

UMKC Forward: Faculty Senate Program Review Task Force Report

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Appendix A: Program Review Spreadsheet.

Appendix B: Unabridged feedback from academic areas addressed in section III.

Appendix C: Unabridged feedback from academic areas addressed in section IV.

I. Summary of Findings

The primary finding of this Task Force is that the financial performance of academic programs at UMKC is excellent.¹ This conclusion is obvious from the data provided to the Task Force and is unambiguous. Overall, instructional activities produce a net surplus of revenue, and all but a very small handful of departments generate tuition² revenue exceeding their cost of instructional salaries and benefits. There is, therefore, no basis for extensive cuts to academic programs.

For the small number of programs whose instructional cost exceeds their tuition (enumerated in section II below), we find either that they are central to the mission of the university or provide important benefits that cannot readily be replaced for the academic unit that houses them. In one case there are important questions about the data provided to us that we cannot resolve.

Additionally, when non-compensation expenditures (travel, equipment, supplies, etc.) and academic unit administrative costs are included, total expenditures by the twelve schools at UMKC in FY20 was less than tuition by roughly \$8,000,000.³ After more than a decade of declining faculty numbers and relative austerity for academic programs, the direct cost of instruction and unit-level administration at UMKC is less than the amount students pay in tuition. This means that every other revenue source of the university—state appropriation, income from auxiliary enterprises (parking, housing, dining, etc.), donations, grant overhead recovery, non-academic student fees, etc.—is available to pay for facilities and all support functions. Given the strong financial performance of the academic programs at UMKC documented in this report, significant cuts to academic programs would not improve the situation of the university; they would only further diminish our already diminished standing as a public, urban, research university.

¹ In this document we use the term “program” synonymously with “department”. This is consistent with the usage defined by the American Association of University Professors (AAUP), 2018, “Recommended Institutional Regulations on Academic Freedom and Tenure” (available at <https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure>): “The term ‘program’ should designate a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term should designate a department or similar administrative unit that offers majors and minors.”

² Unless otherwise noted, references to tuition in this document refers to tuition net of scholarships, fellowships, etc.

³ Information provided to the Senate Program Review Task Force listed total expenditures in FY20 by the eleven schools with faculty as \$137,922,403. Total expenditure by the School of Graduate studies in that year is reported as \$488,924, for a total expenditure by the twelve schools as \$138,411,327 (data provided directly to the Task Force). The Task Force was not provided with total net tuition and fees for FY20, but in FY19 UMKC reported \$146,215,000 (UMKC Financial Statement FY20), which is used as a proxy measure for FY20.

It is also evident from the data provided to this Task Force that some schools generate revenues that exceed their total operating costs, while others have total operating costs that exceed their revenues. In effect, some academic units help support the operations of others, but this is a basic fact of institutions in higher education and, within reasonable limits, is not objectionable. When other factors are taken into account, such as the UMKC Strategic Plan, employability, unique programs, our urban mission, and service to the KC Metro, Missouri, and the region, it is clear that all UMKC schools provide excellent educational, financial, and cultural contributions.

Leadership of academic departments report that declines in student head counts, and the consequent reductions in tuition revenue, can largely be attributed to some combination of the following factors: inadequate marketing and recruitment, decline of full-time faculty⁴, attrition of faculty in key academic areas, lack of student services, and declines in international student attendance that have occurred nationally in recent years. None of these factors are within the control of faculty.

UMKC Forward is avowedly a cost-cutting exercise, but the desire to cut costs needs to be tempered by the realization that this is only warranted when it improves the financial and academic performance of the university. **The simple reality is that significant cuts to departments that generate positive net income would weaken rather than improve the financial situation of the university.** This is because cutting academic departments or degrees has both cost and revenue implications. UMKC is not in a situation of financial exigency,⁵ so tenured faculty cannot have their employment terminated and must be reassigned if their academic department is combined with another or eliminated.⁶ This limits potential cost-saving from departmental changes. At the same time, significant changes to departments or degree options result in lost tuition from students who choose not to come to UMKC because of limited offerings or transfer to other universities rather than complete a degree no longer offered at UMKC after a terminal “teach-out” plan. Therefore, any potential reduction in cost resulting from cutting a program with positive net income would be partially or wholly offset by a loss of tuition revenue. There is no sound financial basis for cutting academic programs that have positive net revenue.

II. Methodology

⁴ This is consistent with the findings of a large and growing body of research on the differential effects of full-time faculty versus part-time faculty. This research indicates that full-time faculty significantly increase choice of major, student retention, and educational outcomes in higher education. A bibliography of this research is available here: <https://www.aft.org/position/academic-staffing/academic-staffing-research>.

⁵ Ryan Rapp, University of Missouri System, Vice President and Finance and Chief Financial Officer, September 29, 2020, presentation to UMKC Administrative Council.

⁶ American Association of University Professors, “Responding to Financial Crisis, Policies and Best Practices”. Available at <https://www.aaup.org/issues/responding-financial-crisis/policies-and-best-practices>.

Ranking Criteria

The specific charge from the Chancellor and Provost to the Program Review Task Force and the Senate is to assign a ranking to each academic department, degree, and certificate at the university on a scale of 1 to 3, with 1 being the highest score. Programs and degrees scored 3 are to be targeted for further review, with an opportunity to improve viability but also with the potential for elimination.

The criteria provided for assigning these scores are as follows:

“1/Excellent. Net revenue significantly exceeds salary costs, covering the estimated annual costs of supplies and department/unit/university overhead; Major Head Count has been large and sustained or experienced significant growth; Strong evidence of current/future job demand; mission relevance is objective and linked to mission statement and/or strategic plan/; Impact of closing the program would leave a critical educational, social, or economic gap in our region/state; no other state/regional programs can delivery [sic] the program with the quality of our program.”

“2/Moderate. Net revenue exceeds salary costs, covering the estimated annual costs of supplies but with limited support for department/unit/university overhead; Major Head Count has been large, but with significant variability or a decline, or it has been moderate, but stable; limited evidence of current/future job demand based on market analysis; relevant to mission/strategic plan, but not critical. Other regional programs could offer the degree with minimal impact on our region/state.”

“3/Poor. Net revenue is equal to or does not cover salary costs; estimated cost of supplies and department/unit/university overhead are not covered with revenue; Major Head Count has experienced significant loss or is small; Limited/no evidence of current/future job demand based on market analysis; mission relevance is unclear or lacking; other programs in region/state can deliver the program at a higher quality than we can.”

These criteria consist of five different dimensions:

- i. Net Revenue
- ii. Major Headcount
- iii. Employment Demand for Graduates
- iv. Relevance to UMKC’s Mission
- v. Alternative Programs in Region or State

It is important to note that, while these criteria are extensive, there are important unresolved issues that the Task Force faced when applying them.

First, the Program Review spreadsheet lists both academic departments (or department-like administrative divisions) as well as the academic degrees offered by those departments. But salary and benefits information is only provided at the department level: therefore, it is not possible to use criteria (i) (Net Revenue) to evaluate specific academic degrees. Academic degrees can only be assigned a score using criteria (ii) – (v).

Second, no weights are provided for the various criteria. For example, should criteria (ii) (Major Headcount) be given the same weight as criteria (iv) (Relevance to UMKC’s Mission)? In the absence of specific weights for the various criteria, the Task Force used its own discretion in weighing the various criteria.

Third, data was only provided on those departments that offer degrees or certificates.

Fourth, there are four different definitions of “Net Revenue” given in the Program Review spreadsheet:

1. Net Revenue – Major (Based on Instructional + Other Funds Compensation)
2. Net Revenue – Courses (Based on Instructional + Other Funds Compensation)
3. Net Revenue – Major (Based on Instructional Compensation)
4. Net Revenue – Courses (Based on Instructional Compensation)

Definitions (1) and (3) compare the total tuition generated by *majors* associated with a degree awarded by a department with the instructional cost of that department, measured by the salaries and benefit cost of instructional faculty (including GTAs). In definition (1), the instructional cost is measured by salaries and benefits paid from General Revenue Allocation (GRA) plus gifts and endowments (“Other Funds”); instructional cost base in definition (3) includes GRA only.

Definitions (2) and (4) compare the total tuition generated by *courses* taught by faculty associated with a department with the instructional cost of that department, measured by the salaries and benefit cost of instructional faculty (including GTAs). In definition (2), the instructional cost is measured by salaries and benefits paid from General Revenue Allocation (GRA) plus gifts and endowments (“Other Funds”); instructional cost base in definition (4) includes GRA only.

Data in the Program Review spreadsheet indicated that definitions (1) and (3) often gave widely different results from definitions (2) and (4). Many departments showed a net deficit in revenue according definitions (1) and (3), but a net surplus of revenue according to definitions (2) and (4). In some cases, the magnitude of this difference is in the millions of dollars. This difference is easily explained. Departments with significant numbers of non-majors in their courses will necessarily score higher in definitions (2) and (4) relative to definitions (1) and (3).

In evaluating the financial health and profitability of departments, the Task Force focused primarily on the “Net Revenue” figures provided in definitions (2) and (4) and largely disregarded the “Net Revenue” figures provided in definitions (1) and (3). The net revenue figures provided in definitions (2) and (4) capture the value of the courses offered by each department since those definitions include the tuition revenue paid by *all* students, both majors and non-majors, taking those courses. By capturing all this revenue, definitions (2) and (4) recognize the contributions of those departments that offer general education courses to non-majors and otherwise service other departments’ students.⁷ Definitions (1) and (3), however, provide only limited insight into the financial health and profitability of each department since the tuition revenue captured by those definitions only consists of tuition dollars paid by students majoring in each department’s subjects, and misleadingly, includes tuition dollars paid by those students to take courses offered by *other* departments.

UMKC Mission Statement

Criteria (iv) asks reviewers to evaluate relevance to UMKC’s mission. This mission statement is⁸:

As an urban research university, our mission at the University of Missouri-Kansas City is to promote learning through the discovery, preservation and dissemination of knowledge of public value across a broad spectrum of disciplines and fields of study. UMKC celebrates the individual and embodies diversity and inclusion by intertwining these goals with innovation to enable transformational impact aimed at bringing cultural, social, health and economic prosperity to the metropolitan, regional and global communities we serve.

