |
| | Asian | 1 | 2% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% |
| | Hispanic | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | White | 44 | 69% | 35 | 74% | 27 | 64% | 9 | 64% | 18 | 62% |
| | Non-Resident Alien | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Other | 0 | 0% | 0 | 0% | 1 | 2% | 0 | 0% | 1 | 3% |
| Age Groups for Detailed Profile | Under Age 16 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | 17 to 19 | 0 | 0% | 0 | 0% | 1 | 2% | 1 | 7% | 0 | 0% |
| | 20 to 24 | 0 | 0% | 1 | 2% | 0 | 0% | 1 | 7% | 2 | 7% |
| | 25 to 29 | 2 | 3% | 2 | 4% | 2 | 5% | 0 | 0% | 3 | 10% |
| | 30 to 39 | 10 | 16% | 6 | 13% | 9 | 21% | 1 | 7% | 3 | 10% |
| | 40 to 49 | 27 | 42% | 18 | 38% | 12 | 29% | 5 | 36% | 10 | 34% |
| | 50 to 59 | 23 | 36% | 19 | 40% | 16 | 38% | 5 | 36% | 9 | 31% |
| | 60+ | 2 | 3% | 1 | 2% | 2 | 5% | 1 | 7% | 2 | 7% |
| | Missing | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Degree Sought | Unknown | 0 | 0% | 1 | 2% | 1 | 2% | 0 | 0% | 0 | 0% |
| | Certificate | 2 | 3% | 2 | 4% | 1 | 2% | 1 | 7% | 0 | 0% |
| | AA | 62 | 97% | 44 | 94% | 40 | 95% | 13 | 93% | 29 | 100% |
| | No Degree | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Tuition Status | County Resident | 19 | 30% | 17 | 36% | 13 | 31% | 8 | 57% | 16 | 55% |
| | Maryland Resident | 33 | 52% | 29 | 62% | 28 | 67% | 6 | 43% | 13 | 45% |
| | Non-Maryland Resident | 12 | 19% | 1 | 2% | 1 | 2% | 0 | 0% | 0 | 0% |
| | Not Applicable | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Employee of Institution | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Data Tables Created 10/13/05

## Table 4—Billable Hours Generated by Program Majors

While there has been a decrease in hours generated in the LBST program, this data shows a substantial increase in the number of credits generated outside the core discipline. From Fall 2000, to Fall 2005, the number of credits generated in disciplines other than LBST increased from 42 to 111. This increase is due to the emphasis in the program on students working toward a degree, so that they are now taking courses outside the LBST curriculum in order to graduate.

| Program Major | In Program Area(s) Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 |
|---|---|---|---|---|---|---|
| Labor Studies - Statewide | | | | | | |
| LBST | 123 | 201 | 129 | 39 | 24 | 75 |

| Other Subject Areas | | | | | | Total |
|---|---|---|---|---|---|---|
| Fall 2000 | Fall 2001 | Fall2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2000 |
| | | | | | | |
| 42 | 22 | 28 | 13 | 37 | 111 | 165 |

## Table 5—Grade Distribution of Program Majors

The grade distribution demonstrates the determination and skills of the students in the program. Students enroll voluntarily and eagerly and the high level of outstanding grades reflects this trend.

| Course Type | | A | B | C | D | F | P | R | S | U | Total | Success Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Labor Studies | DEVED | | | 1 | | | | | | | 1 | 100% |
| | GENED | 7 | | 1 | 1 | | | | | | 9 | 100% |
| | Other Courses | 7 | 1 | 3 | 1 | | 1 | | | | 13 | 92% |
| otal | | 14 | 1 | 5 | 2 | | 1 | | | | 23 | 95% |

## Table 6—Course Completion Rates in Program Courses

Once again the course completion figures reflect the same demographics, so that an average of 95% of students complete their courses, well above the CCBC average. This high percentage also reflects the eagerness of the instructors to work with students having difficulties, and the emphasis given at the beginning of each semester to the DQ (Don't Quit) Theory, which applies both to the student's life as well as to the course work.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Total | | | | 1 | 1 | 6 | 4 | 3 | 2 |
| Male | | | | 1 | 1 | 6 | 3 | 2 | |
| Female | | | | | | | 1 | 1 | 2 |
| Unknown | | | | | | | | | |
| Total | | | | 1 | 1 | 6 | 4 | 3 | 2 |
| Unknown | | | | | | | | | |
| Black | | | | | | | 1 | 1 | |
| American Indian | | | | | | | | | |
| Asian | | | | | | | | | |
| Hispanic | | | | | | | | | |
| White | | | | 1 | 1 | 6 | 3 | 2 | 2 |
| Non-Resident Alien | | | | | | | | | |
| Other | | | | | | | | | |
| Total | | | | 1 | 1 | 6 | 4 | 3 | 2 |

The Labor Studies Program has also met the challenge to increase diversity at CCBC, with a wide range of learners enrolled (Table 1 above). Table 4 above is reflective of the predominantly part-time nature of first-time students due to the fact that every student are fully employed.

