



Enhance Academic  
Excellence



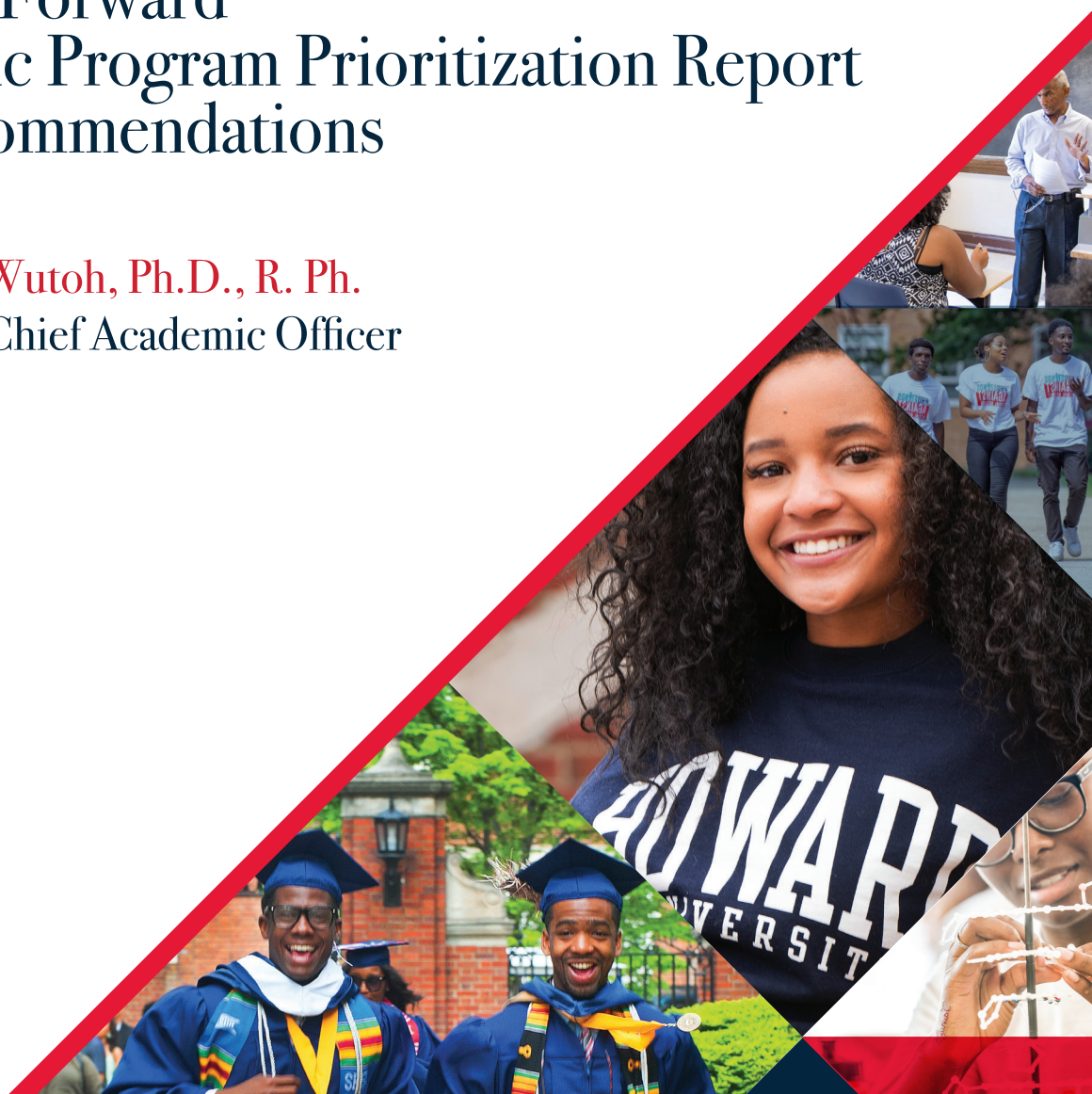
Inspire New  
Knowledge



Improve Efficiency &  
Effectiveness

# Howard Forward Academic Program Prioritization Report and Recommendations

**Anthony K. Wutoh, Ph.D., R. Ph.**  
Provost and Chief Academic Officer





# 1: Introduction: The Program Prioritization Task Force and Provost Anthony K. Wutoh's Derivative Recommendations

In the spring of 2017, Provost Anthony K. Wutoh formed the Program Prioritization Task Force (PPTF) to evaluate the university's academic degree and certificate programs for the purpose of assessing the quality of each program, as well as reviewing various metrics related to academic programmatic evaluation. PPTF membership included representatives of the university's major constituent groups of faculty, administrative staff, and students. To guide the assessment and engage the university community in the work ahead, the task force devised metrics, with associated data sources, assessing five areas: mission, productivity (a measure of the academic program's yield and performance, including program completion and scholarly production), quality, demand, and net revenue (a combined measure of revenue and costs). As data were collected from enterprise systems, programs were asked to complete self-studies. With this information provided, members of the task force's evaluation committee conducted site visits, in which they gathered additional information and clarified points of confusion or omission. The site visitors then evaluated each degree and certificate program, and assigned scores on a five-point scale in each of the areas of evaluation, and finally met in review panels. The

