



ACADEMIC AFFAIRS GUIDELINES

Section 4:	Program Review and Accreditation	
Title:	Program Productivity Review Guidelines	
Number (Current Format)	Number (Prior Format)	Date Last Revised
4.1		01/2020
Reference:	BOR 12/2015; AAC 11/2015	
Related Form(s):		

1. Background

1.1. During the 2009 Board of Regents Planning session the Board of Regents discussed establishing a formal program productivity review process in relation to concerns about quality. The Board of Regents affirmed that all students should have the opportunity to learn and to work with a group of faculty and colleagues, and that graduates from programs that are not productive clearly have fewer opportunities for these beneficial interactions. During the October 2009 Board of Regents meeting, the Board approved a set of guidelines to target underproductive programs, and following review during the March 2010 meeting the Board formalized an ongoing Program Productivity Review process. As set in policy, majors not producing the agreed upon number of graduates will be terminated unless the Board approves a continuation plan which must include measurable stipulations.

2. Graduate Limits

2.1. Graduate Production Thresholds

2.1.1. Associate's Degree: 5 graduates a year or 25 during the five-year reporting period.

2.1.2. Bachelor's Degree: 7 graduates a year or 35 during the five-year reporting period.

2.1.3. Master's Degree: 4 graduates a year or 20 during the five-year reporting period.

2.1.4. Professional & Doctoral Degree: 1 graduate a year or 5 during the five-year reporting period.

2.2. Designated Reporting Period

2.2.1. The program productivity report will be reviewed by the Academic Affairs Council (AAC) every two years during its November meeting.

2.2.2. A five-year reporting window will be employed each year depicting the graduate production for all degree programs in the Regental system for the five most recent academic years.

2.2.3. Only those degree programs that fail to meet the production thresholds will be flagged for each campus. All degree programs failing to meet production

thresholds will be reported and those meeting approved program exclusions will be identified.

2.3. Program Exclusions

2.3.1. Major Program Modifications

2.3.1.1. Degree programs that have undergone recent program modifications that adversely impact graduate production for an institution.

2.3.1.2. Modifications traditionally include programs that have undergone recent name changes during the reporting window that result in two equivalent degree programs.

2.3.2. Program/Major Specializations

2.3.2.1. Degree programs that have one or more specializations which reduce the total number of graduates. All specializations will be combined for graduate production purposes.

2.3.2.2. The exclusion may apply only for those specializations where the combination results in graduate production that meets the established threshold for the degree.

2.3.3. Terminated Programs (See Appendix A & B)

2.3.3.1. Degree programs that have been inactivated during the reporting period, but still depict graduates that fall below the established thresholds.

2.3.3.2. Terminated programs will remain on the Program Productivity Report until inactive programs have completely cycled through the established reporting period.

2.3.4. Program Coding

2.3.4.1. Degree programs that are coded/labeled differently on the campus but represent equivalent degrees approved by the Board of Regents.

2.3.4.2. Institutions may receive an exclusion for these programs for three years, at which time program coding must be addressed to align all graduates with the degree program approved by the Board of Regents.

2.3.5. New Programs

2.3.5.1. Degree programs that have been activated within the past seven years will be flagged for review starting with their fourth year of approval. Starting with this fourth year, institutions will be asked to evaluate enrollments to determine whether the appropriate student pipeline is in place to meet the program benchmarks for the degree level. The appropriate program designation should be identified in the final set of recommendations being advanced to the board.

2.3.5.2. The activation year shall be identified on the program productivity report, and program exclusion will terminate on the eighth year of active status.

2.3.6. Program Waivers (See Appendix C)

2.3.6.1. Degree programs that have been reviewed at the institutional and system level and received a “Retain Due to Critical Need” or “Retain with Further Review” designation.

2.3.6.2. Retention designations may be approved for three years at which time institutional representatives must re-establish the rationale.

3. Program Designations

3.1. Designation Process

3.1.1. Graduate production thresholds serve as a feature of the formal program review process that occurs every seven years at the institutional level.

3.1.2. If a program is flagged through the program productivity review process, it should facilitate a formal review at the institutional level.

3.1.3. Following a formal review on campus, institutional representatives must assign one of five program designations to those degree programs that fail to meet establish production thresholds.

3.2. Designation Types

3.2.1. Retain Due to Critical Need

3.2.1.1. An institution may recommend that a degree program be retained due to its ability to fulfill a critical workforce need or shortage area for the state.

3.2.1.2. Justification for retaining due to critical need must include:

3.2.1.2.1. Explanation of why the program is important to the University/State/region

3.2.1.2.2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;

3.2.1.2.3. Preliminary outcomes of steps taken.

3.2.2. Retain with Further Review Required

3.2.2.1. An institution 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 institution.

3.2.2.2. Justification for retain due to further review must include:

3.2.2.2.1. Explanation for how the program is central to the university’s mission and the benefit to the system;

3.2.2.2.2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;

3.2.2.2.3. Preliminary outcomes of steps taken.

3.2.3. Consolidate with Another Program on Campus (See Appendix D)

3.2.3.1. An institution may request that a program be consolidated with a similar program on campus that achieves similar degree requirements.

3.2.3.2. Justification to consolidate with another program on campus must include:

3.2.3.2.1. Explanation for how the degree requirements for the two programs warrant consolidation;

3.2.3.2.2. Evidence that the consolidation will meet graduate production thresholds, or specific steps to increase enrollment to meet production thresholds;

3.2.3.2.3. Preliminary outcomes of steps taken.

3.2.4. Consolidate with Another Program(s) within the System

3.2.4.1. Two or more institutions may request that similar degree programs be consolidated to maintain equivalent degree programs.

3.2.4.2. Justification for retaining due to multi-institutional consolidation must include:

3.2.4.2.1. Explanation for how the consolidated programs will collaborate (e.g., sharing of required courses, shared faculty, etc.) to maintain graduate production thresholds;

3.2.4.2.2. Evidence that multi-institution collaboration will meet graduate production thresholds, or specific steps to increase enrollment if merging programs fails to meet production thresholds;

3.2.4.2.3. Preliminary outcomes of collaboration between institutions.

3.2.5. Terminate

3.2.5.1. An institution 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.

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:

3.2.5.1.1. Explanation for the decline in graduate production in the degree program;

3.2.5.1.2. Intended timeframe for submitting a program termination request to the Board of Regents for their consideration;

3.2.5.1.3. Expected timeline to meet teach-out requirements established through the regional accrediting body.

SOURCE:

AAC March 2015; AAC November 2015; AAC August 2016; May 2017 (Clerical); AAC May 2018.

Appendix A
Programs Terminated Through Program Productivity Review Process

Black Hills State University

- 2010 – BA in American Indian Studies
- 2010 – BS in Spanish
- 2010 – BA in Composite Music (non-teaching)
- 2010 – BA in Composite Vocal Music
- 2010 – BA in Speech/Speech Communication
- 2012 – BA in Mass Communications
- 2012 – BA in Composite Communication/English
- 2012 – BA in Composite Communication/Speech
- 2012 – BS in Composite Communication/Speech
- 2012 – BA in Composite Social Science
- 2012 – BS in Composite Social Science
- 2012 – BA in Social Science
- 2012 – AS in Paraprofessional Education
- 2012 – BA in Sociology
- 2012 – BA in Communication Arts
- 2015 – BSED and AS in Industrial Technology
- 2015 – BATS in Applied Technical Science
- 2016 – BA in Composite Speech/Communication
- 2018 – BS in Business Education
- 2018 – BS in Chemistry Education
- 2018 – BA in Composite Communication/English
- 2018 – BA in Composite Speech/Communication
- 2018 – BS in Social Science

Dakota State University

- 2011 – AS in Office Management
- 2013 – BS in Scientific Forensics Technology
- 2016 – BS in English for Information Systems
- 2016 – BS in Professional & Technical Communication
- 2018 – BS in English Information Systems
- 2018 – BS in Management Information Systems

Northern State University

- 2010 – BA in Community Development
- 2012 – AS in Social Services
- 2012 – AS in Desktop Publishing
- 2012 – AS in Paraprofessional Education
- 2012 – AA in Commercial Art
- 2015 – BSEd. in Art – Comprehensive
- 2015 – BSEd in Speech