The program director created some enrollment data for the Advisory Board, which has accepted responsibility for recruiting learners, basing the enrollment figures on class rosters provided by CCBC. While these enrollment figures do not take into account "duplicated enrollment" – a learner taking more than one course in a semester—it is very rare for a Labor Studies learner to take more than one course because of fill-time employment. In Spring, 2006, for example, there are seven "duplicated" learners out of a credit'enrollment 37.

The increase in enrollment, and the retention figures, indicates that there will be learners earning degrees. Table 8 reflects this activity, as there have been graduates every year since 2001. If the college has a mission of educating lifelong learners, then the Labor Studies group is an ideal population but it will take time for them to gain sufficient credits for a degree. It is important to recognize that prior to Fall, 1997, there were virtually no classes offered or learners enrolled in credit classes. This degree issue will be addressed in the summary.

## IV. General Program Information

1. **Articulation agreements**: CCBC's Labor Studies Program has two articulation agreements. One is with "The National Labor College" (formerly The George Meany Center) in Silver Spring, MD. The other is with "The William Winpisinger Center for Labor Education" in Hollywood, Maryland, administered as an educational facility by "The International Association of Machinists and Aerospace Workers."

   In both agreements, there is an element of support as well as a reciprocity of credits, giving CCBC exposure to a wider range of potential learners.

2. **Faculty information**: Over the past two years (four semesters), the Labor Studies Program ran nine credit sections.

ISG/Sparrows Point. The Labor Studies Program has started a credit class in January 2006, to meet a demand from workers there. At GM, a class started 20 minutes after the "line went down," so learners could come directly off the floor into the Learning Center.

The program has also pioneered an evening starting time of 5:30 p.m. so learners in "open" courses—those not derived from members of a particular union—can come directly to school from work. As an incentive, the classes serve food so learners can eat, mingle and exchange experiences, as they move directly into formal instruction.

For two years, the Labor Studies Program offered an on-line section, (LBST 193-Labor and the Economy) to try to develop enrollment from outside our usual geographic base but the course was not successful; one section ran in Fall, 2005 as a partial section, with students from Maryland, Texas and Delaware, but several of the students did not do well with the on-line format, and without sufficient interest, this strategy has been suspended.

In Spring, 2003, the Program developed a very interesting live/interactive television format to offer a section of LBST 113 to learners in Salisbury, MD. In partnership with Salisbury University, which provided an interactive classroom, and with CWA Local 2106, the course provided a new audience to start taking courses in the program; the course also involved the use of new technology, with electronic discussion boards as a required assignment. Unfortunately, despite occasional signs of interest from the Eastern shore area, the retirement and transfer of several of the important union officers have stalled any repeat classes.

As part of the expansion of the program, the Director created a web-based history project on workers at Sparrows Point (the facility once know as Bethlehem Steel) at www.sparrowspointsteelworkers.com. This project, funded in part by The Maryland Humanities Council, has collected many hours of interviews with active and retired steelworkers and their families, along with boxes of material that these workers have donated. As part of the project, there is an agreement with The University of Baltimore to hold some of the material in its Special Collections area of the university library.

The Program has sponsored a series of public programs, both at the college and in cooperation with The Dundalk Renaissance Committee and Project Millennium, and has material available for local high schools.

The response to this site has been international, a .the project is undergoing a major expansion in Spring, 2006. This project has become a source for several projects, including a Ph D dissertation at The University of California/Berkeley; a book Wives of Steel by CCBC Faculty member Karen Olson; a proposed book on Sparrows Point by an instructor at Harford County Community College; and a book proposal called Stainless, generated by the Program Director and Joseph Giordano, a photographer for The *Dundalk* Eagle.

Students at Eastern Tech High School in Essex, Calvert Hall College, and The Bryn Mawr School in Baltimore City have used the program in history courses, with the Program Director as a guest speaker.