review panel process was designed to help to align site visit teams with one another to ensure consistency in scoring. The scores were then distributed to the programs and the respective deans. The deans were invited to respond to the evaluations and to offer their insights into areas of academic strength and opportunity, activities that might be discontinued, and resources necessary to achieve strategic goals. That information furnished the primary basis for Provost Wutoh's recommendations that follow.<sup>1</sup> A detailed report regarding the development of metrics, organization of the prioritization process, and methodology is available at this link: [http://provost.howard.edu/aapp/PPTF Final Report 2020.pdf](http://provost.howard.edu/aapp/PPTF%20Final%20Report%202020.pdf)

## 2: General Background

American higher education currently faces a period of uncertainty unlike few others in its history. Prospective students and their families—indeed, broad swaths of the public at large—question the benefits to be derived for the associated costs of a college education. Although

<sup>1</sup> The data have limitations with regard to costs and, most critically, the cost of delivering instruction at various program levels, about which more will be said below. The PPTF's ratings of academic programs (as well as the deans' responses) were completed without benefit of the ratings of administrative service units, which were completed later.



few would deny the importance of advanced learning generally, the question remains: at whose expense? Under the watchful eye of skeptics, universities face real challenges in terms of containing costs, while at the same time offering attractive, and relevant programming to students of diverse backgrounds, and of varying educational and career interests.

A recent report from Moody's forecast that growth in operating expenses will overtake revenues at most higher education institutions. Further, that most institutions will need revenue growth exceeding at least 3% in order to be financially sound. Concurrently, many students and families are hampered by student loan debt, limiting the utilization of tuition growth as a revenue source. The report from Moody's noted "With the exception of universities in the South where the numbers of high school graduates are still increasing, enrollment and competitive pressures, combined with a state and student policy focus on affordability, will likely result in low to negative net tuition revenue growth for many regional public and private colleges and universities for academic year 2019-2020." "As a result, there will continue to be a high focus on cost containment over the next year, with continued program rationalizations and potentially more colleges considering merging, collaborating or in some cases closing." (<https://www.insidehighered.com/quicktakes/2019/08/14/moodys-maintains-negative-outlook-higher-ed>)

The COVID-19 Pandemic in the spring of 2020 further exacerbated the looming financial crisis in higher education. Institutions were forced to end face-to-face instructions and transition to emergency virtual instruction in a 1-2 week period of time. Financial pressures were greatly increased as institutions invested in software, hardware and increased technology to support these efforts. Additionally, lost revenue secondary to rebating student room and board, as well as various fees further increased pressure on institutions that were operating with very slim margins, or often times at a loss. This circumstance was particularly harmful to HBCUs and other institutions who did not have large endowments to blunt the impact of the crisis.

Information technology offers a window into the challenges faced by the twenty-first century academy, and particularly by those institutions, like Howard University, that are comprehensive research universities. Faculty, staff, and students alike increasingly rely on computer equipment to perform their work. Information technology has also transformed how current knowledge is manipulated and how new knowledge is acquired, among other things sparking an explosion of

interest in the STEM disciplines (Sciences, Technology, Engineering, and Mathematics), and unlocking the mysteries of the human genome, which in turn has revolutionized biomedical research and clinical practice alike. Information technology has presented new analytical tools to practitioners in arts, humanities, and the social and behavioral sciences as well. If the costs of maintaining existing systems and keeping up with the emerging technologies were not enough, the information revolution obliges universities to innovate in terms of both program offerings and computer-based pedagogies. The experience gained during the spring 2020 transition to emergency virtual instruction further highlighted the opportunities available through thoughtful implementation of greater online instruction.

### 3: Howard University Background

The current prioritization process is not the first such initiative in the university's recent history. In 1991, the Howard 2000 plan resulted in the closure of the School of Human Ecology, and the reconfiguration of other academic units.







President H. Patrick Swygert's Strategic Framework for Action (1997-2007) produced, among other things, the merger of five schools and colleges (Fine Arts, Architecture, Pharmacy, Nursing and Allied Health) into larger academic units. Between 2009 and 2013, President Sidney H. Ribeau's Presidential Commission on Academic Renewal (PCAR) resulted in the termination of more than twenty degree programs and a companion phased retirement program for faculty. Each of these initiatives achieved mixed results, particularly in terms of generating savings that could be redirected to strengthen other needy programs or to support new ones. In 1991, the narrative report that accompanied Howard 2000 cautioned that Howard University "must become a much more focused institution. It must channel its existing resources into those areas where its academic and scholarly strengths exist, and where the nation's future challenges and opportunities lie.... Given the harsh fiscal constraints of the day, no university—including those with endowments far larger than Howard's—can afford to do everything and to do it well." These observations still ring true today.