- 2015 – BSEd in E-Business Education
- 2015 – MS Ed in Teaching and Learning – Special Education
- 2018 – AS in Banking and Financial Studies
- 2018 – AS in Business
- 2018 – BS in Economics
- 2018 – BA in French Studies
- 2018 – MA in Training & Development in E-Learning

South Dakota School of Mines & Technology

South Dakota State University

- BS in Arts and Sciences in Microbiology
- BS in Safety Management
- BATS – Industrial Supervision
- BATS – Applied Agriculture
- BATS – General Supervision
- BATS – Allied Health
- BATS – General Technology
- BATS – Industrial Sales
- BS in Global Studies
- 2010 – BS in Arts and Sciences in Mathematics
- 2018 – BA in Art Education
- 2018 – BS in Chemistry
- 2018 – MS in Agronomy

University of South Dakota

- BSEd in Political Science
- BSEd in Chemistry Education
- BFA in Theatre Education
- BA in Biology
- BA in Mathematics
- BA in Chemistry
- 2015 – MS in Natural Science
- 2016 – BA in Liberal Studies
- 2016 – EdS in Curriculum and Instruction
- 2018 – BS in Earth Sciences

Appendix B

Program Specializations Terminated (Retain Core Program) through Program Productivity Review Process

Black Hills State University

Dakota State University

Northern State University

- BS in Environmental Science (Bioremediation, Wildlife Management, Rural Planning & Environmental Policy)
- BA in French Studies (Business, General Studies)
- BA in English (Teaching English as a Second Language, Literature, Teaching, Creative Writing, Professional Writing and Rhetoric, Desktop)
- BS in Human Performance and Fitness (Personal Training/Strength and Conditioning, Fitness Administration, Health and Fitness for Older Adults)
- BA in Sociology (Professional Sociology)

South Dakota School of Mines & Technology

- BS in Geology (Applied Geology, Earth System Science, Paleontology)

South Dakota State University

- BS in Ag System Technology (Business, Environmental Science & Engineering, Environmental systems, Processing, Production)
- BS in Ag and Biosystems Engineering (Environmental Science and Engineering, Food and Bio Materials Engineering)
- BS in Ag with major in Range Science (Range Livestock Production, Rangeland Ecology & Habitat Management, Rangeland Resources Conservation)
- BA in Art (Visual Art, Education)
- BS in Art (Visual Art, Education)
- BA in Arts and Sciences, with major in Sociology (Human Resources, Human Services, Pre-Social Work, Teaching)
- BS in Arts and Sciences, with major in Sociology (Pre-Social Work, Teaching)
- BS in Biol Sc., major in Environmental Management (Environmental Science & Engineering)
- BS in Arts and Sciences with major in Biology (Organismal Biology, Pre-Professional Ecology, Secondary Education)
- BS in Biol. Sciences in Biology (Ecology, Secondary Education, Organismal Biology)
- BS in Biol Sciences, major in Microbiology (Infectious Diseases, Microbiology, Environmental and Applied Microbiology)
- BS in Civil Engineering (Environmental Science & Engineering)
- BS in Clinical & Laboratory Science (Clinical Laboratory, Industrial Laboratory)
- BA in Arts and Sciences with major in Communication Studies and Theatre (Speech, Education, Theatre)

- BS in Arts and Science with major in Communication Studies and Theatre (Speech Education)
- BA in Arts and Sciences with major in English (English Education)
- BS in Industrial Management (Industrial Sales)
- BS in Agriculture with major in Horticulture (Business, Production)
- BA and BS in History (Teaching)
- BA in Arts and Sciences in Journalism (Broadcast Journalism, News Editorial)
- BS in Arts and Sciences in Journalism (Broadcast Journalism, News Editorial)
- BA in Arts and Sciences with major in German (Modern Language Business Economics, Teaching)
- BA in Arts and Sciences with major in French Studies (Modern Language Business Economics, Teaching)
- BA in Arts and Sciences with major in Spanish (Modern Language Business Economics, Teaching)
- BS in NFS (Nutritional Sciences, Food Science)
- BS in Hospitality Management (Foodservice Management, Hotel & Hosp. Management)
- BS in Physics (Teaching)
- BS in Agriculture, with major in Agronomy (Business, Production, Pest Management, Science)
- BS in Arts and Sciences with major in Psychology (Graduate School Preparation, Psychological Services, Teaching)
- MS in Animal Science (Genetics & Reproduction, Meats, Muscle Biology & Growth, Production & Processing, Range Science, Veterinary Science)
- MS in Biological Sciences (Food and Biomaterial Processing, Horticultural Science, Human Nutrition and Food Science, Pharmaceutical Sciences, Veterinary Microbiology, Veterinary Pathology)
- MEd in Educational Administration (Adult & Higher Education, Career & Technical Education)
- MS in Plant Science (Agroecology, Agronomy, Crop Science, Entomology, Horticultural Crop Management, Machinery Systems & Water Management, Plant Pathology, Soil Science, Weed Science)
- MS in Rural Sociology (Demography, Criminal Justice, Family Studies, Applied Research)

University of South Dakota

Appendix C

Programs Retained With Further Review through Program Productivity Review Process

Black Hills State University

- *2012 – Associate of Advanced Manufacturing Technology*

The program includes courses that are required in other Industrial Technology programs; thus, there is not an added cost to BHSU. In addition, the IT program at BHSU is the only IT program in the state and the associates in advanced manufacturing is unique to BHSU. In addition, this program is available to students in Rapid City as well as Yankton; thus, it has statewide impact. This program was included in the consultant's review.

- *2012, 2016, & 2018 – Associate of Tourism & Hospitality Management*

The A.S. degree is specifically targeted to students interested in entering the tourism and hospitality management profession/field with a degree that has a foundation in business.

Due to our geographic location and long-standing history in offering tourism-related programs at Black Hills State University (BHSU), the B.S. in Business Administration--Tourism and Hospitality Management and the A.S. in Tourism and Hospitality Management serve as two niche programs at the University.

The majority of business courses required in the A.S. program are also required in the B.S. in BADM- Tourism and Hospitality Management specialization program; therefore, there is a seamless transition for a student who has earned an the THM A.S. degree to pursue the BADM-THM B.S. degree. Also, due to the strategic alignment of this two-year degree in THM with the four-year degree in BADM-THM, there are no additional costs related to the offering of the A.S. degree.

In addition to the current marketing efforts of the BHSU admissions as well as marketing and communications offices, additional marketing (targeted to potential students) will be undertaken to further promote this degree by the College and the primary faculty member who teaches in the tourism and hospitality management area. The enrollment numbers in this program will be monitored on a semester-by-semester basis and adjustments will be made to the marketing/promotion efforts as necessary.

- *2012 – Bachelor of Composite Chemistry*

The program is fairly new to BHSU and efforts have been made to hire the appropriate faculty (and number) to sustain and grow the program. Twenty five majors were enrolled during the fall 2011 semester. With the hiring of four chemistry faculty and the addition of a new life sciences building, the opportunity to grow the program with new majors is now being undertaken.