Programs Flagged by Criteria (i)

The primary source information provided to the TASK FORCE is the Program Review spreadsheet (see Appendix A). This spreadsheet includes financial and enrollment data and was designed to guide our review. It should be noted that this Program Review spreadsheet required numerous revisions over the course of the review pursuant to issues raised by the Task Force and errors identified either by the Task Force members or academic departments. The Program Review spreadsheet is supplemented by spreadsheets documenting individual faculty salary and benefit cost, student credit hours for each course offered by a department, and student credit hours for majors in each degree program.

The Program Review spreadsheet lists all 212 degrees and certificates awarded by the university and groups them into 45 individual academic programs. Some of these academic programs are also schools (e.g., the School of Law, the School of Nursing), some are departments within schools (e.g., the Bloch School’s Department of Public Affairs, the College

⁷ The Task Force applauds this type of inter-department and inter-unit cooperation and would not encourage the duplication of instructional expertise that might result from aggressive responsibility centered budgeting.

⁸ Available at: <https://umkc.edu/about/mission.html>

of Arts and Sciences' Psychology Department), and others are somewhat ad hoc collections of degrees grouped together for administrative purposes.

The TASK FORCE initially reviewed all 45 academic programs with regard to financial performance (criteria i). Based on the information provided to us all but six departments had a Net Revenue surplus according to Definitions (2) and (4) of net revenue, or effectively broke even.⁹ According to the criteria above, a Net Revenue surplus is one of the indicators that a department should receive a ranking of "1" or "2".

The six departments that do not have a Net Revenue surplus according to (2) and (4) are¹⁰:

- Department of Performance Studies (Conservatory)
- Department of Theatre (Conservatory)
- Dental Hygiene (School of Dentistry)
- Educational Leadership and Policy Foundations (School of Education)
- Counseling Psychology (School of Education)
- Biomedical/Health Informatics (School of Medicine)

These six programs were chosen for in-depth information gathering and analysis. The results of this are described in section III below.

Programs Flagged by Criteria (ii)

In applying criteria (ii), the TASK FORCE identified degrees and certificate programs that have experienced at least a 20% decline in enrollment since 2015. This 20% threshold was chosen because the overall university enrollment has declined by approximately 10% over the last five years, and therefore a decline of more than 20% is evidence of particular concern. The Program Review spreadsheet indicates that seventy degrees or certificates have experienced at least a 20% decline in enrollment over the last five years. Each of those degrees and certification programs are scored and otherwise discussed more thoroughly in section IV below.

Departments and Degrees not Flagged for Further Analysis

Any department or degree not identified for further investigation according to criteria (i) or (ii), as described above, were not subject to additional scrutiny and are given a ranking of "1" by default, unless there is a compelling reason for giving a ranking other than "1".

⁹ Two departments (Cookingham Institute in the Bloch School of Management, and Music Studies in the Conservatory) showed a Net Revenue deficit in (2) and a Net Revenue surplus in (4), but the size of these net deficits are not significant. One program in the Bloch School of Management also showed a Net Revenue deficit in the initial Program Review spreadsheet provided to the Task Force, but this was a consequence of an error in the course accounting for that program that was subsequently corrected.

¹⁰ Departments are listed in the order in which they appear in the Program Review Spreadsheet.

III. Summary Reports: Departments with Net Revenue Deficits

Conservatory – Performance Studies/Music Studies Score: 1

In evaluating Performance Studies/Music Studies, we heavily weighted the importance of these performing arts programs to the mission of UMKC and the prominent role they play in the educational and cultural landscape of Kansas City. Current and future job prospects in the arts are, and have always been, difficult. Improvements in student headcount in these programs are constrained by factors outside of their control. However, the performance and music education programs in the Conservatory are central to UMKC's history and mission.

Representatives of the Conservatory report that the distinction in the Program Review spreadsheet between "Performance Studies" and "Music Studies" is an administrative distinction but not a functional one. All students enrolled in degrees associated with Performance Studies are required to complete multiple courses in the Music Studies division, and students in enrolled in degrees associated with Music Studies are required to enroll in multiple courses in Performance Studies. The two music divisions are completely integrated, and neither could function independently. Because operationally these two divisions are a single entity, members of the Faculty Senate Program Review Task Force met jointly with Dr. David Thurmaier, Chair of Music Studies, and Dr. James Snell, Chair of Music Performance, to discuss the performance of this unit.

One important issue with the course accounting data was identified. Collectively, these two programs have a net deficit in instructional cost according to Definition (2) of \$1,828,069 and \$1,491,714 according to Definition (4). However, there is \$985,881 in unallocated revenue for the Conservatory, listed as "Conservatory – General," almost all of which should be allocated to Performance Studies/Music Studies. The overall deficit for instructional cost is then between \$842,188 and \$505,833 per year for these programs.

The simple fact of music instruction is that it is labor-intensive and costly. Music programs in the Conservatory are unlikely to cover their operational cost with the tuition they generate. However, these programs have gone through significant restructuring over the past five years. They have seen a significant decline in the number of faculty positions while seeing an overall increase in student headcount. Despite having an operational deficit, they have progressively reduced this deficit.

The Conservatory's space constraint problem is well-known, and further improvement in the financial performance of Performance Studies/Music Studies is contingent on addressing this constraint. There is capacity to add additional students without additional faculty, but this is limited by lack of access to adequate physical space. An important aspect of this problem is the Kansas City Repertory Theatre (KC Rep), which occupies significant performance and auxiliary space on campus. As a result, these academic programs are required to rent off-campus space, and this prevents an increase in student headcounts for Conservatory programs that could

expand without increasing instructional cost. Further improvement in the financial and operational performance of Performance Studies/Music Studies requires either the successful development of a new facility to house these programs or gaining access to space currently used by the KC Rep. It is also notable that if the new facility currently envisioned for the Conservatory also includes space for the KC Rep (thereby replacing the Olson Performing Arts Center), the cost of the new facility increases significantly. This would also create a further impediment to development and delay improvements in the financial performance of Performance Studies/Music Studies.

We conclude that Performance Studies/Music Studies is one of UMKC's signature programs, and any further reductions would have significant adverse impacts on one of the defining aspects of the university. The Conservatory programs figure prominently in the UMKC Strategic Plan and receive consistent philanthropic support from the community. The operational deficit associated with Performance Studies/Music Studies is roughly equivalent to the direct financial support provided by UMKC to the KC Rep annually and re-allocating this funding to this instructional program would better align our spending with the academic mission of the university.

Conservatory – Theatre Score: 1

The UMKC Strategic Plan lists the Department of Theatre among UMKC's "Unique Attributes" (10), and notes that it is one of the programs that earned UMKC the "distinctive designation of UM System campus for the visual and performing arts (12)." This department and its programs are clearly and fundamentally linked to UMKC's mission statement and strategic plan.

Members of the TASK FORCE met with Division Chair Kenneth Martin to discuss the performance of Theatre degree programs and the department overall. Professor Martin also provided a written response to a questionnaire that we sent him in advance of our meeting. This department was subject to additional scrutiny because it shows a net revenue deficit of \$559,879 (Definition 2) or \$474,759 (Definition 4). Overall student headcount declined modestly over the past five years, by about 19 students or 13.8%. This decline is almost entirely attributable to declines in the Design & Tech MFA, which decreased by 14 students. Other degree programs either saw small increases or small decreases in student headcount.

Like many other departments and programs at UMKC, Theatre has seen a consistent and significant decline in faculty and graduate student support. Martin reports that in 2013 the program had twenty full-time faculty; currently, there are eleven. Declines in graduate student headcount are directly attributable to budget cuts, decline in faculty, and reductions in the number of graduate assistantships. The department has been pursuing a strategy to "right-size" the program. In addition to reducing graduate assistantships and headcount in the Design & Tech MFA, the MA in Theatre has been placed on a "hiatus," which is likely permanent.

This loss of resources, which reduced an even larger operating deficit in the past, has diminished the standing of UMKC's highly esteemed MFA in Theatre, but the department is

seeking ways to continue to offer a world-class MFA program with dwindling resources. They have several plans that would improve the financial performance of the department, including updated degree programs that integrate new and emerging technologies such as design and production for Augmented and Virtual Reality. But they cannot implement them on their own and require collaboration with other departments and administration. They have identified the Kansas City Repertory Theatre (KC Rep) as either an important partner or an impediment to their future development. The KC Rep currently occupies significant performance and auxiliary space on campus, both of which are necessary for the development of Theatre programs. As it exists now, the KC Rep does not support Theatre programs but rather inhibits them by occupying space needed by the department without offering significant opportunities for UMKC students. This is a constraint on the Department of Theatre that it cannot resolve on its own.

There are several important factors we considered in assigning scores to the Department of Theatre and its individual degree programs. UMKC Theatre has long been nationally recognized, is ranked among the top professional theatre training programs in the United States, and has won important nationally competitive awards. It offers the only MFA theatre program in Missouri, and, regionally, only the University of Iowa offers MFA degrees across the spectrum of specialties. Graduates of UMKC's Theatre programs are a force in the Kansas City theatre community, including founding numerous theatre companies in the city. UMKC Theatre has played a significant role in establishing the local theatre industry and plays a vital role in sustaining it. We find that closing this program would unquestionably leave a critical educational, social, and economic gap in our region and state, and no other state or regional program can deliver the program with the quality of UMKC Theatre.

School of Education – Educational Leadership and Policy Score: 1

The total instructional salary and benefits figure for ELPF listed on the Program Review spreadsheet is \$901,521. This is incorrect for two reasons. First, the \$901,521 figure includes as instruction costs the entire base salary of a faculty member with a split faculty/administrative appointment. According to this faculty's contract, 40 percent of the base 9-month salary is devoted to teaching. As compensation for the faculty member's role as Urban Education Research Center (UERC) Director, this contract provides a teaching reduction of 3 courses per year. This suggests that the faculty's base salary attributed to ELPF's instruction costs is \$40,600 (40% of the \$101, 500.81 base salary). Including only 40% of the faculty member's base salary in ELPF's instruction costs reduces those costs by \$76,802 (\$60,900 in direct costs).