Obviously students in the LBST program have been assigned to look at the material in the project and students from both the LBST Program and from the general population at CCBC have participated in the program by conducting interviews and gathering material. Other faculty members at CCBC have used the project in courses like American History, Sociology and Anthropology.

Susan Schurman—President, The National Labor College-Silver Spring
Royce Treadaway—AFSCME Council 92 (student)
Lou Wolf—Office and Professional Employees Union, Local 2--Silver Spring (student)
Ernest Sye—United Steelworkers of America (student)

6. **Relationship to Continuing Education and Economic Development**: The Labor Studies Program offers a full range of continuing education programs, both open population and contract. Contract training has included steward training in various topics throughout Maryland. The program also offers a series of continuing education workshops as part of a marketing and education program.

In the past five years, there have been *six* Continuing Education Workshops, with 93 students, including:

- Maryland Workers Compensation
- Public Speaking For Union Officers
- Becoming a Great Union Officer
- Steward Training

The program uses the continuing education courses as a bridge to recruit learners into credit courses and to expand the geographical coverage of the program.

The Program Director also conducted a Continuing Education class (six weeks) at The Ateaze Senior Citizens Center in Dundalk (spring, 2005) on The History of Sparrows Point, and was the speaker at another senior citizen forum in Fall, 2005, at CCBC-Hunt Valley.

7. **Cooperative Education and Internship Information**: This does not really apply to the learner population, since essentially all of the learners already have full-time employment, creating a predominantly part-time student population. In some cases, learners will accept temporary positions with their unions (as an organizer, for example) in a selection process for which the program director is often a facilitator and referral, but no one has requested credits for this kind of assignment.

The Labor Studies Program does offer credit for Assessment of Prior Learning (APL) and several students have completed portfolios to satisfy a course requirement.

8. **Marketing Activities and Plan**: As the enrollment figures demonstrate, there has been a constant year-round marketing and recruiting effort, which takes numerous phases: student survey designed to get current students to return in the next semester.

a surveys on a broader range to evaluate nationwide potential for distance learning.

b. "guest" students, in which each learner is required to bring a co-worker as a guest to at least one class.

c. extensive phone banking by the program director prior to each semester. Every previous student is contacted by phone prior to the semester, and then there is an emphasis on those potential new learners who have already filled out the surveys.

d. leafleting to union locals

e. appearances by the program director at union functions (meetings, social events) and public events to tell people about the program and encourage enrollment.

**10. Environmental Scan**

The jobs that are available through the Labor studies Program are not available through conventional data sources, like the Bureau of Labor Statistics (BLS) employment trends. For conventional hiring and employment, we use a specialized site www.unioniobs.com which list, by skill and geographic area, the positions available.

The LBST program is unique in that students can get "jobs" in the field by being elected to local. union office, which often involves fulltime status. Many of the students have moved up in this manner and are regarded as "success" stories by other current and potential students.

**11. Program Learning Outcomes**

**a. Major Program Outcomes**

1. **Communication:** students will be able to
   a Organize a spoken presentation, both with advance preparation and spontaneously
   b. Give an oral presentation to the class and respond the questions
   c. Write well and clearly in a short form (a grievance form) or in a prepared document (a history book report)
   d. Maintain written records to prepare for filing a grievance
   e. Keep careful notes of meetings and presentations

2. **Problem Solving:** students will be able to:
   a. Evaluate various documents in a history context
   b. Develop strategies for handling a grievance
   c. Assess various separate sections of labor laws to consider jurisdiction and enforcement.
   d. Evaluate the best laws to use in a particular situation
   e. Assess the strength of competing versions of workplace activities, in preparation for a grievance
   f. Research proper precedents to strengthen a case

3. **Global Perspective and Social Responsibility:** the students will be able to:
   a Appreciate the importance of diversity and its impact on the workforce
   b. Evaluate their positions, economically/socially and politically, in the global. economy
   c. Deal with issues of diversity within their own workplaces
   d. Role-play grievances and legal cases involving diverse populations and issues
   e. Understand the necessity to working positively to represent people of different backgrounds
   f. Appreciate the importance of immigration, both historically and currently, and its impact on the workforce

In addition, each syllabus is designed to include a substantial amount of the other two Core Competencies—Independent Learning and personal Management, and Problem Solving.