- *2012 – Bachelor of Social Sciences & Composite Social Science*
 In 2009, Black Hills State University offered five majors which had a general Social Science overview and had the phrase Social Science in the title. After the last Program Productivity Review, three of those majors were eliminated, while the University retained the two programs currently under review. Since it has been only two years since three Social Science majors were eliminated, it makes sense to retain both of these programs in order to provide time for the result of this consolidation to take effect. At this point, it is believed that not enough time has elapsed to gain an accurate reading of the enrollment trends.
- *2012 – Bachelor of Mathematics*
 Although the number of graduates in these last years did not meet targets, the general trend of these numbers has been up over the last several years. This year we anticipate as many as ten graduates. Mathematics generally, and the training of mathematics secondary school teachers specifically, are national and statewide priorities. In order to maintain a viable secondary teacher training program, it is essential that a mathematics program be offered.
- *2012 & 2018 – Bachelor of American Indian Studies*
 The state of South Dakota has made a moral and legal commitment to support American Indian Studies programs at Black Hills State University. Black Hills State University supports a Major in American Indian Studies, leading to the Bachelor of Science; a general Minor in American Indian Studies; the Minor in American Indian Studies: Teaching; and an American Indian Studies Minor: Emphasis in Communications. The Major in American Indian Studies was formally initiated in the Fall of 1997. We are currently the only American Indian Studies major that has consistently enrolled students since its inception. According to the South Dakota Board of Regents Program Review (2009), BHSU has graduated nineteen (19) students from Academic Year 2005-2006 to Academic Year 2008-2009 with a B.S. in American Indian Studies. In the spring of 2009 there were eighteen (18) students with a minor in American Indian Studies. Currently, there are sixteen (16) students majoring and twelve (12) students minoring in American Indian Studies. We expect these numbers to remain consistent or increase.
- *2016 – Bachelor of Chemistry*
 Chemistry is necessary to support other science programs, and a program marketing plan is in place.
 Due to its significance to Black Hills State University (BHSU) and the surrounding region (Sanford Underground Research Facility-SURF; state-wide STEM initiatives, etc.), it is recommended that the current chemistry program at BHSU be retained. Chemistry is a significant component of all other scientific disciplines taught at BHSU.

Chemistry courses taught for non-science majors help students develop a better understanding of how chemistry plays a central role in many aspects of everyday life. This will prepare BHSU students to make more informed, scientifically-

justified decisions when dealing with issues such as health, the environment, and energy.

The chemistry program supports students in other fields of science including biology, environmental physical science, pre-health professional, pre-nursing, and science education. Students are served through excellence in chemical education and a goal is to retain the strengths of this well-integrated chemistry program and develop a unique chemistry program. The breadth and depth of the program will further critical thinking, scientific writing, and verbal communication skills, as well as significant hands-on laboratory experience that will enhance students' technical proficiency and understanding of the scientific method.

In addition to the current marketing efforts of the BHSU admissions as well as marketing and communications offices, additional marketing (targeted to potential students) will be undertaken to further promote this degree by the College and the primary faculty members who teach in the chemistry area. The enrollment numbers in this program will be monitored on a semester-by-semester basis and adjustments will be made to the marketing/promotion efforts as necessary.

- *2016 & 2018 – Bachelor of Communication Studies/Theatre*

Courses overlap with BHSU's education programs, so this program requires no additional cost. A new performance space on campus is expected to increase enrollments. The current Communication Studies/ Theater major prepares students for performance rather than for entry into the field of education. While few students select this path, the program meets a critical need for students dedicated to performance but who do not wish to pursue careers as teachers. Since this major requires no additional classes other than the ones needed for those in speech and theater education, maintaining this major places no burden on current resources. In order to increase the number of students in this major, we will employ additional advising. With the loss of Institutional Graduation Requirements, students in some fields will have additional electives; in response, the college has agreed to encourage more students to take on a second major. Students in Composite Music or in Music Education are strong candidates for a second major in theater. Furthermore, the theater program's new performance space in Woodburn Hall will strengthen the program and therefore likely attract additional majors. Finally, outreach to high school drama programs—particularly with relation to Summer Stage—is increasing visibility of this program.

- *2016 & 2018 – Bachelor of Composite Math/Science*

This program was developed in response to the shortage of rural math and science teachers. There are currently 12 students enrolled. This major was developed in response to a workforce need identified by administrators in rural schools who need teachers certified in both math and science, two high-needs teaching fields. We currently have 12 declared majors in the pipeline who are projected to complete in the next two to three years, so we anticipate this program will meet the threshold at next review. We are recruiting students for this major through the Vucurevich

Scholarship and other departmental scholarships directed toward the math and science areas. It is significant that the program is offered at no additional cost to BHSU, since it uses only courses already offered for other majors.

- *2016 & 2018 – Bachelor of Composite Music*

Courses for this program overlap with music education, so there is no additional cost for this program. A recruitment plan is also currently in place. This is the music major designed to prepare students for performance rather than to enter the field of education. While few students select this path, the program meets a critical need for musicians who do not plan to teach in the public school system. Since this major requires no additional classes other than the ones needed for music education students, it places no burden on current resources. Currently, aggressive efforts are underway for students in the field of music. These efforts include travel by music faculty and student groups to area high school and middle schools, and they have already borne the results of notably larger numbers of students (majors and non-majors) enrolling in band. With continued effort, we expect the number of music majors to increase, and as the program grows, it will attract students who are high-performing musicians who would prefer this major.

- *2016 – Bachelor of Composite Science Education*

This program was developed in response to a shortage of rural science teachers. Courses in this program also apply to other majors, so there is no additional cost. This major was developed in response to a workforce need identified by administrators in rural schools who need to hire teachers certified in more than one area of science. We currently have 19 declared majors in the pipeline who are projected to complete in the next two to three years, so we anticipate this program will meet the threshold at next review. We are recruiting students for this major through the Vucurevich Scholarship and other departmental scholarships directed toward the math and science areas. It is significant that the program is offered at no additional cost to BHSU, since it uses only courses already offered for other majors.

- *2016 – Bachelor of Music Education*

This is a core music program at BHSU, and prepares music educators, which is a critical need. A recruitment plan is also currently in place. This major is the core of the music program at BHSU. It prepares its students to become music teachers in the region's schools. The program also serves much of the university's educational outreach since faculty and students in this field work with regional middle and high school groups. Currently, aggressive efforts are underway for students in the field of music. These efforts include travel by music faculty and student groups to area high school and middle schools, and they have already borne the results of notably larger numbers of students (majors and non-majors) enrolling in band. Thus, with continued effort, we expect the number of music majors to increase, most of them in Music Education.

- *2016 & 2018 – Bachelor of Physical Science*

There are currently 13 students enrolled, and there will likely be growing interest due to SURF. It is recommended that the Physical Science program at Black Hills State University be retained. This degree is designed to provide rigorous training in both physics and chemistry with introductory courses in the earth sciences. The broad knowledge base obtained from this degree prepares students for graduate school and employment in a variety of occupations where an understanding of chemistry, physics, or mathematics is needed.

The Physical Science program enables students to take courses across the following areas: chemistry, math, physics, computer science (through a collaboration with Dakota State University), and geology. Physical Science majors are able to find careers in a variety of fields including nuclear research, the energy industry, chemical lab analysis, and environmental research. In contrast, the Environmental Physical Science program includes the identification, study, and treatment of a variety of environmental problems. The program addresses ground and surface water quality and management, waste treatment, land-use planning, soil testing, containment chemistry and monitoring, hazardous waste disposal, land reclamation and energy management and production. Thus, while there are some shared courses between these two degree programs, these are two distinct programs (with different program outcomes) available to students in the natural sciences.

Therefore, the Physical Science program will continue to be supported at BHSU as the courses in the program (in the areas listed above) all have sufficient enrollments due to being required in other programs at the University. Thus, there are not any additional costs related to the offering of this program.

In addition to the current marketing efforts of the BHSU admissions as well as marketing and communications offices, additional marketing (targeted to potential students) will be undertaken to further promote this degree by the College and the primary faculty members who teach in the programs of environmental physical science and physical science. The enrollment numbers in this program will be monitored on a semester-by-semester basis and adjustments will be made to the marketing/promotion efforts as necessary.

- *2016 & 2018 – Bachelor of Spanish*

This program is the only foreign language program for non-teachers. Courses overlap with Spanish Education, so there is no additional cost for this program. The Spanish program is the university's only major in non-English language, and the BA in Spanish is the only option for students interested in language but not in teaching. Maintaining this major does not burden current resources since its students take the courses already required for Spanish Education students. Since the Spanish program at BHSU is quite small, both the teaching and non-teaching majors are needed to support each other and the discipline's one, full-time faculty member. Recruitment into this major will be assisted by the current university president's emphasis on international studies. With further efforts at encouraging

study abroad (made by the new director of International Studies), we anticipate more students will be attracted to the Spanish major.