The \$901,521.00 figure also includes costs of a faculty member who was not an instructional faculty member in any capacity in AY 19-20 (she retired in spring 2020). This faculty's salary and wage (\$33,085.27) and benefits expenses (\$12,630) total \$45,715.83 and should not be figured into the \$901,521.00 figure. Removing \$60,900 and \$45,715 results in a total AY 19-20 ELPF instruction salary and benefits figure of \$794,905. Also, salary and benefits for ELPF do not reflect the grant activity in excess of \$1,000,000 and the significant external income generated by the UERC, which is affiliated with ELPF.

The financial contribution of UERC to the UMKC School of Education was in excess of \$156,000 in FY 2020 and external income of \$435,000 is anticipated for FY 2021. Upon close review of courses credited to ELPF, two ELPF courses were not correctly listed as such, adding an additional \$50,000 to ELPF student credit hours.

A review of the six ELPF programs indicates that employment placement rates for each are at or near 100%. ELPF has strong ties to local, regional, and national education communities to facilitate graduate placement. Further, many ELPF students come to UMKC as full-time employees seeking graduate training to further professional careers. Because educational leadership programs are essential to the identity of research universities, it is unsurprising that, with the exception of the ELPF IPhD, Missouri offers several programs similar to those offered by ELPF. However, no other programs in Missouri emphasize ELPF's commitment to social justice, equity, and inclusion. ELPF's unique focus on urban education and social justice pedagogy prepares teachers, leaders, and scholars to transform schools and universities in ways that promote equitable educational opportunities and outcomes, especially for historically excluded groups. ELPF faculty are leading scholars in diversity and educational inclusion. They present at high-profile conferences, publish in leading journals, and are deeply committed to service in all areas of the academy. The work of ELPF is in complete alignment with the five UMKC Strategic Mission pillars through the programs offered. Students experience exceptional learning, take part in discovery, and transform their communities through committed engagement. At the core of their work is a dedication to multiculturalism, globalism, diversity, and inclusion.

The UMKC School of Education (SOE) ELPF is the only one in the region that is solely focused on serving richly diverse urban schools and communities. School districts and the KC community have come to recognize the SOE as the leader in preparing teachers, educational leaders, and mental health professionals that are culturally responsive, community-centered, and focused on the unique needs of diverse constituents. The focus on culturally responsive pedagogy, educational equity, and diversity and social justice is a unique hallmark of SOE programs. SOE faculty, many of whom are faculty of color, are well qualified and deeply committed to serving the needs of urban students – and all other students who call the SOE their intellectual home. In a time of educational upheaval when teachers and administrators are leaving their professions, the need for a well-resourced SOE within an urban-serving university like UMKC has never been greater. The KC philanthropic community recognizes the SOE as a vital resource for addressing equity, social justice, and anti-racist practices in our community and has made significant investments in its work. Because of past success and current programs in the SOE, its Institute for Urban Education is currently one of the three program-related fundraising priorities of the UMKC Foundation.

Finally, ELPF is home to four full-time faculty of color. At a time when UMKC recognizes the critical need to attract and retain faculty from diverse backgrounds, ELPF has long been the division that lives this ideal. As a result, ELPF faculty bring a broad expanse of experiences and history to conversations around race, equity, and social justice that are at the core of the university's mission.

Counseling Psychology (in School of Education) **Score: 1**

The current salary and benefit (S&B) data mis-represents the Counseling and Counseling Psychology (CCP) division and likely affects all three divisions at the SOE. First, the associate dean's salary was charged to CCP although associate deans do not fully contribute to the instructional workload and instead should be accounted for as academic support. Second, the associate dean switched divisions (CCP to Educational Leadership, Policy and Foundations (ELPF)). Third, only half of one faculty member's salary was charged to the division, while the other half was charged to a different unit because of administrative duties. In addition to S&B data errors, some EDRP courses (5502, 5505, 5510, 5516) were incorrectly credited to CCP and should have been assigned to ELPF. Similarly, four PHYS-ED courses (174, 323, 350, 391) that were incorrectly assigned to Teacher Education and Curriculum Studies (TECS) should have been credited to CCP.

Of the individuals who have graduated from the PhD program in Counseling Psychology since 2014 (n = 37), approximately 81% (n = 30) had already secured full-time employment at the time of graduation to positions as staff psychologists, post-doctoral residents, faculty, higher education administration, consulting, or private practice. Employment settings included university counseling centers, hospitals, university academic departments, prisons, military, private practice, or consulting organizations. A majority of master's students find counseling positions in PK12 school settings, community mental health clinics, hospitals, and private practice. Demand over the next 10 years is projected to significantly grow for school, mental health, and couples and family counselors.

Although UMKC's Psychology Department offers a PhD in Clinical Psychology and other universities offer similar doctoral degrees (e.g., UM-Columbia and University of Kansas) and master's degrees (e.g., Avila, University of Central Missouri and MidAmerican Nazarene), UMKC's programs remain popular among applicants. The past 4 years, the Masters and PhD programs have received 59-81 applicants and 96-150 applicants, respectively, for 4 to 7 doctoral slots and more than 50+ master's slots each year. Due to strong applicant pools, we intentionally exceed our 50-student annual enrollment target for our Master's program, increasing SOE enrollment rates.

The Counseling and Counseling Psychology programs significantly contribute to the UMKC strategic plan and mission. The program remains critical in overseeing its in-house training clinic, Community Counseling and Assessment Services (CCAS), which serves the dual purpose of offering low-cost counseling services to the Kansas City community and training for CCP graduate students and clinical psychology students. CCAS remains critical for providing graduate students a setting for experiential learning and training, and provides a unique outlet for both faculty and students to provide a critical service to Kansas City's underserved community. Moreover, in collaboration with UMKC Counseling Services, CCAS also provides counseling to UMKC students who would otherwise be placed on a wait-list. Furthermore, faculty's scholarly contributions illustrate how they satisfy the research mission of UMKC.

Eliminating these degree programs would significantly reduce course offerings, cut vital faculty who are instrumental to training future counselors and counseling psychologists and reduce the capacity to operate and oversee CCAS.

School of Dentistry – Dental Hygiene Score: 1.

The total AY 19-20 Dental hygiene salary and benefits figure listed on the Program Review spreadsheet is \$908,301. The TASK FORCE contend that the true figure is lower for four reasons. First, the \$908,301 figure includes the salaries of two faculty that hold administrative positions within the School of Dentistry and do not have teaching responsibilities within the Division of Dental Hygiene. These salaries total in excess of \$216,000. Secondly, the Division of Dental Hygiene has recently lost 2 full-time faculty positions and 3 part-time adjunct faculty positions whose salaries when totaled are in excess of \$409,000.00. Thirdly, the student credit hours attributed to the Division of Dental Hygiene are in question. All students in the each of the three Division degree programs enroll in required coursework offered through the Division. Students not admitted into any one of the three degree programs are not allowed to enroll in Dental Hygiene coursework. Therefore, there should be little difference between Major SCH and Course SCH, however the financial spreadsheets suggest over a \$150,000 difference. And finally, after discussion with the Director of Business Administration at the SOD, the Task Force learned that the line items that were used to identify salary and benefits for the Dental Hygiene department may not have been identified correctly. It is important to note that the TASK FORCE was provided with three different Program Review spreadsheets with salary and benefit information for the Division of Dental Hygiene, and none of these figures matched, making it very difficult to truly understand the financial status of the Division.

Aside from the financial picture for the Division of Dental Hygiene, the Division has nearly a 100% placement rate for the graduates from all three degree programs, and projected job demand continues to outpace most other professions. Applications and acceptance into the DH programs continue to be highly competitive. It is important to note that there are no other dental hygiene programs in the state of Missouri like the ones offered at UMKC. The scope of practice for dental hygienists is expected to expand in many states across the US. With the expanded scope of practice will come the demand for advanced degrees. UMKC is positioned to meet the demand for advanced degrees with the three degree programs that are offered. In addition, the students in the Division of Dental Hygiene provide in excess of \$1,210,000 of dental care to the Kansas City, Missouri community. The Division of Dental Hygiene is integral to both the School of Dentistry and the University and are fully aligned with the mission, vision, and strategic plan of both. If the Division of Dental Hygiene were to be closed, it would have a significant negative impact upon the School of Dentistry, UMKC, and the Kansas City Community.

School of Medicine – Biomedical/Health Informatics Score: 1

The current salary and benefit (S&B) data misrepresents the Bioinformatics department by including two faculty and one staff member no longer at the university and by not correctly

differentiating S&B into teaching, research, or service. Important clarifications include 1) 14% of 19-20 AY salaries are attributed to teaching; and 2) The 19-20 AY S&B of \$1,404,194 is reduced to \$1,130,988 after reducing FTE to 3.0. The 2.4 FTE of faculty effort devoted to teaching in FY2020 reduced to 1.6 FTE after two faculty departed. Salary and benefits also do not reflect Bioinformatics faculty are further compensated by Emergency Medicine Department and Psychiatry Department for resident research education and support. Salaries also do not reflect the \$2.7 million in grants brought in for FY2020, many of which generate additional 55% F&A for the university. Based upon actual academic expenditures (estimated at \$254,000 for AY19-20) and net income (estimated \$272,489 student credit hour before discounts), the department is close to breaking even after accounting for discounts. Furthermore, graduate program headcount has doubled between 2019 and 2020.

According to the U.S. Bureau of Labor Statistics, the number of jobs in the field is projected to grow twice as quickly as overall employment through 2022, rising 22%. Bioinformatics offers a Graduate Certificate in Clinical Research, a Master of Science in Bioinformatics, and IPHD in Biomedical and Health Informatics. Many health care professionals in Kansas City pursue these degrees to obtain training in clinical research and analytics. The Department averages 10-15 graduates annually with graduates obtaining positions at Harvard Medical School, CDC, NIH, MU, and Intermountain Health Care. Bioinformatics in KC is growing, and the city is home to 3 of the largest bioinformatics companies in the country. The departments' existing relationships with KC informatics industry (Cerner, Quintiles, Netsmart) provide local employment opportunities. Faculty and graduate students are engaged at the regional and national level. Some examples include their role in UMKCs Health Equity Institute leadership, research with the KC Faith Initiative to address health inequities in the African American communities, and collaborating with the National Hockey League on concussion prevention. BHI faculty collaborate with local health departments and the KC Care Clinic.