**Project Description**

This project will assess the CCBC Core Competencies for the following courses, which were offered in the Fall, 2005 and Spring, 2006 semesters:

1. LBST 113 (Grievance & Arbitration) Spring 2006 (enrollment 22)
2. LBST 108 (Labor Law I) Fall, 2005 (Enrollment 20)
3. LBST 109 (Labor Law II) Spring, 2006 (Enrollment 14)
4. LBST 135 (Labor History II) Spring, 2006 (Enrollment 16)

**Explain the rationale for selecting these courses**

- They represent a good cross-section of the program.
- The courses represent both stand-alone courses and 2 course sequences.
- They will provide a good overview of the core competencies in the program.

**List the faculty members involved in the project**

Bill Barry, Associate Professor, Labor Studies Program Coordinator

The CCBC Core Competencies Project has been undertaken as part of the Program Review and will determine to what extent the four CCBC Core Competencies are incorporated into each of these courses required for the Labor Studies degree.

These courses are offered through the Dundalk campus and the Program Director was the instructor for each section.

**Timeline**

Complete RFP, secure signatures—March 2006
Complete course assessments and enter dab+-March-April2006
Meet with LOAAB – TBD

**Project Needs**

None

e. **Timeline for completion of the project**
April 21,2006 Assessment results submitted to LOAAB

Labor Studies Program Review
Non General Education Course Competencies, Spring 2006
**Summary of Major Indicators by Competency and Course**
LBST 113, LBST 108, LBST 109, LBST 135

12. **Five-Year Administrative Goals for the Program**

The most obvious and the most important goal for the program is to increase enrollment. There are some strategies that include:

- Expanding the geographic area for recruiting students and for holding classes. The manufacturing workforce in eastern Baltimore County, which has been the important component of the program, is dwindling, and contacts have been made in both Prince Georges and Montgomery Counties for Fall, 2006.
    a. I will meet in late April/early May with Bill Durkin, Louis Wolf, Kevin Sullivan and at the Plumbers & Steamfitters Hall in Prince George's County to create an enrollment plan for that area, with classes starting in Fall, 2006. I will secure support from each of their locals (including financial support for tuition).
    b. I will meet in late April/early May with officers like Bill Fix and Mark Peach at the CWA office in Silver Spring to try to develop interest in the Montgomery County area.
- Revive classes in both Annapolis and Salisbury. In the past, credit classes have been sponsored by locals in these areas and every semester, there is a brief expression of interest, so with some concentration the program could once again run classes there. I will meet in May with the officers of the CWA locals in both Annapolis and Salisbury with the goal of creating enrollment for classes starting in Fall, 2006.
- "Hybrid classes" that involve both in-class and on-line instruction. The difficulties for working adults of getting to class every week for a full semester is often an obstacle to enrollment, so perhaps offering a class on alternate weeks, with some instruction on-line might open new opportunities for enrollment. I will meet with the tech staff at CCBC in May to evaluate the possibility of streaming audio for these classes; apparently the college is going to upgrade its technical capacities, so I could use the system to deliver classes to students' homes.
- Expanded cross-listing of classes within CCBC. The first class cross-listed with PLAW drew decent enrollment and this activity could be expanded into Business and Management. As part of this plan, there will be a meeting with Rosemarie Cramer, Paul Coakley and James Glover in August, 2006, to evaluate which courses could be cross-listed. Possible courses for cross-listing could include: LBST 108 Labor Law I and LBST/PLAW 109 Labor Law II and LBST 215 Collective Bargaining, MNGT 113 Human Relations in Organizations, MNGT 203 Labor Management Relations, MNGT 241 Labor and Employment Law, MNGT 243 Collective Bargaining and Professional Negotiations and MNGT/PHIL 265 Business Ethics.
  As part of this initiative, I would offer the LBST classes on all three campuses. I have utilized off-site classrooms for years to increase enrollment, so it seems logical to try to offer the classes on our own campuses.
- The Program Director is going to apply to have the LBST 1341135 courses accepted for General Education credit, to hopefully draw more students from the general population.

May 4,2006

Dr. David E. Sumler
Assistant Secretary for Planning and Academic Affairs
Dr. Regina S. Lightfoot
Director, Academic Affairs, Planning and Policy
Maryland Nigher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

Dear Assistant Secretary Sumler and Director Lightfoot:

Your memorandum regarding low-productivity degree programs dated March 15,2006 included the following programs from The Community College of Baltimore County as being programs with low degree production: Quality Management Technology (HEGIS 531201) and Fire Protection Technology (HEGIS 550701,550702, 550703, and 550704). Attached you will find a letter dated July 9,2002 informing the MHEC Secretary of Higher Education of CCBC's intention to discontinue its Fire Protection Technology program. According to our internal records, the Fire Protection System Design Technician option (C536) was inactivated in July 2002 as was Fire Protection Technology certificate (C531). The other program options : C530, Fire Protection Technology; C532, F i e Protection Management, 6533, Fire Protection Management certificate, and C534, Fire Protection Specialist, C535, Fire Protection Specialist certificate, and C537 Fire Protection System Design were inactivated in July 2003. If you have not already deleted Fire Protection Technology from the list of approved CCBC programs, please do so.