Dakota State University

- *2016 – Associates of General Studies*
The program was approved within the last 7 years, and is a feeder program for other DSU programs.
- *2016 – Associates of Network/Security Administration*
The program name changed in 2014. There are currently 28 students enrolled. The former program “Network/Systems Administration” will be terminated after current enrollees graduate.
- *2018 – Bachelor of Biology*
The program meets a critical need in the state of South Dakota by addressing the shortage of biology teachers in the state.
- *2018 – Bachelor of English*
This program addresses the shortage of English teachers in South Dakota, and therefore meets a critical need within the state.
- *2018 – Bachelor of English for New Media*
This program was formerly called “English Information Systems,” and the old name was officially terminated in 2018. Combined with the old program, the English for New Media program has 24 graduates, and are in the process of continuing the program transition.
- *2012 – Bachelor of Computer Education*
The degree program has had 13 graduates over the last 5 years and currently has 5 students enrolled in it. DSU is the only public institution in South Dakota offering the degree program. Program graduates are qualified to teach computer education. They are also qualified to manage the computer network for a K-12 school district. The program will be part of the NCATE / DOE review, which is scheduled for 2016. The curriculum for the degree program has extensive overlap with the curriculum for the B.S. in information systems. There are only 3 courses (9 credits) that are not required in the B.S. in information systems: CIS 275, 325 and 383. However, those 3 courses are required courses for other degree programs within the college, so there are not any unique courses in the degree program, other than the teaching methods course. There are currently 65 students enrolled in the B.S. in information systems, with 83 graduates over the last 5 years. Because of the overlap in curriculum, DSU is requesting that the program not be included in the program productivity review process in the future, as long as the combined enrollments in B.S.Ed in computer education and B.S. in information systems remain strong.
- *2012 – Bachelor of Respiratory Care*

The degree program has had 16 graduates over the last 5 years and currently has 26 students enrolled in it. This degree program has been identified as a high-need degree program and DSU is the only public institution in South Dakota offering it. DSU also offers an A.S. in respiratory care. That program is quite large, with 87 graduates over the last 5 years and 72 students currently enrolled in the A.S. degree program. Currently, graduates of 2-year degree programs are eligible for certification. However, the accrediting agency for respiratory care degree programs is discussing the possibility of moving the certification process to 4-year degree programs only. As a consequence, it would not be advantageous to eliminate the 4-year program now, only to rebuild it in a few years when the change in the certification process is made. The curriculum for the 4-year degree program has extensive overlap with the curriculum for the 2-year program. There are only 3 respiratory care academic courses (8 credits) in the 4-year degree program that are not required in the 2-year program. The 4-year degree program also includes an additional 6 credits in clinical courses that are not included in the 2-year program. Both the A.S. and the B.S. degree programs will be reviewed in 2017-2018 by CoARC. Because of the overlap in curriculum between the A.S. and B.S. programs, DSU is requesting that the program not be included in the program productivity review process in the future, as long as the combined enrollments in the A.S. and B.S. programs remain strong.

- *2012 – Bachelor Business Technology BBA (Formerly Management for Information Systems)*

New program entitled Business Technology DSU is requesting time to grow enrollments with the new curriculum. Our recommendation is a review again in 3 years, after the ACBSP review. The degree program has had 15 graduates over the last 5 years and currently has 15 students enrolled in it. The curriculum for the degree program has been reviewed and modified, effective Fall 2012, with a stronger emphasis on business technology, rather than MIS. The curriculum for the newly revised degree program has extensive overlap with the curriculum for the other BBA degree programs and with the B.S. in information systems. There are only 3 courses (9 credits) that are unique to this degree program: BADM 331, BADM 435 and BADM 475). These 3 courses are not required in any other degree program but could be used as electives in any of the other BBA degree programs. There are currently 65 students enrolled in the B.S. in information systems, with 83 graduates over the last 5 years. A faculty champion has been appointed. The faculty champion is expected to help draw attention to the newly revised degree program, as one means of boosting program enrollments. Enrollment projections for the future: the goal is to increase program enrollments with 10 new students admitted to the program every year. The revised program will be part of the ACBSP accreditation review in 2014-2015. DSU is requesting time to grow enrollments with the new curriculum. Our recommendation is a review again in 3 years, after the ACBSP review.

- *2012 – Bachelor of Professional Accountancy*

The degree program has had 13 graduates over the last 5 years and currently has 18 students enrolled in it. The BBA in accounting has had 29 graduates over the last 5 years and currently has 28 students enrolled in it. The curriculum requirements for the B.S. in professional accountancy are set by the board that governs the CPA examination process. Students who complete the BBA in accounting and who want to sit for the CPA exam must complete an additional 30 credits of coursework before sitting for the exam (150 credits total). Although 150 credits are required to sit for the CPA exam, the board does not specify which additional credits the student must complete, beyond the BBA in accounting. Although academic advisors recommend that professional accountancy students complete additional BBA courses, to gain a more well-rounded business background, students can complete any combination of credits. This degree program will be reviewed as part of the ACBSP accreditation review. Because of the overlap in curriculum between the B.S. in professional accountancy and the BBA in accounting, DSU is requesting that the program not be included in the program productivity review process in the future, as long as the combined enrollments in the B.S. and BBA programs remain strong.

- *2016 – Bachelors of Biology Education*

This program addresses a shortage of biology teachers in the state of South Dakota. The request to retain was previously approved by the BOR. We again ask that this program be retained as biology education is a high need teacher education program in SD. This program was accredited by SD DOE fall 2015; CAEP accreditation is scheduled in April 2016.

- *2016 – Bachelors of Business Education*

This program addresses a shortage of business teachers in the state of South Dakota. The request to retain was previously approved by the BOR. We ask that this program be retained as DSU is one of two universities still offering this program. The program was SD DOE approved in fall 2015; CAEP accreditation is scheduled for April 2016.

- *2016 – Bachelors of Business Technology*

The program name changed in 2012. There are currently 14 students enrolled. The former program, “Management for Information Systems” will be terminated after enrollees graduate. Program changed name from D.BBA.MIS to D.BBA.BTEC. There were 11 students enrolled Fall 2015; when there are no longer students enrolled in the MIS program, it will be terminated.

- *2016 – Bachelors of Computer Education*

This program addresses a shortage of computer teachers in South Dakota, and is the only program in South Dakota. The request to retain was previously approved by the BOR. We again ask that this program be retained as DSU offers the only program in SD. The program was accredited by SD DOE fall 2015; CAEP accreditation is scheduled in April 2016. Retention Request in 2012.

- *2016 – Bachelors of Cyber Operations*
 The program named changed in 2013 from BS.CONNS, and currently has 255 students enrolled. The former program, “Computer & Network Security” will be terminated after enrollees graduate.
- *2016 – Bachelors of English Education*
 The program addresses a shortage of teachers in South Dakota. The request to retain was previously approved by the BOR. We again ask that this program be retained as English education is a high need teacher education program in SD. The program was accredited by SD DOE fall 2015; CAEP accreditation is scheduled in April 2016. Retention Request in 2012. Enrollment Fall 2015 was 17 students.
- *2018 – Mathematics*
 The program addresses a shortage of math teachers in South Dakota, and therefore meets a critical need within the state.
- *2016 – Bachelors of Math Information Systems*
 The program named changed in 2015 to “Math Information Systems” from “MATHS”. The former program will be terminated when the current enrollees graduate. The program had 18 graduates in the 5 year span. This program is listed with D.BS.MATHS and the two programs fall 2015 enrollment was 21 students; which is 5 students more than fall 2014 enrollment.
- *2016 – Bachelors of Network/Security Administration*
 The program changed names in 2014. 145 students are currently enrolled. The former program, “Network/Systems Administration” will be terminated after current enrollees graduate. Program changed name, which was approved in 2014. When listed with the old name (D.BS.NSA), fall 2015 enrollment was 138 students. D.BS.NSA will be considered for termination when there are no longer students in the program.
- *2016 & 2018 – Bachelors of Physical Science*
 The program changed its name in 2015. The former program will terminate after current enrollees graduate, which DSU anticipates will be in 2020.
- *2016 & 2018 – Bachelors of Professional Accountancy*
 A new dean has been hired with increasing enrollment as a priority. The program is also undergoing curricular changes.
- *2016 – Bachelors of Respiratory Care*
 The current enrollment of 48 students is the highest in the last 8 years. This is the only program of its kind in South Dakota.
- *2016 – Masters of Analytics*
 This program was created in 2014, and is shared with SDSU. There are currently 34 students enrolled.