Washington University in St. Louis offers MS Informatics, MS Clinical Research, and Doctorate in Informatics; and UM-Columbia offers MS Informatics. Despite similarities, UMKC distinguishes itself with interdisciplinary PhD programs, allowing students to integrate complementary disciplines (e.g., bioinformatics with biology, pharmacy, or math). Furthermore, no program in Missouri offers graduate certificates in clinical research, which are ideally suited for medical professionals working in KC area health centers. The Bioinformatics department contributes to UMKC's strategic plan and mission. The program remains critical for providing BA/MD students, residents, fellows, and faculty unique research opportunities through a highly popular research elective at SOM and residency research mentoring through the Psychiatry and Emergency Departments. These added service and teaching initiatives on behalf of BHI faculty make SOM unique and prepare residents to seek out competitive residencies after graduation. Furthermore, BHI's involvement in community-based collaborative research in KC with KC Care Clinic and the KC Faith initiative illustrate how bioinformatics contributes to the mission of UMKC as an urban university that integrates scholarship, learning, and service into their everyday activities.

IV. Summary Reports: Departments and Plans with Significant Declines in Majors.

Bloch School of Management

Accountancy

Accounting MS (-38.8% -- 139 to 85) Score: 1

Enrollment of international students has collapsed. In 2015, nearly 40% of the MSA students were international. Domestic demand has been, and is expected to be, strong. The accounting program is profitable. And the existence of the MSA degree attracts bright and ambitious undergrads to the BSA since those students often continue for a fifth year to earn the MSA and then the CPA certification. Job placement rates have been terrific.

Cookingham Institute

Grad Cert in Nonprofit Management and Innovation (-37.5%. – 8 to 5) Score: 1

These enrollment figures are incorrect. According to the Chair of the Department of Public Affairs, enrollment has increased from 4 students in 2015 to 5 students in 2020. The certificate program imposes no marginal cost and has been a feeder program to the MPA.

Public Admin MPA (-29.1% -- 134 to 95) Score: 1

These enrollment figures are incorrect. According to the Chair of the Department of Public Affairs, yearly enrollment has declined only 14% in the last five years (25% in the last 6). Much of the decline can be attributed to the elimination of the Executive MPA program in 2018. Despite the lack of any substantial marketing, the regular MPA program has maintained a consistent enrollment of about 75-80 students for the last five years and appears to have enormous growth potential.

Global Entrepreneurship & Real Estate & Management Combined

PhD Entrepreneurship and Innovation, Global Entrepreneurship (- 33.3% -- 9 to 6) Score: 3

The Entrepreneurship PhD program is operationally winding down. No new applicants have been accepted recently, and after the end of the current academic year, there should be no remaining in-process PhD students. However, the Department Chair wants this program to be listed as dormant rather than be eliminated, with the hope that in the future a Bloch School-wide PhD program might become viable.

MERE Entrepreneurial Real Estate, Lewis White (-95.7% -- 23 to 1) Score: 2

Enrollment in this degree program has not declined. Enrollment has actually increased since 2015. The master's degree in entrepreneurial real estate was renamed the "MSERE" in 2017. In 2015, there were 23 MERE/MSERE students; in 2020, there were 29. However, the real estate program appears to be unprofitable in the sense that tuition revenue from all real estate courses do not quite cover the S&B of the real estate professors. The program seems to suffer from a lack of marketing, and there appears to be latent demand for the MSERE. Also, the real

estate program supports the undergraduate and MBA real estate emphases and earns considerable outside income. UMKC has contracted with the White Family Foundation to support the Lewis White Real Estate Center. The White Family Foundation provides external financial support.

College of Arts and Sciences

The decline in majors in departments across the College of Arts and Sciences (CAS) is a result of many factors: an overall decline in the CAS student population; ongoing reductions of faculty in CAS through attrition, poor pay and support, and a failure to let departments replace crucial faculty lines; poor marketing and outreach efforts over a sustained period; a lack of effective leadership in the Dean's office; excessive CAS General Education requirements on top of the University General Education requirements; and a shift in strategic budget priorities to more fully support professional schools. Some of the reports from departments specifically noted that the foreign language requirement for CAS has caused a loss of majors, depressing recruitment and retention. Further, the barriers to hiring when faculty leave or retire has reduced the number of full-time faculty in crucial areas, with a consequent loss of majors.

Art and Art History. Score: 1

IPhD Art History (-40% -- 5 to 3) Score: 3

MA Art History (-24% -- 25 to 19) Score: 2

MA Studio Art (- 33.3% -- 9 to 6) Score: 3

Loss of majors due to loss of faculty with only one full-time and one joint appointment. Loss of major headcount can be traced back to faculty loss. From 2016 to 2019, the department lost four art history faculty through retirement: an MA program that normally had 30 students has faded in direct response to faculty retirement and a failure to replace lines. GTA support has been reduced to zero, leading to further declines. While Art History has low majors, faculty produce high SCH since they offer high cap lecture classes rather than smaller art production classes. Art History supports the high numbers of Studio Art students because they are required to take Art History classes. Art History faculty teach more SCH than the studio art faculty. Art and Art History are two sides of the same coin and work together. An endowed position has been vacant for the past three years; this would provide an Art History professor who would boost the entire department.

The faculty in the Art and Art History department have decided that the iPhD in Art History and the MA in Studio Art are no longer viable.

Architecture, Urban Planning, and Design. Score: 1

Urban Studies Program (-39.1% -- 23 to 14) Score: 1

The decline of majors is caused by the loss of faculty across the CAS and the lack of replacement of faculty in departments that make significant contributions to the Program. Over the last decade, urban faculty in Economics, Geography and Political Science have not been replaced.

Cuts in adjunct budgets have led to fewer urban courses being offered on a regular basis. Urban studies enrollment has been hurt by the failures of UMKC admissions outreach, increased competition in the development of urban public health in the School of Nursing and Health Sciences, as well as the development of undergraduate real estate courses in the business major at the Bloch School.

The data on Urban Studies is incorrect since there are no assigned faculty to the program, but the program generates funds through the majors in the program. Urban Studies has no expenditures in terms of faculty and benefits. Urban Studies graduates serve the broader community. Graduates work with neighborhood and community development organizations, the federal government, local nonprofits, banks, and financial institutions. Students provide 1000s of hours of internship service. The Urban Studies program directly addresses two of the five pillars of the UMKC Strategic Plan: Pillar 3: Transform our community and region with impactful engagement; Pillar 4: Foster an environment of invigorating multiculturalism, globalism, diversity and inclusion. Urban Studies is the only such program in the greater Kansas City area. The program contributes directly to the State of Missouri in the areas of racial equity and community economic development.

Communication Studies. Score: 1

Communication Studies BA (-20.0% -- 425 to 340) Score: 1

The decline of 20% in Communication Studies BA from 2015 to 2020 can be attributed to the migrating of students from the Film and Media Studies (FMS) emphasis to Film and Media Arts (FMA) BA. The department generates \$2,142,103 SCH in AY19–20 contributions to UMKC. The department provides service to other units of UMKC in general education. It serves the local communities by offering emphases and degree programs in Interpersonal and Public Communication, journalism and mass communication, and film. Its graduates contribute to local economy and development with the knowledge they have learned. Helping students with employment: Internship programs help connect students with employers. (See the full report with graphs within the Communication Studies Appendix,)

Creative Writing. Score: 1

Creative Writing MFA (-40.5% -- 42 to 25) Score: 1

Because Creative Writing is, in many ways, a unique program, we decided to report on it separately from English. We recognize that some of the English report includes references to Creative Writing, but we feel strongly that Creative Writing is one of UMKC's greatest assets and should be a target of investment and support. The MFA program in Creative Writing and Media Arts has had an average enrollment of 29 students since its inception in 2009. Enrollment is currently 32 students. In addition to 32 grad students, there are 36 undergraduate Creative Writing majors and roughly 20 minors in FS20. That's a faculty/student ratio of 1/22. Of the 53 students who graduated the MFA program between 2015-2020, there is job information on 50 of them. 100% of those students are employed. From 2015-2020,

Creative Writing undergraduate majors went on to MFA and PhD programs at a number of prestigious universities. From 2015-2020, Creative Writing students and alumni published 56 books and 925 articles, poems, stories, and performances, etc. Creative Writing faculty have published twenty-nine books with national and international presses and have won two Guggenheim fellowships, four National Endowment for the Arts Fellowships and the Hodder Fellowship. Creative Writing is the most successful Creative Writing program in Missouri, with the financial support of many important public institutions, foundations, and business leaders in Kansas City, including the Kansas City Public Library, the Durwood Foundation, and the William T. Kemper Foundation. The region would experience a significant deficit if this program ceased to exist. With sustained investment, UMKC has the potential to become a hub for the field of Creative Non-Fiction and other growing fields including Documentary Screenwriting, Creative Public Relations, Popular History, and so on.