We have been unable to find a copy of any documentation submitted to MHEC to request discontinuation of the Quality Management program (CIP 531201), with a Quality Management and Technology certificate (C840) and a Mechanical Inspector certificate (C 843), but according to our internal records, both of these certificate programs were inactivated in July 2002. We apologize if MHEC was not informed of the college's decision to discontinue offering these certificates. If you have not already done so, please delete these two certificates from the list of approved CCBC offerings.

Thank you for your assistance. Please feel free to contact me should you have any questions.

Sincerely,

Alvin Starr, Ph.D.
Interim Vice Chancellor for Learning and Student Development

cc: M. Netzer
R. Mince
T. Hirsch
L. MacLaughlin

# Howard Community College

## 2006 Response

## regarding

## Low-Productivity Degree Programs

HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

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



June 14,2006

Dr. Calvin Burnett, Secretary
The Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013

**SUBJECT:** Response to Low-Productivity Degree Program Report 2006

Dear Dr. Burnett:

The Board of Trustees, Howard Community College (HCC) invokes its exemption privilege for the electronics technology program, which the board of trustees considers to be critical to the college's role and mission as a community college. HCC has a responsibility to provide effective education and training that is responsive to new and existing business. Since the college's original exemption request in FY2001, the college has designed two additional program options under electronics technology—telecommunications technology and wireless communications technology. Copies of these program options are included as attachments. This spring HCC had five graduates with Associate of Applied Science degrees in Electronics Technology. Three of the five pursued the new telecommunications option. A copy of the relevant pages from HCC's 35th Commencement program is attached. It appears that the strategies to invigorate the electronics technology program are working and that deletion at this point would be premature.

Sincerely,

Roberta E. Dillow

Roberta Dillow
Chair:
Board of Trustees

# ELECTRONICS TECHNOLOGY

## ASSOCIATE OF APPLIED SCIENCE DEGREE

## Telecommunications Technology

The future is in communications and predominantly in telecommunications. This program will provide grassroots training to develop qualified technicians, supervisors and trainers in installing, maintaining and troubleshooting modern communication networks incorporating fiber optics, cellular, microwave, and satellite systems. Hands-on skills will be emphasized to enable students to face real-world situations which will prepare them for entering industry. Students planning to transfer to a four-year technical institution should contact that institution to check transferable courses. This curriculum prepares students to sit for the A+ certification, and Cisco Certified Network Associate (CCNA) certification exam and Cisco Certified Network Professional (CCNP) certification exams. A certificate of proficiency is available for students seeking entry in related fields or desiring enhancement of a present position.

| | | Credits | Suggested Semester |
|---|---|---|---|
| **GENERAL EDUCATION CORE** | | | |
| ENGL-121 | College Composition I: Expository Writing | 3 | 1 |
| Arts & Humanities | Arts & Humanities Core Course (see p. 74) (one course from either Literature, Fine Arts, or Humanities) | 3 | 4 |
| | SPCH-105 Fundamentals of Public Speaking OR | | |
| | SPCH-110 Interpersonal communications | 3 | 4 |
| Social Sciences | Select GEOG-102, HIST-Ill, HIST-112, HIST-121, HIST-122, HIST-123, POLI-201, SOCI-101, or SOCI-105 | 3 | 2 |
| PHYS-101 | Technical Physical Science | 4 | 1 |
| MATH-124 | Technical Math | 4 | 1 |
| **REQUIRED COURSES RELATED TO MAJOR** | | | |
| CMSY-105 | Personal Computer Systems Repair I | 3 | 1 |
| ELEC-107 | Introduction to Electronic Circuits | 4 | 1 |
| TELE-100 | Introduction to Telecommunications | 3 | 1 |
| CMSY-106 | Personal Computer Systems Repair II | 3 | 2 |
| CMSY-219 | Microcomputer Operating Systems-DOS | 3 | 2 |
| CSCO-270 | C i i Network Technology | 3 | 2 |
| ELEC-117 | Linear Electronics | 4 | 2 |
| ELEC-140 | Network Cabling Systems | 3 | 2 |
| CSCO-271 | Cisco Internetwork Technology | 3 | 3 |
| CSCO-272 | Cisco LAN/WAN Technology | 3 | 3 |
| ELEC-213 | Digital Circuits | 4 | 3 |
| WCOM-110 | RF/Wireless Fundamentals | 3 | 3 |
| CSCO-670 | Building Cisco Multilayer Switched Networks | 3 | 4 |