- *2016 – Doctorate of Cyber Security*
This program was created in 2014. There are currently 14 students enrolled.

Northern State University

- *2012 – Associate of Gerontology*
NSU plans to make this program available for online delivery by Spring 2013. This should improve our enrollment numbers. In addition, the department plans to further develop relationships with institutions, agencies, and private industry, which will include the development of an Advisory Board. Similarly, the department plans to collaborate with other SD Board of Regent institutions through the newly established Gerontology Consortium.
- *2018 – Associate of Biotechnology*
This program fills a critical need, and most courses in the program are taken by students in other majors, or by students in the 4-year program.
- *2018 – Associate of Digital Design*
This program fills a critical need. The courses do not add an additional cost as they closely align with the B.A. in Graphic Design.
- *2012 – Associate of Banking & Financial Services*
Our recommendation is that this program be retained. Currently, four (4) students are enrolled in the Banking and Financial Services Associate program. However, this program was recently made available in an online format, which we anticipate will improve our enrollment numbers. Furthermore, all of the courses in the program are common to the courses in the Banking major, i.e., there are no unique courses in the Associate degree program. An advertising campaign is currently underway to promote the new M.S. in Banking and Financial Services, as well as the B.S. and A.S. degrees.
- *2012 – Bachelor of Communication Studies*
Twenty (20) students graduated from this program in the five-year period 2006-2011. An additional five (5) students graduated in AY12. The College of Arts and Sciences is currently working on recruiting majors into this program through its Speech and Debate Team activities.
- *2016 – Associate of Digital Design*
This is a feeder program for the BA program, and courses do not add any additional cost. This program serves as a feeder for the BA in Advertising Design. While most do not ultimately graduate with the AS, it is critical to the department of art to retain this as an option for those who may wish to enter the job market prior to completion of the BA. Courses and enrollments in the art disciplines continue to rise. This is one of several programs within the department of art that are fully accredited by the National Association of Schools of Art and Design (NASAD).

- *2012 – Bachelor of Communication Studies*

Twenty (20) students graduated from this program in the five-year period 2006-2011. An additional five (5) students graduated in AY12. The College of Arts and Sciences is currently working on recruiting majors into this program through its Speech and Debate Team activities. The enrollments in this program have consistently increased over the past five years. The Communication Studies B.A produces graduates that are engaged, well- formed citizens. The retention of this program addresses Northern State University's core values: Community, Scholarship, and Citizenship. The courses within the degree are very popular among NSU's rich blend of international students seeking to improve their communication skills. These courses are important for the advancement of the university's internationalization goals. Communication Studies

Majors are on the rise since 2013, increasing to 30 for 2015. NSU is optimistic toward maintaining this rate of growth and turning these majors into graduates that will attain the BOR minimum by the next review cycle. In addition, the faculty of the program is committed to offering more of its courses online.

- *2012 & 2018 – Bachelor of Chemistry*

The College of Arts and Sciences has implemented several strategies in an attempt to increase enrollments. The curriculum was recently revised to enhance student success in the program. Chemistry 106 has been developed in an online format, which should also help recruit students into the program. In addition, a faculty member will be submitting a grant to NSF later this year entitled "Increasing STEM Graduates by increasing Undergraduate Research and Enhancing their Laboratory Experience." It is anticipated that these efforts will result in increased enrollments in this program. This program addresses a critical need, and the new science facility on campus is expected to increase the number of enrollments and graduates over the next several years.

- *2012 & 2016 – Bachelor of Music Theater*

The Bachelor of Arts in Musical Theatre is an important degree in the School of Fine arts, includes several outstanding graduates, and is critical to the artistic fabric of the university, community and region. NSU theatre students recently returned from the Kennedy Center American College Theatre Festival held in the Twin Cities. Northern's theatre program received numerous accolades including Outstanding Achievement in Performance, Direction, Lighting Design and Dramaturgy.

The musical theatre degree is aggressively marketed at state and regional theatre events. In addition to the aforementioned Kennedy Center American College Theatre Festival held in the Twin Cities, NSU will host the SD State One-Act Festival in February of 2017. Almost 1,000 high school theatre students will be on campus. The renovated Johnson Fine Arts Center, which will open in Fall 2016, has an added black box theatre, which will increase the number of unique

performance venues for production. The newly opened dance studio in Dacotah Hall has become a new home for the program's dance classes. For the first time, the Musical Theatre program will have the facilities it needs to grow and attract more students.

Finally and importantly, because of the collaboration between the NSU music department and theatre program, the B.A. in Musical Theatre requires no additional resources. The faculty and courses already exist.

- *2012 & 2016 – Bachelor of Medical Lab Science*

The demand for highly qualified medical technologists remains high in South Dakota (SD) and the surrounding region. Out of the fifty states, the United States Department of Labor 2014 statistics ranks SD as the second highest concentration of MLS jobs per capita. The demand is expected to grow with an aging population base and a high number of expected MLS retirements in the coming years.

Attracting new MLS technicians to rural areas such as SD is a continuing battle for the healthcare industry. One strategy recommended by the World Health Organization in their 2009 report is to provide increased training opportunities in rural areas. This strategy is supported by a study by Rosenblatt and Hart in 2000, which concluded that students who stay in rural areas for medical training are more likely to remain in rural areas for employment. Thus, Northern State University's MLS program is a necessary training option in our region of the country. It currently serves 21 students, and enrollment is expected to grow in the coming years due to implementation of new recruitment and retention strategies along with program leadership changes. Our students have experienced nearly 100% job placement since the program's existence. A majority of these placements have been within a 300 mile radius. For the past few years, our MLS program has been affiliated with the MLS program at UND. Students complete three years at NSU, then go to UND for some summer courses before being placed at a clinical internship site (clinic or hospital) for their senior year. There are 70 such sites that students can apply for. Nearly all of the students placed at their internship sites have been offered jobs at that site upon completion of the program.

- *2012 – Bachelor of International Business*

The Bachelor of Arts degree in International Business has been offered by Northern State University since 1997. Graduates of the program totaled eighteen (18) over the five-year period 2006-2011. An additional six (6) students graduated in AY12. Currently 28 students are majoring in the program. A number of measures have been taken to increase enrollment. On May 17, 2010 NSU's International Business program was accredited by the Network of International Business Schools. On December 3, 2009 NSU's International Business program formally established an Advisory Board, which meets twice annually. NSU's School of Business has made curricular changes to the International Business major to enhance its attractiveness to students based on Board input. Last spring, the Board of Regents approved NSU to offer the International Business major online. It is estimated that the online offerings will significantly increase the number of majors and graduates in

International Business. As well, in the spring of 2011, the Board of Regents approved NSU to offer the International Business degree as a minor. Finally, the School of Business is examining the possibility of placing an International Business course into its required business core. Such a placement would expose all business majors to the possibility of becoming an International Business major with a resultant increase in the number of majors.

- *2016 – Bachelor of Art Education Comprehensive*

The program addresses shortage of art teachers in South Dakota, and is a fully accredited program. This program serves our mission critical need of providing qualified and certified art teachers for the K-12 schools. The program also serves as one of the school of fine arts primary outreach mechanisms, including the high school art workshop and summer Arts Education Institute which brings art teachers from across the state

and region to campus for advanced pedagogy opportunities. The numbers have actually been moving in a positive direction here, and we anticipate continued growth. This is one of several programs within the department of art that are fully accredited by the National Association of Schools of Art and Design (NASAD).