Criminal Justice and Criminology. Score: 1

Criminal Justice & Criminology MS (-25.7% -- 35 to 26) Score: 1

The drop for AY19-20 can be accounted for by the development of a new “4+1” dual degree program that tracks the BA-CJC students into the MS-CJC program and enables them to obtain both degrees in 5 years. When accounting for 4+1 students, the graduate headcount has been stable since 2015. The MS-CJC program has been increasingly difficult to sustain, given major losses in faculty teaching capacity. The department lost two TT faculty members, who were replaced with NTT faculty (*who cannot teach MS-CJC students*) and two TT faculty are now serving in administration in the Provost’s office and CAS Dean’s office. MS-CJC graduates obtain employment and promotion at a variety of local, state, and federal CJ agencies and related social services organizations. Compared to CJC programs in our region, MS-CJC program is unique in its research emphasis and its social justice orientation. The CJC department is vital to UMKC’s mission to produce and disseminate knowledge of public value, and relatedly, to Pillars 2 and 3 of the strategic plan. The MS-CJC program serves a diverse study body, including many students from underrepresented groups (BIPOC students, nontraditional students, first generation students), also contributing to Pillars 1 and 4 of UMKC’s strategic plan. Net revenue exceeds salary costs. A growing job demand from the Bureau of Labor Statistics predicts 14% growth in the criminal justice field and our graduates are highly competitive for these positions. They routinely obtain high-level placement with CJ and related agencies after graduating. See the addendum to understand the restructuring of the BA/MA/MS program to understand the correct student numbers in the department.

Earth and Environmental Sciences. Score 1

Geosciences IPhD (-26.7% -- 15 to 11) Score: 1

Environmental Science BS (-30.7% -- 88 to 61) Score: 3

Geography BS (-33.3% -- 15 to 10) Score: 3

Geology BA (-87.5% -- 8 to 1) Score: 3

Geology BS (-60.4% -- 48 to 19) Score: 3

The Department of Earth and Environmental Sciences (EES)'s student head counts have been growing for the past five years and its net-revenues are positive. Enrollment in its new B.S. degree in EES increased from 23 in fall 2019 to 56 in fall 2020, a 143.5% gain. Similarly, enrollment in the department's B.A. in Environmental Studies increased by 52.4% in the last five years. EES lost 4 (or 36.6%) full-time faculty members in the past 6 years. To address all challenges, EES completed its academic program restructuring and innovated program curricula before fall 2019. Along with its strong graduate programs, the EES faculty are highly productive in research in terms of publications and grants. Since May 2014, EES faculty have received approximately \$2M external funding, mostly from federal agencies. Note: UMKC Program Review data is missing external funding records, which is an important revenue item. The job market for EES graduates is very strong due to a high demand for a workforce with Earth and environmental science training and geospatial technology (e.g. GIS) skills. EES faculty and students are working to address pressing environmental and sustainability issues facing global societies and local communities. The department contributes to UMKC STEM, Gen. 2.0 education, and supports the UMKC mission and strategic plan.

The faculty in the Department of Earth and Environmental Sciences have decided that the BS and BA in Geography, the BA and BS in Geology, and the BS in Environmental Science are no longer viable and have replaced them with new degree plans.

Economics. Score: 1

Economics *IPhD* (23.9% -- 67 to 51) Score: 1

Enrollments in the Department of Economics degree programs have suffered primarily because of a significant reduction in the number of tenured/tenure track and NTT faculty. Between 2014 and 2018, department faculty were reduced from 9.5 tenured or tenure track faculty and 3 full-time NTT faculty to 5.5 tenured/tenure track and 1 full-time NTT faculty. This 48% reduction in faculty is due to an inability to replace retirements and resignations, significantly damaging the departments' ability to attract and retain students at all levels. Furthermore, the reduction in international students coming to the U.S. after the 2016 election impacted graduate student enrollment. Of particular importance in this is the decline in students from Saudi Arabia. Finally, a reduction in GTA support has reduced IPhD enrollments. Despite these declines the Department of Economics continues to have an excellent international reputation and draws doctoral students from around the world. UMKC Economics is a significant contributor to the mission of discovery at UMKC. The department has produced 75 IPhD students since 1995 and has a 100% placement rate for graduates. UMKC Economics is also designated as one of the UMKC's "Unique Academic Programs and Programs of Distinction" in the Strategic Plan (12).

Economics MA (-57.5% -- 80 to 34) Score: 1

The significant percentage decline in MA enrollment was, in part, caused by an arbitrarily high number of MA students in the AY15-16 graduating cohort. The total decline in students over the AY16-20 period was 46 students, but 20 of these students were lost in just the first year of the period. This is because an unusually large number of students from Saudi Arabia entered

the MA program in Fall 2014 and graduated in Spring 2016. Declines in headcount in the Economics MA program also resulted from the same problems discussed under the Economics IPhD. Declines in the Economics BA program also contributed to declines in the MA program. Department placement rate for MA students is close to 100% at graduation, and demand for graduates with degrees in economics, at all levels, is strong and projected to grow.

Economics BA (-41.9% -- 124 to 72) Score: 2

Demand for graduates with degrees in economics, at all levels, is strong and projected to grow. Pay for students graduating with an economics degree is consistently among the highest of all college graduates. As noted above, the department suffered a 48% reduction in tenured, tenure-track, or full-time NTT faculty between 2014 and 2018, which adversely affected its ability to staff courses, advise students, organize department events, etc. The 41.9% reduction in students reflects this reduction in department faculty, as well as the declining enrollment in CAS overall. Despite these declines the Department of Economics continues to have a strong international reputation and is designated as one of the UMKC's "Unique Academic Programs and Programs of Distinction" in the Strategic Plan (12). Center for Economic Information has received an average of \$650,000 in grant-funded research annually over the past five years.

English. Score: 1

BA English (-30.7% -- 218 to 151)

Score: 2

The decline in undergraduate English majors is intertwined with a decline in the number of full-time non-tenure track faculty members. The department feels its decline in majors is connected to the change from traditional Composition courses to Discourse. The department has fared better than many English programs across the country over the past decade. Greater emphasis has been placed on the growing fields of creative, technical, and business writing. The Department has three Curators' professors and ten Full Professors. These faculty contribute significantly to the University and the UM System. English department faculty and students contribute to the local educational workforce from high schools to colleges as well as credentialing HSCP teachers. Faculty and students have done teaching, writing, fundraising, organizing, and networking at a wide range of core KC Metropolitan organizations. The English department is central to UMKC's strategic plan, by "promot[ing] learning through the discovery, preservation and dissemination of knowledge of public value across a broad spectrum of disciplines." From 2018-2020, the faculty were awarded six prestigious national and international grants totaling \$551,317. Since 2015, they have published a total of 18 books, putting English ahead of English faculty at KU and MU. Likewise, our BA, MA, MFA and IPhD students participate in research and creative productivity. The department has room to grow, particularly in creative and technical writing as well as in American Studies and Digital Humanities.

Foreign Languages. Score: 1

Romance Languages & Lit – MA (-75.0% -- 24 to 6) *Score: 2*
Languages and Literatures BA (-39.5%-- 129 to 78) *Score: 2*

To address the decline in FLL graduate students, the department encourages undergraduate majors to apply for the FLL MA. The current data in the budget spread sheet provided by FSPE had incorrect data for 2015, beginning with 5 graduate students not 24. The new approach has seen already an increase in numbers from F19 (0 grad students) to F20 (5 new students). In Fall 20 FLL started offering a new major, International Studies, which includes a foreign language component. International Studies degrees are popular in other universities, and FLL expects good enrollment numbers going forward. Spanish and French majors are a key element in internationalization plans for UMKC. They connect UMKC to the Latinx and refugee communities in Kansas City. Graduates go into a wide range of fields including PhD's at prestigious universities. Languages majors are one of the most popular double degrees in the US. However, in situations of economic crisis, when students cannot afford to stay that extra semester to finish the second degree, they have to replace it by a minor. That is one of the trends FLL has seen: a decrease in number of majors and, in some cases, a dramatic increase in the number of minors. See addendum to find the full report that shows the data in the spread sheet is incorrect on the majors and graduate programs due to restructuring of BA/MA programs.

History. Score: 1

Religious Studies IPhD (-81.8% -- 11 to 2) *Score: 3*

The data provided on the UMKC Forward Program Review spreadsheet does not accurately reflect the economic health and impact of the History Department. The data counts \$62,463.75 that should be considered an asset as a deficit. If adjustments are made, according the UMKC Forward data, History faculty made \$745,488.74 over our costs in FY20. 100% of recent MA students are employed in their field or are attending funded doctoral programs. The History MA program grew by 22% in FY21.

The Public History initiative has made UMKC a destination program for students seeking careers in archives, museums, and other cultural institutions. The History Department actively embodies the UMKC Mission as an urban research university by “promoting learning through discovery, preservation and dissemination of knowledge of public value.” Much of this work has the goal of embodying “diversity and inclusion” in order to “enable transformational impact.” They achieve this through research, teaching, mentoring, and public outreach.

Mathematics. Score: 1

Statistics MS (-62.5% -- 16 to 6) *Score: 2*
Mathematics & Statistics BA (-45.0% -- 20 to 11) *Score: 1*

To address the decline in math major and graduate students the Math & Stat Department has put forward an aggressive plan of increasing the number of students. Since the Fall 2019, Math

& Stat have modernized the department by introducing new degree programs and career paths. Math & Stat enrollments have significantly increased since last year. There is an overall 16.5 % increase in enrollment since FS19. Math & Stat have doubled the number of MS students since SP20. The number of Math majors increased by 15% since FS19. Math & Stat have a total of 84 graduate students: 20% increase since FS19. The 5-year plan is to raise majors to 100. This semester, Math & Stat have a record high number of MS applicants with 32 new applications for the MS programs. Math & Stat is the only department in the region that offers MS in Statistics. (See full description and tables and stats in Appendices folder for Math & Stats). Math & Stat students have been very successful, and they have obtained internships from several local corporations. Math graduates are part of the STEM workforce in Kansas City. In AY 19-20, 46 students graduated with a math or stat degree from UMKC. This includes 5 PhDs, 7 Masters, 15 BS/BA Math & Stat Degree, and 19 Math minor degrees. Graduate programs in Math & Stat are extremely important for external funding. The department has recently and jointly applied for large NIH and NSF grants. Without the graduate programs, Math & Stat will lose its chance of getting externally funded. Combining Math/Stats (among top ten net revenue units) with Bioinformatics (losing revenue) would serve the university mission and needs of these two units.