## ASSOCIATE OF ARTS DEGREE *(continued)*

### Nursing *(continued)*

Ezekiel A. Oni *
Jessica L. Oster
Charles A. Padgett †
Linnea R. Pett
Renee I. Piazak †
Donna Marie Prstac
Christina Ann Quade
Mary Clare Rebechi
Amanda Richardson
Jacqueline Coral Rowe
Ibironke N. Said
Jennifer Stella Santoro
Ana Larios Slade †
David O. Sloan, Jr.
Denise M. Smith
Sherrell M. Smoot Jackson
Cynthia A. Sobus
Beth Talbot-Sanders
Christine Tubbs
Theresa Agnes Tucker
Sheree S. Ung ★
Joyce D. Vamja
Kathy R. Van Allen
Andrea Marie Weir
Elizabeth Christine Stuard
Kimberly Ann Wilmer
Lara Michele Wood
Zenebe Worku
Valerie Lynn Wright
Brittnie Patrice Young

### Teacher Education–Early Childhood Education

Brian Robert Feldstein
Kimberly Renee' Krauss
Debby Omar Rashed

### Teacher Education–Elementary Education

Nahal Aghazadeh
Jamie Marie Eller
Kimberly Renee' Krauss
Julianne LaForce *
Jessica Lynn Lewis
Brooke Elizabeth Tyson † *
Erin Michele Williams

### Teacher Education–Secondary Education

Gloria Starr Benya
Jason L. Johnson
Sylvia Gelissen Lanier ★
Courtney Leigh Schade
Sarah Marie Shirk **
Bryan Patrick Snell ‡ * **

## ASSOCIATE OF APPLIED SCIENCES

### Business Management

Kristen Elizabeth Allen
Darlene Jeanette Jessup ‡ *
Marco Popovich

### Cardiovascular Technology

Ronald Beckwith, Jr.
Elizabeth Bernadine Douglas
Maria V. Giorgakis
Michael Hain
Marshall Rigarro Johnson †
Teressa E. Simmons † *
Marianne Tate

‡ Degrees will be conferred upon those candidates who complete requirements as stated in the college catalogue.
★ 4.0
* Phi Theta Kappa
** Rouse Scholars
† Honors
‡ High Honors
✣ Silas Craft Collegians

## ASSOCIATE OF APPLIED SCIENCES DEGREE *(continued)*

### Computer Support Technology

Bradley David Devereaux

### Computer-Aided Design Technology

Kristin Bukovsky ★
Kyle Steven Davis
Patrick James Murray

### Early Childhood Development

Solange Marcellus
Yvette M. McNeill
Deleah Renee Simmons ★ *
Beth Kabsun Sonntag
Sara A. Whitmer

### Electronics Technology

Tap B. Patel
Samuel Pelton Reynolds, Jr.

### Electronics Technology-Telecommunications Technology

Teri L. Dapper †
James F. Frankowski † *
John S. Sison

### Emergency Medical Technician

David M. Ben
Emily C. Hayes †
Sakurako Narita
Teresa E. Pototti
ConsMrSmeGeorg‡ Wallace

### Health Care for the Professional

Michael E. Stoner

### Network Administration-Network Engineer

Miguel Angel Cabassa, Jr.
Veotus Pack

### Office Technology–Office Management/Supervision

Michelle L. Pearson
Malena L. Schmidt

## ASSOCIATE OF ARTS IN TEACHING

### Teacher Education-Early Childhood Education

Erin Jayne Tiamson

### Teacher Education–Elementary Education

Jeffrey S. Birdsong
Jason Scott Fischer $
Brittney Danel Fisher
Jodi Marie Fochler
Sarah Louise Frost ‡ * **
Olinda G. Guerrero
Jennifer R. Martin
Alison L. McInvale

‡ Degrees will be conferred upon those candidates who complete requirements as stated in the college catalogue.
★ 4.0
* Phi Theta Kappa
** Rouse Scholars
† Honors
‡ High Honors
✣ Silas Craft Collegians

# Prince George's Community College

## 2006 Response

## regarding

## Low-Productivity Degree Programs

PRINCE GEORGE'S
COMMUNITY COLLEGE

DR. PETER A. BATTAGLIA
VICE PRESIDENT FOR ACADEMIC AFFAIRS

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0406
FAX: 301-808-0960
EMAIL: pbattaglia@pgcc.edu

RECEIVED
JUL 17 2006
OFFICE OF THE SECRETARY M.H.E.C.