- *2016 – Bachelor of German*

This is a collaborative program with SDSU & USD. When combined, the graduates meet the threshold. The German major at NSU continues to prepare its majors for success in the areas of

German language skills, knowledge of German civilization, literature, and translation. All the courses necessary for students to complete the German major for online delivery are fully active. Enrollments over the past 5 years indicate that there is an interest and a need in making German courses available via online delivery throughout the BOR system. Additionally, the German program is currently a cooperative program with SDSU and USD. The combined number of graduates meets the productivity threshold. Brown County has a high proportion of residents with Germans-from-Russia ancestry. The Beulah Williams Library archives house an important Germans-from- Russia document collection. In addition, the Library is preparing to house the new Germans-from-Russia Studies Center. NSU now has a GER 494 German Internship course available to enable German students to earn academic credit by working with the Germans-from-Russia document collection, transcribing and translating documents and researching them as historical artifacts. Donor monies are assuring that the vision of this Center is becoming a reality, and the collaboration of NSU's German program with this resource will help attract new majors and provide them with career-enhancing academic experiences.

- *2016 – Bachelor of Management Information Systems*

The program was redesigned in 2015, and new faculty have been hired to promote the new direction of the program. The MIS major is being redesigned and repurposed to meet the needs of the 21st century. The curriculum was modified in spring 2015 to include data mining, big data, and a joint marketing option. The

demand for the program is growing each year since the program was redesigned, and the degree serves as a stacking option for students.

- *2018 – Mathematics*
This program fills a critical need, as Math Education students also will take every course in this major, but are not counted in the total graduates.
- *2018 – Medical Laboratory Science*
This program addresses rural health care shortages, and has a 100% job placement, with 50% of those being placed in South Dakota after graduation. MLS graduates are in high demand in South Dakota and the region.
- *2016 – Bachelor of Music*
Courses for this program overlap with other programs, so there is no additional cost. The current enrollment (28) is the highest in five years. The B.A. in music is mission critical to NSU as it provides the “non-teaching” component of the bachelor degree music offerings. This is one of three degree programs within the department of music that are fully accredited by the National Association of Schools of Music (NASM). The latest enrollments are the strongest in five years. This is a critically important part of the music program, especially for those students not wishing to pursue a career in teaching. Since the major requires no additional classes other than the ones needed for music education students, it places no burden on resources currently or in the future.
- *2018 – Bachelor of Musical Theater*
This program is critical to the artistic fabric of the university, community, and region. Additionally, required courses overlap with other productive programs at the institution, resulting in no cost savings from termination.
- *2016 – Bachelor of Physical Education*
The program addresses a shortage of physical education teachers in South Dakota, and a recruitment plan is in place. The B.S.Ed, in physical education meets a critical need in the teaching area and preparation of K-12 educators. Coursework for the major is delivered as part of a number of other curricular programs such as Human Performance and Fitness, Sports Marketing and Management and Elementary Education. Efforts are underway to aggressively market and recruit for the program.
- *2016 – Bachelor of Political Science*
This program is critical to NSU’s mission, and enrollments are increasing. There are currently 27 students enrolled. Enrollments in both lower-level and upper-level Political Science courses are strong and indicate that the number of majors and graduates is on a steady incline. The B.A. in Political Science supports NSU’s mission of preparing Social Science, Humanities, and International Business graduates for a national and global marketplace. According to local records, 21 students have graduated with a B.A. in Political Science over the past five years

(which is close to meeting the minimum threshold requirements for continuation without the need of review).

- *2016 – Bachelor of Spanish*
This program supports the international business mission of NSU, and enrollment trends anticipate meeting the program productivity thresholds by the next review. Enrollments in the lower-division Spanish courses continue strong, averaging 20+ per semester. Spanish majors are on the rise since 2013. The online delivery of NSU courses is thriving and continues as the only online delivery of Spanish courses in the state. The B.A. in Spanish supports NSU's mission of preparing International Business graduates for the global marketplace. Based on current trends in enrollment and majors, the program should fulfill the BOR minimum by the next review. All of the content courses required for the B.S. Ed in Spanish are also required for the B.A. in Spanish, so there is no burden on current resources.
- *2016 & 2018 – Masters of Instructional Design in E-Learning*
This program is currently under review by NSU, and is undergoing a feasibility study, with a recommendation anticipated by Summer 2018. The institution will evaluate future plans after the study has been completed.

South Dakota School of Mines & Technology

- *Master of Paleontology*
This is the only M.S. program in paleontology in the nation. Paleontology has been an important part of SDSMT for nearly its entire existence. The collections of the Museum of Geology are among the finest in the world. Since opening in the summer of 2010, the Paleontology Research Laboratory has provided a world-class research repository for faculty and students.
- *2018 – Master of Physics*
Mines expects few students to graduate with an MS in Physics. Producing Ph.D. graduates is emphasized and the department does not provide financial support for M.S. students. Those interested in the MS are self-supporting and occasionally continue on to the Ph.D. Retaining the M.S. program has no cost, and it offers this alternative degree pathway for some students.
- *2018 – Master of Biomedical Engineering*
The program began in 2006, and in 2012 new administrative oversight of the program was established. From 2012 to 2016, headcount went from 3 to 10 students. Furthermore, work is underway to create a joint undergraduate program in biomedical engineering (joint between SDSMT and USD). With good management, students enrolled in 2014 are beginning to graduate. One graduated in December 2017. We anticipate 4 Ph.D. graduates in 2018, three in 2019, and two in 2020 for our current students. At the current level of funding, the program can maintain approximately 4 MS and 8-10 Ph.D. students. As faculty get grant support the program will grow. A reasonable projection is graduation of 2-3 Ph.D. students a year from 2018 forward. Post-baccalaureate study in this field is

common, so the undergraduate program is predicted to further support enrollment at the graduate level.

- *Doctorate of Geological Engineering*

The earth sciences have been a central pillar for the School of Mines and will continue to grow in importance as the deep underground laboratory is built. In addition a number of the students enrolled in this program are engaged in paleontological research.

South Dakota State University

- *2012 & 2018 – Bachelor of Agricultural & Resource Economics*

Recommendation for status of the program: Retain due to critical need. A program in Agricultural and Resource Economics contributes greatly toward the university's land-grant mission. In addition, this program serves the needs of many of the department's accelerated master's students. Finally, it should be added that this program is nearly costless to maintain, as all of its courses also contribute to the heavily-enrolled Agricultural Business and Economics majors. A Strategic Enrollment Management plan will be developed.

- *2012 & 2016 – Bachelor of Biochemistry*

This program is critical to workforce development. Enrollment trends are growing, with 43 students currently enrolled. The Biochemistry program is important to the university, state and region as it is a central discipline in several statewide, institutional and departmental research and workforce development initiatives including the State of South Dakota's science and technology plan (2020 Vision: The South Dakota Science and Innovation Strategy) which targets research infrastructure and workforce development investments in 7 industry sectors. The current NSF-EPSCoR RII track-1 project is specifically focused on building research and workforce development infrastructure in undergraduate and graduate biochemistry. Further, SDSU's current strategic plan (Impact 2018) has goals of increasing undergraduate STEM degrees awarded by as much as 20% and identified expanding its bioscience research portfolio as central outcomes. Moreover, the Department of Chemistry and Biochemistry delivers PhDs in both Chemistry and Biochemistry. The American Society of Biochemistry and Molecular Biology accredited SDSU's undergraduate biochemistry major for a full-seven year term in 2015. The organization noted the program's excellent faculty, outstanding teaching and research, a strong interdisciplinary curriculum and modern facilities.

- Census day fall 2015 enrollment in the major: 43. If current enrollment trends continue, the program will graduate approximately 10 students per year which would meet the BOR threshold for BS degree graduates. Enrollment since fall 2012 has increased from 26 to the current 43 students.

- Number of graduates December 2015 and May 2016: 11 total

- Recruitment, retention and completion strategies include significant investments in developing and distributing recruitment materials for the major, revising the curriculum to align with national norms for the biochemistry major, and providing direct ties to graduate programs and employment opportunities for students. Work continues on communicating with potential students the excellent choice of Biochemistry for pre-

professional track for those who plan to pursue medicine or dentistry. The attainment of accreditation through the American Society of Biochemistry and Molecular Biology in 2015 clearly communicates the high quality of the program.

- *2018 – Bachelor of French Studies*

This program is essential, as it a comprehensive university needs to offer languages other than Spanish. There is a collaborative program with NSU & USD, and a Strategic Enrollment Management Plan will be developed.