Philosophy. Score: 1

Philosophy BA (-24.6% -- 61 to 46)

Score: 2

Since 2015, the Department of Philosophy has maintained a relatively stable head count, with modest decline from loss of faculty. The Department has lost approximately 50% of its faculty but only 25% of majors. Overwhelming majority of Philosophy majors double major so this adds value for students and other depts. The Department of Philosophy's net revenue exceeds salary costs, covering the estimated annual costs of supplies but with limited support for department/unit/university overhead. The Department's net revenue per faculty member is considerably higher than many other departments. Alumni of the Department of Philosophy are in graduate or professional schools at a wide range of prestigious universities. 2014 data shows philosophy majors have the highest GRE scores and at Mid-career salaries are highest among the top Non-STEM careers. Philosophy contributes to UMKC Mission and Strategic Plan through the Bioethics Minor, which serves the School of Medicine/Nursing program, First-Semester Experience (FSE) meta-major in the Life and Human Sciences, and the Race, Ethnic and Gender Studies (REGS) Department. While the Philosophy BA scores a "2" the value of Philosophy to the University merits that the department itself is scored a "1."

Physics. Score: 1

Physics MS (-48.7% -- 39 to 20)

Score: 2

Physics BA (-60.0% -- 5 to 2)

Score: 2

External research dollars 2016-2018 (1.5M/yr). Physics has grown its major and astronomy emphasis since 2010, all while maintaining high overall SCH production. But, the loss of approximately 40% of its faculty in the last 5 years means fewer students. Physics & Astronomy

saw the greatest increase in relative number of majors (BS/MS) between 2009–2014 of ANY other CAS department (+250% increase), and among all STEM programs campus-wide. This expansion also corresponded with the initiation of the Astronomy program, which grew from 0 to >30 majors in 3 years and represented ~1/2 of our majors. A decrease from 11 to 6.25 FTE faculty between 2015–2019 correlates with recent decline in major headcounts. Physics has the 3rd highest revenue from courses PER salary dollar (\$2.7) of ALL programs, and provides 4 fundamental courses required for 8 additional STEM degrees across campus. Physics graduates more majors per faculty member than all other Physics departments in the UM System. Physics and Astronomy are attractive majors for students seeking marketable data analysis and other STEM skills. National enrollment for physical sciences majors is trending upwards at a rate of ~2%/year. For astronomy, this number is in the range of 5–10%/year. Physics majors earn \$81,000 annually, the highest among Physical Sciences majors, and in the top 15 of all degree programs. Regional STEM employers such as Honeywell are expanding their need for trained graduate theoretical physicists. UMKC is the only MO university in the KC area that offers graduate physics training. The electrical engineering department couples very well with physics via the IPHD program that strengthens the Electrical Engineering degree. See full report in CAS Appendices for citation of sources that document market trends, revenue, and potential for growth.

Social Work. Score: 1

Social Work MSW (--30.4% -- 161 to 112) Score: 2

Loss of head count in the School of Social Work (SSW) can be attributed largely to the University's shift to Slate for admissions (i.e., the incorporation of Slate coincides with the large drops from FY18 through FY20). During this period as many as 50 incomplete applications were identified. However, demand for the program has been and remains high. It is likewise important to note that due to our accrediting body (CSWE), the program is approaching the point where it cannot take on much growth in head count due to the required student-to-faculty ratio (which is 12:1). The revenue and expenditures for the program from the university revenue report do not coincide with some recent internal calculations. For example, for the academic year ending May 31, 2020, SSW generated \$965,814 in tuition, \$58,916 in Social Work fees, and students paid \$200,872 in other fees. 2019 faculty compensation (minus two faculty who left UMKC plus a 2% increase in salary, plus department A&E funds) was \$621,000.

SSW students provide 52,000 hours of service to the community annually (which equates to approximately \$1,000,000 in in-kind services). In addition, SSW faculty members serve the broader community by serving on community agency boards and collaborating with community agencies to offer professional workshops, continuing education, and conferences. They have significant competition in the region with online degrees by USC and four area degrees programs: Park University, Avila, KU, and MU (which has a location in the KC metro region). Growth potential and similar programs: the program is in demand, is growing, and plans to develop and implement a BSW, with action steps to be implemented after the new Chair arrives in Spring semester, 2021. Moreover, SSW is a professional school with national accreditation. The current teaching faculty include only four tenured faculty and one tenure track faculty. The

other faculty are NTTs with a Masters in Social Work and a number of adjuncts. The limited number of faculty with PhDs may jeopardize accreditation and damages marketability.

Sociology (with Anthropology emphasis) Score: 1

iPhD Sociology (- 100% -- 1 to 0) Score: 3

MA Sociology (-71.4% -- 7 to 2) Score: 3

BA Sociology (-27.8% -- 126 to 91) Score: 1

Sociology generates net revenue for the University. In AY19-20 Total Revenue (\$1,017,413) was 118% of expenses (\$816, 880). Headcount in the Major has declined, but SCH has increased by 5%. Additional Factors affecting enrollment/majors: In 2010, the Sociology Department had 11 T/TT and 2 NTT faculty members. As of Fall 2020 it has 7 T/TT and 1 NTT faculty members. This is a net loss of 5 faculty members. Also, in 2019, with the launch of UMKC Essentials, it lost the two “Gateway” courses (Intro to SOC and Intro to Cultural ANT) that operate as recruitment tools. The new Gen Ed model essentially closed the “gates.” This new Gen Ed structure has eliminated the opportunity for gateway courses into the major/minor since few beginning undergraduates understand nor are aware of the popular fields of sociology and anthropology.

The decline in Sociology majors at the national level is due to the shrinking of the public sector, which historically serves as the primary source of employment. Long-term trends suggest, however, this will change with shifts in the political climate. These majors also serve the community through work in non-profits, which are growing nationally to pick up the reduction of public services.

Sociology makes critical contributions to the UMKC Mission, STEM, & Diversity focus, supporting a range of programs--Black Studies, Latinx Studies, Women’s, Gender, Sexuality Studies, Urban Studies, Environmental Studies, the GIS Certificate program, the Medical School, and the Social Science Consortium. In 2017, 77% of Sociology BA students from a sample of 250 former students reported successful graduate outcomes (defined as employed full-time, part-time, engaged in voluntary service, military service, or graduate school). In 2018, 73% reported successful outcomes and in 2019, 95% reported successful outcomes. Sociology graduates have successfully transitioned from predominantly public sector to private sector employment.

The faculty in the Sociology department have decided that the iPhD and MA in Sociology are no longer viable.

Addendum: Both Sociology and CAS generate similar levels of revenue despite consistent cuts in resources and fluctuations in majors. If the pattern of cuts in resources were reversed, CAS and the Departments that are critical to the University’s liberal arts mission could grow.

UMKC Conservatory

Music Studies. Score: 1

Music Education *IPhD* (-33.3% -- 3 to 2) Score: 1

Music Composition *DMA* (-33.3% -- 21 to 14) Score: 1

The decline in headcount for this program is the result of an intentional decision to increase selectiveness and to make room for a greater number of Master's students; the MM headcount has increased by 33.3%. There are too few faculty to support an enrollment increase, and there is insufficient classroom space to accommodate further growth. According to the 2018 *Strategic Plan*, this program is considered a "strength," especially given its international reputation.

Music Theory *MM* (-42.9% -- 7 to 4) Score: 1

Not a meaningful decline in headcount.

Performance Studies. Score: 1

Conducting DMA (-62.5% -- 8 to 3) Score: 1

The decline in headcount for this program is the result of an intentional decision to increase selectiveness and to make room for a greater number of Master's students. Combined, the headcount from the DMA and MM Conducting degree programs has decreased from 10 students to 8--not a meaningful decline in headcount. There are too few faculty to support an enrollment increase, and there is insufficient classroom space to accommodate further growth.

Performance Graduate Certificate (-33.3% -- 6 to 4) Score: 1

Theatre Design and Tech *MFA* (-30.4% -- 46 to 32) Score: 1

This degree program experienced a targeted reduction plan imposed by the CAS dean. As with the BA in Theatre, the department wants to update the curriculum to integrate new and emerging technologies in order to attract students and improve financial performance; the department will need to hire new faculty to realize its potential. It is the only MFA theatre program in Missouri and one of two in the region (University of Iowa).

Theatre *MA* (-35.7% -- 14 to 9) Score: 2

This degree program has been put on hiatus by the department due to budget cuts, a 45% reduction in full-time faculty, and reductions in the number of GTAs. This hiatus may be permanent.

School of Biological and Chemical Sciences

MS Cell and Molecular Biology (-33.3% -- 30 to 20) Score: 2

The decline in students in the MS Cell and Molecular Biology degree program from fall 2015 (30) to fall 2020 (20) is due primarily to revisions to MA Biology Program in Summer of 2019.

The revised MA Biology degree is a 1-year program tailored for students who want to be admitted into health professional schools (medicine, dentistry, veterinary). Before 2019, about 1/3 of the students who were in the MS program wanted to go on to a health professional program. Those students are now matriculating into the MA program.

Between Fall 2013 and Spring 2020, 50 students graduated from the MS program. Of those students, 9 matriculated into doctoral programs, 13 matriculated into health professional programs, and 10 gained employment in academic or research positions. There are similar Masters' degree programs in cellular and molecular biology at UM-Columbia, UMSL, St. Louis University (SLU) and the Kansas City University of Medical and Biosciences (KCUMB). One advantage of our MS program to the programs at SLU and KCUMB is tuition costs, while one advantage of our MS program to the program at UM-Columbia is that we offer both a thesis and a non-thesis Masters' degree.

The MS in Cell & Molecular Biology supports the mission of UMKC leading in life and health sciences by preparing students for doctoral programs in the life sciences or for employment as research assistants in academia or biotech and pharmaceutical companies.

IPhD Cell Biology and Biophysics (-54.5% -- 11 to 5) Score: 2
Since Fall 2015, 8 CBB primary discipline students have graduated from UMKC. Fewer students have been choosing CBB-discipline faculty as their dissertation advisor, which has led to a decline in the numbers of students with CBB as their primary discipline. Universities in Missouri with doctoral programs in Biology include UM-Columbia, UMSL, Washington University in St. Louis, and St. Louis University. The Stowers' Institute also has a doctoral program.