July 14,2006

Dr. Calvin Burnett
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Dr. Burnett:

This letter is in response to the Low-Productivity Degree Program Report 2006. In that report, the Microcomputer Systems Associate degree (HEGIS 519902) is identified as a program with low degree production for Prince George's Community College. We have already discontinued that program (2004) and are in the process of phasing it out.

If there are any questions, please contact June Fordham, Senior Academic Administrator, at jfordham@pgcc.edu or 301-322-0414.

Sincerely,

Peter A. Battaglia/gdd

Peter A. Battaglia
Vice President for Academic Affairs

# Salisbury University

## 2006 Response

## regarding

## Low-Productivity Degree Programs

Salisbury
UNIVERSITY

OFFICE OF THE PRESIDENT
1101 Camden Avenue
Salisbury, Maryland 21801-6860
410-543-6011
1-888-543-0148
TTY 410-543-6083
FAX 410-548-2587
www.salisbury.edu



June 1,2006

Dr. Calvin W. Burnett
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

**Re: Discontinuance of Low Productivity Programs**

Dear Dr. Burnett:

Two programs at Salisbury University were identified as Low-Productivity Degree Programs in your memo of May 16,2006. One is Liberal Studies (HEGIS 490101 - CIP 240101), and the other, the Masters in Psychology (HEGIS 200101 - CIP 420101). New Admissions to the Masters program in Psychology were frozen in 2000 and the one remaining student in the program has until December, 2006 to complete her thesis. Similarly new admissions to the Liberal Studies Program were frozen in 2001 and new students are now directed to the Interdisciplinary Program.

These programs are now coming to closure, and this memo serves as SU's notification to MHEC that these programs will be discontinued effective December 31,2006 as required by the Annotated Code of Maryland: 11-206.1(b)1.

Sincerely,

Janet Dudley-Eshbach
President

cc: William Kirwan, Chancellor, University System of Maryland
Irvin Goldstein, Vice-Chancellor, University System of Maryland

# University of Maryland, Baltimore County

## 2006 Response

## regarding

## Low-Productivity Degree Programs

UMBC
AN HONORS UNIVERSITY IN MARYLAND

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**MEMORANDUM**

July 12, 2006

TO: Calvin W. Burnett
Secretary of Higher Education

FROM: Freeman Hrabowski, President

**RE:** Low Productivity Degree Program Report 2006

We have reviewed the Maryland Higher Education Commission data on low productivity programs, and our Office of Institutional Research has verified that the data are accurate.

The Commission has identified two bachelor's programs, three master's programs, and two doctoral programs as low productivity programs for the period 2003-2005. These programs are discussed individually below.

Bachelor's Programs

***Business Technology Administration (070210)*** - Prior to academic year 2005, the Department of Information Systems offered both a **B.S.** and a **B.A.** degree under the same program name, *Information* Systems. In April, 2004, we requested, and the Commission approved, a name change for the **B.A.** program to ***Business Technology Administration. As a result*** of the name change, the two programs are now being tracked separately, and no enrollments or degrees awarded are available for the new B.A. program prior to this year. We request a thee-year exemption during which productivity data for the **B.A.** program will become available. Given the high productivity of the combined **B.A./B.S.** program (more than 300 degrees awarded in each of the past five years), we are confident that the **B.A.** program will be highly productive.

***Africana Studies (221100)*** - Africana Studies is an interdisciplinary program that actively encourages students to combine their studies in the program with a major, a minor, or a certificate in another program (see http://www.research.umbc.edu/africana/#program). The program's curriculum is international in scope and reflects UMBC's strong commitment to racial, ethnic, and cultural diversity; indeed, it is extremely important to the campus and to our students that the study of Africa and African peoples remains a part of the curriculum.