- *2012, 2016, & 2018 – Bachelor of German*

This is a collaborative program with NSU & USD. When combined, the program meets the threshold. The German program is currently a cooperative programs with Northern State University and the University of South Dakota.

- *2012 & 2016 – Bachelor of Music*

This program has growing enrollments, as there are currently 36 students enrolled. The Music major is accredited by the National Association of Schools of Music (NASM). The program was re-accredited in 2010 and the next review is scheduled for 2019-2020. The Music program is fundamental to the mission of SDSU by providing high quality teaching within an accredited academic program, promoting artistic and creative works that contribute to the public good and results in cultural development, and extending the reach of the university through performance and musical events.

- Census day fall 2015 enrollment in the major: 36. This is an increase from 24 in fall 2012 and 22 in fall

- 2013. The increase in enrollment will result in stronger graduation numbers over time.

- Number of graduates December 2015 and May 2016 (projected): 2

- Recruitment, retention and completion strategies include a curricular review and re-organization which resulted in the termination of the BS degree option retaining just the BA for those majoring in Music, along with the addition of a specialization in music entrepreneurship.

The department is also very active in Senior and Junior Day as well as Jackrabbit Receptions where it staffs a booth specific to Music. The department also actively works with deciding students to explain the opportunities available in Music. These activities in addition to numerous others have resulted in an increase in enrollment from 24 in fall 2012 to 36 in fall 2015.

- *2018 – Bachelor of Physics*

A new program code was created in Fall 2011, with 25 students enrolled in Fall 2017.

- *2012 – Master of Sociology & Rural Studies*

The June Program Productivity report was submitted by Dr. Mary Emery, Department Head. *Census day Fall 2012 enrollment is 18 students and the Census day Fall 2011 enrollment in the major.* A total of 17 students enrolled in the MS in

Sociology program. Seven are in the on-campus cohort and 11 are enrolled in the Great Plains Interactional Distance Education Alliance (GPIDEA) Community Development specialization online cohort.

Number of graduates December 2011/May 2012: Five students graduated with an MS in the regular Sociology Program. Two students graduated with an MS in the GPIDEA program from SDSU. The program is so new, beginning at SDSU in 2007 and admitting primarily part-time students, that we are just now starting to see students graduate. Among all the participating institutions (ISU, UNL, KSU, NDSU and SDSU) for GPIDEA Community Development, there were 10 graduates this year 2011-2012, a 50% increase over last year (2010-2011).

Description of specific steps taken to increase enrollment and number of graduates: Information on the Master's programs has been disseminated at various conferences and meetings including the Great Plains Sociological Association conference in Spearfish, the Rural Sociological Society conference in Boise, ID and the Community Development Society conference also in Boise, ID. In addition materials have been taken to the Community Development Institute in Boise and sent to other CDI programs, to the Community Capitals Institute, and to various other community development events. We are working to connect with other schools in order to recruit additional students into the graduate programs including North Dakota State University and Black Hills State University. We plan to increase our outreach to regional Colleges in Minnesota in the future.

Preliminary outcomes of steps taken to increase enrollment and number of graduates: Overall applications are up from 15 last year (10 PhD, 5 GPIDEA) to 33 this year (11 PhD, 8 MS, and 14 GPIDEA)

- *2012 – Master of Chemistry*

Retain; critical need for functioning of the chemistry graduate program even though it will also produce a relatively low number of graduates that varies widely. The majority of students pursuing a graduate degree in chemistry go directly from the baccalaureate to the doctorate; the tradition within the discipline is that a M.S. degree is not required for admission to the PhD program. Thus the Department's graduate program emphasizes the recruitment of students intent on pursuing a PhD in chemistry.

Within this framework, 1.) The M.S. degree in chemistry (Option A) serves two purposes in the department's graduate program. First, it provides a terminal degree for graduate students in the doctoral program who cannot complete the PhD. Second, it provides an opportunity for students seeking a doctorate in chemistry but lacking the requisite content knowledge an opportunity to strengthen their preparation prior to applying to the doctoral program. There are no additional costs incurred to offer the Chemistry M.S. (Option A) because all the necessary coursework is also required by the Chemistry PhD and 2.) The M.S. degree in chemistry (Option B) is exclusively targeted at high school chemistry teachers

needing to improve their content knowledge to meet the requirements of the “No Child Left Behind” Act. As practicing teachers, these students matriculate slowly through the program.

The Chemistry graduate program was reviewed by the American Association for the Advancement of Science (AAAS) during the Department’s 2010 Institutional Program Review (IPR). The AAAS panel concluded that the program was consistent with national norms.

Census day Fall 2011 enrollment in the major: 11 and the Census day Fall 2012 enrollment in the major: 10. Number of graduates December 2011/May 2012: 5
Description of specific steps taken to increase enrollment and number of graduates: In the 2011/2012 academic year, the on-line, chemical education track within the degree (Option B) that is targeted specifically to high school chemistry teachers was proposed and accepted as a WICHE Western Regional Graduate Program (WRGP). *Preliminary outcomes of steps taken to increase enrollment and number of graduates:* Since the WICHE WRGP status does not take effect until the 2012/2013 academic year it is too early to tell what the outcome of receiving this designation will be.

- *2016 – Masters of Dietetics*

This program is a collaborative IDEA program with 8 institutions targeting working professionals. Currently, 18 students are enrolled. This fully online program is part of the Great Plains Interactive Distance Education Alliance (GPIDEA). SDSU is one of eight universities collaborating on delivery of the curriculum. The program enables individuals who are credentialed registered dietitians an accessible educational opportunity to earn a graduate degree while working full-time. The program is the only one of its kind available from an institution in the South Dakota accredited by the American Dietetics Association (ADA).

- Census day fall 2015 enrollment in major: 18. This is an increase from 8 in fall 2014, 9 in fall 2013 and 10 in 2012.

- Number of graduates December 2015 and May 2016 (projected): 4

- The program is recruiting ample numbers of students thus the focus is on helping to facilitate completion. It is important to note that for programs which target working professionals the number of years to completion tends to be longer as students are not enrolled full-time, but part-time (1 course per term). On-going contact is maintained with students to track progress, identify any obstacles to completion and plan for timely completion.

- *2012 – Doctorate of Agronomy*

Plant Science requests that the Agronomy PhD program be retained based on two justifications: 1.) Based on the current enrollment, the program should easily meet the minimum graduation rates going forward. We currently have 18 students, and this number will increase as new faculty are hired to fill current vacancies. Given that a PhD in Agronomy takes 4-5 years for completion, our current enrollment of 18 students should result in an average of 4-5 graduates/year. However, this is still

a small program so the graduate rate will be stochastic. This is illustrated by results of 2010-11 and 2011-12 where we had 0 and 2 graduates, respectively

There is a nationwide shortage of PhD trained scientists in agronomy. The Plant Science Department has experienced this first hand during our efforts to fill vacancies. The pools of qualified candidates were small and we have had difficulty competing with attractive salary packages being offered by other universities. Industry is also experiencing this shortage, leading them to create fellowship programs to increase enrollment in Agronomy and related areas. This is exemplified by the Monsanto Plant Breeding Fellowships in our department. The world population is expected to hit 9 billion by 2050, which will result in a doubling of demand for agricultural production. Doubling of production will in turn increase the demand for PhD trained agronomists to develop the new technologies needed. Therefore, we should retain the PhD in Agronomy to meet this critical need.

Census Day Fall 2012 enrollment: 18 PhD students in the Agronomy major. Number of graduates December 2011/May 2012: 2 graduates in spring 2012. Description of specific steps taken to increase enrollment and number of graduates: All faculties with research appointments in the department of Plant Science are encouraged to have PhD graduate students. This coupled with the increased research expectations at SDSU, grant awards received, and hiring of new faculty, will continue to drive up Agronomy PhD enrollment. Our goal is to increase the number of PhD students in Plant Science Areas to average 2 per research FTE or a total of 40 PhD students by 2016. *Preliminary outcomes of steps taken to increase enrollment and number of graduates:* Over the past few years, we have hired a number of new, research-active faculty and increased the expectations for current faculty. This has resulted in a steady growth of the Plant Science Department's PhD programs to their current level of 18 students in Agronomy, 9 in Biological Science and 2 in Computational Science (An increase of 3 over last year). We fully expect this trend to continue.