The PhD in Cell Biology & Biophysics supports the mission of UMKC leading in life and health sciences by preparing independent researchers in the life sciences that can contribute to society by working in academia or biotech and pharmaceutical companies.

IPhD Chemistry (-68.2% -- 22 to 7) Score: 1
MS Chemistry (-35.7% -- 14 to 9) Score: 1
BS Chemistry (-21.9% -- 96 to 75) Score: 1

The iPhD and MS in Chemistry are necessary to the School of Biological and Chemical Sciences because they help maintain the teaching and research missions of UMKC. The Department has suffered from a lack of support for stipends and new faculty hires: this makes it difficult to entice students to come to the program. Furthermore, the move from CAS to SBC has created serious problems in terms of recruitment because Chemistry lost its presence on the website: there is strong evidence that some recruiters and advisors thought Chemistry had offering degrees. With thirteen faculty, four as ranked NTT, four full professors, three associate professor, and two assistant professors, it is hard to deliver teaching loads, which have increased, while maintaining research programs. When Chemistry was in the College, the department was ranked either in the top three or four departments for SCH generation and

majors. It is hard to maintain that with decreasing support and in the context of the reduced profile due to the move to SBCS..

The department has the most majors and undergraduate degrees awarded with respect to Mid-America State University Association (MASUA) for the past 15 years. These schools include MST, OU, OSU, UN, KState, KU, IU, and ISU (1/15 departments reporting).

The numbers for the MS program are incorrect and are well within a standard deviation. Enrolments are significantly higher in Fall 2020.

School of Computing and Engineering

Computer Science & Electrical Engineering Score: 1

Telecom and Comp Networking *IPhD (-44.4% -- 18 to 10) Score: 1*

Enrollment in this degree program has not declined. Enrollment has actually increased considerably since 2015. This IPhD degree was renamed "Computer Net & Comm Systems" in 2017. In 2015, there were 18 students; in 2020, there were 47.

Electrical Engineering *MS (-82.8% -- 536 to 92) Score: 1*

Enrollment in this degree program spiked from 2014-2016 due to relaxed entrance requirements for international students and high demand for electrical engineers in South East Asia, China, India, and Pakistan. A combination of changing factors in those countries and tightening of SCE requirements after 2016 has caused enrollment levels to return to pre-2014 levels.

School of Dentistry

Grad Cert in Endodontics *(-20% -- 5 to 4) Score: 1*

It is reported that the certificate degree in Endodontics had a decline in enrollment of 20% over the past 5 years; going from 5 to 4 students accepted. This certificate program is approved through the Commission on Dental Accreditation (CODA) to accept up to 4 students each year. The program has always been accredited to have 4 residents, except one year after Katrina where the program was granted to accept one resident from LSU. So, in the last five years the program has had zero lost head count and continues to accept the number of students approved by CODA.

Grad Cert Advanced Education in General Dentistry *(-55.5% -- 9 to 4) Score: 1*

In 2015-16, the UMKC Advanced Education in General Dentistry (AEGD) residency program still offered a 2nd year option in addition to the 12-month program. Through 2015-2016, there were typically one or two 2nd year AEGD residents enrolled. However, in late 2015, new accreditation requirements for the 2nd year option were announced. Because the program did

not meet those requirements, as was true for many AEGD residency programs, it was decided to discontinue the 2nd year option as of July 2016, the start date for the 2016-17 class. Thus, that explains the drop from 8 enrollees in 2015-16 to 6 enrollees in 2016-17 (please note the number of enrollees for those 2 years are not correct in the Program Review file, 9 and 5 are listed, respectively). Beyond the elimination of the 2nd year option, there has been an increase in the number of AEGD/General Practice residency programs in the US and regionally. In an effort to continue to accept only quality applicants, the program has limited the 12-month program to 4 residents annually.

Oral and Craniofacial Sciences MS (-28.6% -- 14 to 10) Score: 1

The Oral & Craniofacial MS program was designed for applicants, who concurrently enroll in an advanced education dental residency program, such as Orthodontics, Periodontics, or Endodontics. The number of enrollees has varied between 10-13 during 2015-2020 based on varying numbers of residents, who chose to dually enroll in the OCS MS program. Moreover, there are a limited number of residents/potential applicants in each program as per the restrictions set by their accreditation requirements, 3 per year in Orthodontics, and 2 per year in Periodontics and Endodontics, but not all incoming residents choose to also enroll in the OCS program. The variation in resident enrollment in OCS MS tends to be related to the respective residency recruitment criteria and the emphasis placed on advanced MS degree level training by those Program Directors. Furthermore, given the reduced number of faculty mentors currently in the OCS department (currently stand at 8 vs 14 in 2005), the current number of MS students the program is capable of mentoring is nearly at full capacity given the number of students that are currently enrolled. Please note, our enrollment numbers per year do not match the numbers in UMKC All Program Review excel file. Based on our enrollment records, only in 2019 do our numbers match the program review.

Grad Cert Periodontics (-33.3% -- 6 to 4) Score: 1

The Advanced Periodontics residency is currently approved by the Commission on Dental Accreditation to accept 2 residents per class following the extension of the program to 35-mo from 30-mo that started in 2018-19. Thus, the current total maximum number of Periodontics residents approved by the Commission on Dental Accreditation is 6. However, for 2019-20 they only have 4 residents, which is linked to the decision by a previous program director to not participate in the national MATCH process. Of all the Advanced Periodontics residency programs across the nation, UMKC was one of three programs to not participate. As a result, none of the applicants interviewed accepted the resident position offered, since all those applicants participated in the MATCH. The Advanced Periodontics residency subsequently joined the MATCH, and filled both resident positions for the 2020-21 class that started in July 2020. It should also be noted that in the most recent application cycle for residents starting in July 2021 (incoming 2021-22), we had 49 qualified applicants for our 2 CODA-approved resident positions.

School of Education

Counseling and Counseling Psychology	Score: 1
Counseling & Guidance MA (-91% -- 122 to 11)	Score: 3
Counseling Psychology PhD (-25.6% -- 43 to 32)	Score: 1
Counseling EDSP (-40% -- 7 to 3)	Score: 3

The 91% decline for the MA Counseling and Guidance degree was due to a name change in FA2017 followed by a 200% increase in the MA Counseling degree. The 25.6% decline in PhD Counseling Psychology was due to 1) three students transferring to the psychology department alongside two faculty mentors, 2) not accepting students in 2019 due to merger discussions between clinical and counseling psychology, and 3) accepting 2-3 fewer students in FA2020 due to loss of faculty. PhD and MA programs remain competitive despite similar doctoral and master's programs at other universities (e.g., UM-Columbia, KU, Avila, University of Central Missouri). The past 4 years, the Master's and PhD programs received 59-81 applicants and 96-150 applicants, respectively. Due to strong MA applicant pools, we intentionally exceed our 50-student annual enrollment target, increasing SOE enrollment rates.

Educational Leadership and Policy IPhD (-24.3% -- 37 to 28) Score: 1

Over the past five years, several internal and external factors have contributed to enrollment decline in the ELPF iPhD program (n=9).¹¹ External factors include the nation-wide and UMKC-wide trend of declining doctoral enrollment; increased stress on school leaders due to the rise of violence in schools; longer hours on the job; added social and political responsibilities; and shrinking public school budgets with sparse opportunities to support advanced academic attainment. While external pressures continue to increase, there will always be a need for socially just leaders, and thus a need for rigorous recruitment and solid support for this program from UMKC administration. Further, these external forces have greatly influenced the decline in enrollment in the SOE and ELPF PK-12 Masters and Educational Specialists degree programs and concomitantly, the decline in our iPhD program. Forces internal to UMKC include the consistent lack of University investment in SOE and ELPF programs in three important areas – replacing tenure-track faculty positions lost to attrition; support for recruitment and marketing; and the absence of a strategic, endowment building focus. No other universities in Missouri or Kansas offer an interdisciplinary doctoral degree.

Educational Administration EDS (-32.7% -- 49 to 33) Score: 1

MA Educational Administration (-29.9% -- 87 to 61) Score: 1

Enrollment decline for the pk-12 Masters of Arts (MA) and Educational Specialist (EdS) programs stems from several causes. Within the past five years, two tenured faculty have retired or left for other employment; neither were replaced. Elimination of reduced tuition rates for graduate certifications and degrees by local school districts has deterred local teachers from enrolling. Loss of School of Education recruiters has constrained our ability to attract new students. In response, we have secured substantial funding from the Kauffman and Hall Foundations to implement a two-year principal certification and master's degree residency

¹¹ There are currently 21 iPhD students with ELPF as a coordinating discipline and 6 with ELPF as a cooperating discipline. "9" is the total decline in 5 years per data provided.

program (KC PLUS; Pathway to Leadership in Urban Schools) and support an NTT faculty member to mentor KC PLUS students. As we continue to grow this innovative program, we anticipate recruiting an additional 10-15 M.A. and/or Ed.S. students per year. Further, we are partnering with UM-Columbia and UMSL to implement a system-wide online District-Level Superintendency Program to launch fall 2021. We anticipate this will yield an additional 10 UMKC students and an additional 10 students from across the UM-System partnership with MU-Columbia and UMSL.

The M.A. in Higher Education Administration traditionally admits and graduates approximately 25 students each academic year, with a target of having approximately 50 students enrolled in any given semester, on a two-year cycle. However, 2015 enrollment was atypical. Upon the 2014 retirement of the program coordinator, all 2015 admission decisions were made by a part-time faculty member who admitted all applicants, regardless of UGPA. This resulted in an atypically large number of admitted and enrolled students, many of whom were underqualified. Unfortunately, several admitted with low UGPAs were ultimately academically dismissed and the program returned to upholding the 3.0 UGPA criterion, returning the program to enrolling and graduating approximately 25 students each year. Additionally, the number of program applications is directly influenced by the number of UMKC graduate assistantships and the ability of international students to access the program. In AY 2019-2020, the program had 43 students enrolled, down seven students from its target of 50 students. The reduction of seven students was directly tied to a reduction of UMKC graduate assistantships, particularly in athletics and student services. International student enrollment might have compensated, but the national political environment likely deterred applications.