Although the numbers of degrees awarded place this program on the list of low-productivity programs, the numbers of students graduating with a second-major in Africana Studies are sufficient to boost it above the low-productivity threshold. In terms of degrees awarded, students

*Civil Engineering (090800)* - The doctoral program in Civil and Environmental Engineering is a new program that enrolled its first student in 2005. The department's faculty also participate in the Marine, Estuarine, and Environmental Sciences (MEES) program, and one faculty member also serves as Director of the Center for Urban Environmental Research and Education. The department is also a major participant in an Integrative Graduate Education and Research Training (IGERT) NSF grant on Water in the Urban Environment," which will help to support research and training. These exciting developments within the department of Civil and Environmental Engineering will promote growth and development of the doctoral program, We request a three-year exemption for this new program.

Thank you for the opportunity to respond to MHEC's report on low-productivity programs. Please let us know if you have any questions regarding our comments.

# University of Maryland, College Park

## 2006 Response

## regarding

## Low-Productivity Degree Programs

UNIVERSITY OF
MARYLAND
OFFICE OF THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND PE

1119 Main Administration Building
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301.405.5252 TEL 301.405.8195 FAX

July 5,2006

RECEIVED
JUL - 7 2006
OFFICE OF THE SECRETARY M.H.E.C.

Dr. Calvin W. Burnett
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Rd., Suite 400
Annapolis, MD 21401-3013

Dear Dr. Burnett:

In response to your memorandum of May 16,2006, attached please find the institutional response from the University of Maryland, College Park, to the Low-Productivity Degree Program Report 2006.

If you need any further information, please do not hesitate to contact me.

Sincerely,

William W. Destler
Senior Vice President for Academic Affairs
and Provost

WD:br
Enclosure
cc: President C. D. Mote, Jr.
Dr. Phyllis Peres

EDCI currently is working with the English Department to finalize tracks for students interested in the Speech and Theatre options. During that process, the University will formally suspend the degrees in Fall 2006 with discontinuanceto follow. We will ensure that all undergraduates continue to be advised accordingly to continue the growth in degree production in Secondary Education – English Language Arts.

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MASTER'S PROGRAMS

HEGIS 1102.00 French Language & Literature

According to the Commission's inventory, this is the only master's program in French Language and Literature in a public institution in the State of Maryland. As such, it uniquely serves the needs of, among others, teachers of the French language in the middle schools and high schools of the State. Of the eight current students enrolled in the MA program, only four are full-time. We believe that the program should have been excluded from the low productivity report because it is unique and meets a nonduplicative workforce shortage need.

It is also the case that maintaining the MA program does not require teaching additional courses, since the courses taken by master's students are needed both for the PhD program and for the French Area of Concentration in the Second Language Acquisition and Application (SLAA) master's program. Thus the program can be maintained at no cost additional to that required to offer the PhD and the SLAA master's. We request a permanent exemption on that basis.

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HEGIS 1699.01 Library Science/History (MLS/MA)

Library Science/History is a program in which students enroll simultaneously for the Master of Library Science (MLS) and the MA in History degrees, each program allowing some overlap of courses with the other, so that both the MLS and the MA can be earned with fewer than the sum of the usual number of credits for the two degrees. Students who complete the program do, in fact, receive both the MA and the MLS degrees, so there cannot ever be any degrees awarded specifically through the joint program.

The following excerpt from the Graduate Catalog further describes the program:

"The Department of History and the College of Information Studies coordinate two master's degree programs to meet the need for multi-disciplinary graduate training for archivists, records managers, manuscript curators, rare book librarians, bibliographers, conservation administrators and those wishing to become subject and research specialists in academic, special and/or research

# Morgan State University

## 2006 Response

## regarding

## Low-Productivity Degree Programs

The increase in undergraduate degrees awarded has been due, in part, to a more aggressive rerention strategy adopted by the department and the College of Liberal Arts. It was adopted two years ago and had produced dramatic results already—an increase in degrees awarded of 300.0% from 2004 to 2005, and that same figure sustained in 2006. No such retention strategy has been employed at the graduate level, but plans are underway to implement such a strategy in the fall of 2006.

Leadership in the Department of Economics has been in flux for the last two years, while the College has recruited for new academic leadership of that unit. It hopes to conclude that search soon and to bring on a new departmental chairperson who will engage more actively and proactively in the recruitment and retention of majors. Given the increase in the number of undergraduate degrees awarded in the last two years, it is apparent that a trend toward growth is underway, though the gains have been modest thus far. Given the fact, too, that very few African-American students in economics are graduated state-wide and nation-wide, Morgan's modest contribution to that pools becomes more significant.