University of South Dakota

- *2012, 2016, & 2018 – Bachelor of Native American Studies*

Considerations: As Attachment I Appendix C of item 5U the December 1-3, 2015 BOR agenda notes, in 2012 we responded that “this major is only two students away from the minimum of

25. Although the appeal of the program is likely to remain limited, it provides a unique opportunity for students interested in the culture, language, and history of the indigenous people of the upper Great Plains. Students intending to work in human services or the public section of South Dakota or the region gain particular advantage from study in this field, but the availability of the Native Studies program also contributes more generally to curricular diversity at USD”.

A major curriculum revision was undertaken last year to provide clearer pathways for students. With the recent TRIO and Jump Start grants we expect to be better

positioned to enable interested student to enter and complete the degree program. The major is now under the auspices of the Department of History.

Newly hired faculty have already demonstrated an ability to re-energize the program. The program will be reviewed in 2018.

- *2012 – Bachelor of Philosophy*

Philosophy is a foundational discipline within the liberal arts, and essential to USD's undergraduate curriculum. Enrollment in lower-division courses has grown in the last two years as the department has diversified its offerings and adjusted its scheduling; these developments bode well for modest growth in the number of majors. Ethics courses are also required for nursing students in the BSN and for majors in Medical Biology and Sustainability. Courses taught by Philosophy faculty are integral to the University Honors Program as well. The program will be reviewed in 2018.

- *2016 – Bachelor of Art Education*

This program addresses the shortage of art teachers in South Dakota. USD will evaluate the program as part of an upcoming program accreditation visit.

Considerations: Students seeking Secondary Education certification in specific disciplines often have the option of majoring in Education with the specialty track or majoring in the discipline with a specialization in Education. Over the next two years, in preparation for the CAEP accreditation visit, USD will review this dual model to see what is most efficient and which best serves the needs of students and the State. In this case all students major in the discipline.

A recent strategic planning session organized by Vermillion School Board emphasized the need for additional opportunities for art activities in the Vermillion schools at all levels. In 2018, program has met program productivity requirements.

- *2016 – Bachelor of Biology Education*

This program addresses the shortage of science teachers in South Dakota. USD will evaluate the program as part of an upcoming program accreditation visit. Enrollment grew from 3 in 2010 to 8 in 2014 in this program and from 1 in 2010 to 8 in 2014 for the biology major track. Considerations: Students seeking Secondary Education certification in specific disciplines often have the option of majoring in Education with the specialty track or majoring in the discipline with a specialization in Education. Over the next two years, in preparation for the CAEP accreditation visit, USD will review this dual model to see what is most efficient and which best serves the needs of students and the State.

South Dakota faces a shortage of science teachers and thus this program is essential to help address that shortage. In 2018, program has met program productivity requirements.

- *2016 – Bachelor of Business Administration*

This program was redesigned in 2014, and produced 5 graduates in FY16. USD will evaluate the program as part of an upcoming program accreditation visit. Considerations: The program has been revamped as a solid general business option for students distinct from the specific business majors. Interest in the program has grown significantly in the past year. Although it will take some time for these students to complete degrees the program appears on its way to meeting the degree expectations. In 2018, program has met program productivity requirements.

- *2016 & 2018 – Bachelor of French & Francophone Studies*

This program has been redesigned with emphasis on culture & history. USD will evaluate this program as part of an upcoming program review process in 2018-19. Considerations: The elimination of French courses at many South Dakota high schools has decreased the enrollment in this program, especially those interested in French Education. The program has been substantially revised to encompass a broader perspective to French history and culture beyond language acquisition. We believe this change will increase student interest in the program, especially as a second major for a number of students. The program will be reviewed in 2018.

- *2016 – Bachelor of German*

This is a collaborative program with NSU & SDSU. When combined, the graduates meet the threshold.

- *2016 – Bachelor of Mathematics Education*

This program addresses the shortage of math teachers in South Dakota. USD will evaluate this program as a part of an upcoming program accreditation visit. Considerations: Students seeking Secondary Education certification in specific disciplines often have the option of majoring in Education with the specialty track or majoring in the discipline with a specialization in Education. Over the next two years, in preparation for the CAEP accreditation visit, USD will review this dual model to see what is most efficient and which best serves the needs of students and the State. In 2018, program has met program productivity requirements.

South Dakota faces a shortage of mathematics teachers and thus this program is essential to help address that shortage.

- *2016 – Bachelor of Musical Arts*

Courses for this program overlap with other programs, so there are no additional costs. USD will evaluate this program as part of an upcoming program accreditation visit. Considerations: The majority of music majors are in music education or music performance. The musical arts major provides an option for students whose interests and abilities do not fit those other majors.

- *2016 – Bachelor of Physics*

The program is critical to the university mission. Enrollments are increasing (22 currently enrolled). Considerations: The graduate program is a signature program

for the University and the Regental System. Undergraduate enrollments appear to be growing, albeit slowly. The undergraduate program serves as a key aspect to the overall success of Physics at USD. The program will be reviewed in 2018.

- *2016 – Bachelor of Spanish Education*

This program addresses the shortage of foreign language teachers in South Dakota. USD is evaluating the program as part of an upcoming program accreditation visit. Considerations: Students seeking Secondary Education certification in specific disciplines often have the option of majoring in Education with the specialty track or majoring in the discipline with a specialization in Education. Over the next two years, in preparation for the CAEP accreditation visit, USD will review this dual model to see what is most efficient and which best serves the needs of students and the State. Language instructors are still in demand across the state given the relatively low supply.

- *2012 – Master of Biomedical Sciences*

This degree has traditionally only been awarded to Biomedical Sciences students who decide not to continue with the PhD. Starting with the 2012-13 academic year, it will be awarded to all Biomedical Sciences students who have completed the requirements for an MS degree. The number of degrees awarded to PhD candidates suggests that the program already enrolls enough graduates to meet the required minimum. Considerations: As Attachment I Appendix C of item 5U the December 1-3, 2015 BOR agenda notes, in 2012 we responded that “This degree has traditionally only been awarded to students who decide not to continue with the PhD. Starting with the 2012-13 academic year, it will be awarded to all Biomedical Sciences students who have completed the requirements for a MS degree. The number of degrees awarded to PhD candidates suggests that the program already enrolls enough graduates to meet the required minimum”.

In Fall 2014 there were 27 students enrolled in the PhD program. This program supplements progress and exiting from that program and thus is needed. In 2018, program has met program productivity requirements.

- *2016 – Masters of Biomedical Engineering*

This program was redesigned in 2015, and new program leadership is in place. Considerations: There are currently 8 students in the PhD program. The program is still fairly young but appears to be building momentum as grants increase with the possibility of increased assistantships. In 2018, program has met program productivity requirements.

- *2016 – Masters of Communication Studies*

Two related programs were recently combined into this program, with the intent of increasing graduates and efficiency. Considerations: The separate majors of Communication and Contemporary Media & Journalism were restructured as a combined majors with tracks only a few years ago. The transition from distinct majors to a combined major should increase the potential graduates as well as

increasing the efficiency of program delivery. In 2018, program has met program productivity requirements.

- *2016 – Doctorate of Political Science*

There are currently 13 students in the dissertation phase. The program was redesigned in 2014, and produced two graduates in FY16. Considerations: A second student will graduate in December 2015. The department reports that 14 students are engaged in the dissertation phase of the program and 13 students have passed the comprehensive examinations. The department recently put together a strategic plan which includes strategies addressing moving students from admission to completion with the recognition that virtually all students in the program are working professional attending the university on a part-time basis. In 2018, program has met program productivity requirements.

Appendix D

Program Consolidated through Program Productivity Review Process

Black Hills State University

- 2010 - - BSED in Composite Instrumental Music

- 2010 – BS in Composite Physical Science

Dakota State University

Northern State University

South Dakota School of Mines & Technology

South Dakota State University

University of South Dakota