Education EdD (-28.8% -- 66 to 47) Score: 1

Two interwoven reasons account for Higher Education Administration (HEA) Ed.D. enrollment decline: An intentional pause in admissions combined with student graduation. The HEA Ed.D. program admits cohorts of 12-15 students every three years and is staffed by two full-time faculty. Advising disruptions caused by faculty member retirement and faculty member removal from doctoral faculty status occurred spring 2014-spring 2015, shortly after a new cohort was admitted. In an effort to marshal faculty advising capacity to support the 21 enrolled students, ELPF faculty paused HEA Ed.D. admissions in 2017. Since this intentional pause, program enrollment was reduced through completion (10), and attrition (4), leaving 7 in progress toward completion. In summer 2020, 14 new students were enrolled; currently, the program enrolls 21 students and is staffed with one tenured faculty and one tenure-track faculty hired in 2015 and 2017, respectively.

Curriculum and Instruction MA (-51.9% -- 208 to 100) Score: 1

Reductions for the MA in CIL General were primarily due to more stringent admission requirements applied to the FA2015 student cohort. More stringent admission requirements applied in 2015 caused enrollment in the program to drop from 173, in Fall 2015, to 92, in the Fall of 2016. Declining enrollment continued for the next two years, to a low of 45 students in FA18. Conversations with local school district partners identified the need to change admission criteria back, which caused enrollment in the program to increase to 73 students in FA19 and

90 students in FA20. Enrollment expected to grow a total of 243 to 303 students per year, driven by going back to the 2015 admission criteria standards and the 5-year contract with Kansas City Teacher Residency (KCTR). The program anticipates 60 to 120 students enroll between FA20 and SP24 due to 5-year contract with the Kansas City Teacher Residency (KCTR) program where UMKC serves as a graduate program connected with KCTR's certificate program.

Curriculum and Instruction IPhD (-23.1% -- 26 to 20) Score: 1

Decline is due to loss of faculty who were on doc faculty and who were supervising doctoral students. There is a faculty of 9, two of whom are junior faculty. The multicultural emphasis has been deactivated. There are students who would be interested in a doctoral degree in this area if we had courses (and more than one faculty member) to support it, but there are too many faculty with extremely limited time: one faculty member leads FaCET and is 49 or 50% administrative; one faculty member is currently splitting her time among IUE, UMKC Essentials, External Relations, and is a Co-Chair of the Division. The program is only down 6 students. When you add the number of doctoral students for which the faculty are the co-discipline, requiring 1 or 2 more committee members, the iPhD program is operating at a high level.

Declining student headcounts can be attributed to a loss of faculty to support the doctoral students in the program as well as a loss of faculty due to competing administrative responsibilities. The deactivation of the multicultural emphasis for the IPhD in C&I has negatively impacted student interest in the degree program. In 2019, three students who applied and were admitted for the program asked for a deferral of admission due to the pandemic for either financial reasons or because they were international students who couldn't travel. Taking this into consideration the program is even with enrollment 5 years ago.

MA Lang and Literacy (-71.4% -- 21 to 6) Score: 1

The declined enrollment of MA Language Literacy is due to 1) eliminating continuing education partnerships with local KC schools and districts, 2) reducing program-specific marketing after centralizing marketing to MComm, and 3) increased competition from online courses. MA students take courses in Teacher Education (TCH-ED 5404), Special Education (EDUC-SP 5515, EDUC-SP 5516) and Educational Leadership, Policy, and Foundations (EDUC-RP 5510, EDUC-RP 5512). Similar degrees are offered throughout KS and Missouri, one of which is Park University's fully online course. However, UMKC fills a unique niche of training their students to work in urban schools, an urgent need in both Kansas City and nationwide. The program curriculum emphasizes collaborative inquiry and innovation, equity, advocacy, and professional leadership and learning – directly aligning with UMKC's mission. Eliminating this program would reduce revenue for UMKC. Because the same faculty teach both the E.Ds. and Master's Degree, eliminating one of the programs could reduce enrollment for students interested in the urban-specific niche.

MA Special Education (-55.6% -- 18 to 8) Score: 1

The declined enrollment of MA Special Education is due to a combination of factors. First, prospective students may be less inclined to enroll in our program that combines a degree with a certificate. For the latter, some opt to for the Missouri's temporary certification program

(TAC) that requires fewer courses, and can be completed while working full-time. Efforts are underway to revive a 44-hour program for previously certified teachers seeking additional certification in special education. MA students take classes in Language and Literacy, Curriculum and Instruction, and Educational Leadership, Policy, and Foundations in addition to classes in special education. Although most area institutions offer similar programs, particularly KU, which has a nationally recognized program, only UMKC offers an urban focus. Given the severe shortage of special educators in Missouri (second highest area of position vacancies left unfilled, graduates always find jobs immediately upon graduation). This program's focus on culturally responsive pedagogy, educational equity and inclusion and their commitment to the KC community is a unique hallmark. Eliminating this degree would end any recognition and reputation for UMKC as training future special educators trained specifically for urban education. The SOE maintains strong ties with KC Urban Schools through the UMKC Institute for Urban Education –KC Education collaborative, helping with job placement. Because this program does not have a faculty line and relies on adjuncts, eliminating this program would not result in cost savings, and in fact, would reduce and harm ties to areas schools by the very adjunct faculty teaching the courses.

Pre-Elementary Education (-38.0% -- 92 to 57) Score: N/A
This is not a degree plan. It is where students are enrolled prior to passing accreditation tests that allow them to enroll in a specific plan of study.

Pre-Education Middle School (-79.5% -- 44 to 9) Score: 3
 Pre-Secondary Education (-84.7% -- 157 to 24) Score: 3
 Middle School Education BA (-37.5% -- 24 to 15) Score: 3

Since we are a professional program and the Missouri Department of Elementary and Secondary Education (DESE) has requirements that need to be met before students can be declared education majors, they are coded as "pre-education" when they enter UMKC and then have to do a DOM when they meet the professional program requirements set by DESE and CAEP (Council for the Accreditation of Educator Preparation). Therefore, pre-elementary education majors matriculate into the elementary education program and the latter is their actual degree program. Faculty in the School of Education have decided that the degrees in Pre-Education Middle School, Pre-Secondary Education, and Middle School Education are no longer viable.

School of Nursing and Health Sciences

Health Sciences BHS (-20.5% -- 708 to 563) Score: 1
 After an initial surge in enrollment, the BHS degree is healthy, with a stabilized enrollment aligned with national trends. With only two T/TT faculty and four NTT faculty, the degree program produces approximately 100 graduates per AY. The new BS in Public Health degree has siphoned off some students from the BHS program. The BHS program director is working with administration and will propose BA and BS degrees to replace the BHS, allowing for more

focused recruiting, an increase in double majors, and the ability to focus degree programs toward particular careers.

Nursing BSN (-38.9% -- 525 to 321)

Score: 1

Due to the lack of a recruiter, well-qualified applicant pools are difficult to establish. Much of the decrease can be attributed to retention issues; budget cuts and loss of faculty have hindered the development of effective strategies/programs for increasing retention. A Quality Improvement team is being established to address retention. There are caps on admissions and graduation numbers established by the MO State Board of Nursing: 125 students maximum for each annually.

School of Pharmacy

Pharmacology IPhD (-82.4% -- 17 to 3)

Score: 2

The headcount of faculty has decreased due to extenuating circumstances that provoked three Pharmacology students moved their primary discipline to Pharmaceutical Sciences (also within our Division) and one left in year 1. Surrounding the departure of a faculty member under troubling circumstances, there was a loss of funding in the Division. As we do not want to take students that we cannot afford, this has caused a necessary decrease in headcount. We had two students graduate in the past two years. Thus, about half of our headcount decrease has been due to the consequences of an anomalous faculty event, and the remainder has been due to decreased funding (and thus decreased ability to take students). We advise reviewing the disciplines within DPPS as a single unit Pharmacology and Pharmaceutical Sciences. Placement and graduation numbers within the Division speak for themselves.

V. Sample Questions asked of Academic Program Chairs/Directors.

Reports on the programs reviewed in Sections III and IV above are attached as appendices. They reflect direct questions asked of chairs and program directors as follows:

For Review Process of programs in Section III:

1. How accurate is the data on the Program Review spreadsheet in terms of revenue and expenditures for your programs? Please specify any errors or mis-representations.
2. What are the employment placement rates of graduates of the programs in your department, including those that have declined in head count? Do you have existing placement relationships that help graduates find employment? What are future employment opportunities?
3. What contributions does the program/s under review make educationally, socially, and economically to Kansas City, the state of Missouri, and beyond?
4. Who else in the state of Missouri offers a similar program (or programs)?
5. How do the programs being reviewed contribute to UMKC's strategic plan and mission?
6. If you were to self-evaluate your programs according to the criteria in the "Scoring Guidance Notes" on the attached Program Review spreadsheet, what scores would you give and why? What extenuating circumstances would you provide for any that are scored "2" or "3."

For Review Process of programs in Section IV:

- 1) How do you explain the five-year trajectory of head counts for majors in your programs? What factors should the Program Evaluation Task Force take into account when looking at these head counts?
- 2) What are the non-major courses that majors in your department took? How many hours does a major do outside your program/department? In other words, what benefits do your majors bring to the University beyond your program/department?
- 3) How accurate is the data on the Program Review spreadsheet in terms of revenue and expenditures for your programs? Please specify any errors or mis-representations.
- 4) What are the employment placement rates of graduates of the programs in your department, including those that have declined in head count? Do you have existing placement relationships that help graduates find employment? What are future employment opportunities?
- 5) What contributions does the program/s under review make educationally, socially, and economically to Kansas City, the state of Missouri, and beyond?
- 6) Who else in the state of Missouri offers a similar program (or programs)?
- 7) How do the programs being reviewed contribute to UMKC's strategic plan and mission?
- 8) If you were to self-evaluate your programs according to the criteria in the "Scoring Guidance Notes" on the attached Program Review spreadsheet, what scores would you give and why? What extenuating circumstances would you provide for any that are scored "2" or "3."