#### 4. COVID-19 Impact

As noted previously, as the Academic Prioritization report was being finalized in Spring, 2020, the University, and all higher education

institutions were impacted by the COVID-19 (Novel Coronavirus) Pandemic. As universities transitioned fully to emergency virtual (online) instruction in order to blunt the high transmissibility of COVID-19, and implement social distancing, students were displaced from campus residences, and the University moved swiftly to provide prorated refunds of room and board charges, as well as various fees to students. Additionally at the time, projected decreases in revenue from enrollment, research grants, philanthropic gifts, and Howard University Hospital (HUH) net patient service revenue, as well as additional costs borne to increase hospital bed capacity and preparation for a surge in COVID-19 cases, resulted in projections of up to \$40 million in lost revenue and additional expenses. President Frederick affirmed that the University would attempt to close this deficit by decreasing non-personnel spending and effectively and efficiently using the federal funds secured in the CARES Act stimulus package.

In an environment replete with growing skepticism over the value of higher education, the onset of the COVID-19 crisis has further strained higher education enrollments to a greater degree. The uncertainty over the duration of the pandemic and the timeline for recovery has permeated campuses, with early projections suggesting the potential for a 15% drop in enrollment in some institutions, resulting in significant financial losses, and the very real possibility of the closure of a number of higher education institutions.



As we move forward in this unprecedented crisis, many higher education leaders are dealing with the lack of certainty regarding financial impacts, uncertainty regarding spring enrollment, what the mode of instruction will be, how well institutions will be able to attract new students given significant health risks, and the lasting negative impact the crisis may have on higher education. These circumstances made the necessity to consider and implement significant changes in programming and expenditures even more urgent and necessary.

## 5. Howard Forward 2024

The current strategic plan, **Howard Forward 2024**, which President Wayne A. I. Frederick unveiled early in 2018, identifies five strategic goals: enhancing academic excellence, inspiring new knowledge, serving the community, improving efficiency and effectiveness, and achieving financial sustainability. Importantly, the plan identifies key performance indicators to chart progress toward achieving these goals.<sup>2</sup> To fulfill the vision articulated in **Howard Forward 2024**, the university should focus special attention on the following academic areas:

- 1) The STEM fields,
- 2) The Health Sciences,
- 3) The Fine Arts and Communications,
- 4) Business and the Law,
- 5) The core disciplines of the traditional Liberal Arts and Sciences.

The goals of **Howard Forward 2024** as operationalized in these five focus areas will guide the university's programmatic and financial decision-making over the next five years.

## 6. Provost Wutoh's Recommendations

Provost Wutoh reviewed the evaluation scores assigned by the PPTF as well as the respective deans' responses to these assessments to determine each program's alignment with the identified strategic goals and objectives. The 141 current degree and certificate programs are grouped into four categories.<sup>3</sup>

The first category of programs consists of the **strategic investment areas** through which the university will advance its mission and vision over the next five years. These are programs that have demonstrated

their growth and/or revenue generating potential based on their prospects for: attracting future students; serving the community; sparking interdisciplinary collaborations in teaching and/or research; and spawning partnerships with outside corporate and/or philanthropic entities. This category consists of two sub-groups. Programs that fit the description of candidates for **strategic investment** (46 programs in all) include undergraduate, graduate professional, and graduate research programs in the STEM disciplines, the health sciences, the arts, communications, business, and the law. Another 16 programs represent **core investment** opportunities—these are undergraduate and doctoral research programs in the traditional academic disciplines of the humanities, social sciences, biological sciences, and physical sciences that constitute the foundation of every great university. All stand to benefit from the infusion of additional resources.

The second category of programs consists of ones *to be continued*, either *as is* (20 programs) or *with conditions* (21 programs). Those to be maintained *as is* are ones that are currently functioning efficiently and would therefore receive incremental increases of support to maintain program quality, but not major infusions of new resources. Programs to be maintained with conditions are ones that will be expected to make changes in their current practices—e.g., by increasing enrollments or improving their graduation or time-to-completion rates—or risk being recommended for consolidation or termination prior to the next five-year review cycle (2-3 years).

The third category consists of 16 programs that warrant *major reorganization or consolidation*. These programs are not currently performing up to their full potential by one evaluation criterion or another, but that, by virtue of strategic considerations, should not be terminated. The most salient example consists of the graduate research programs in the basic medical sciences, a number of which perennially enroll only a handful of students. A widely accepted model for biomedical research and Ph.D. training involves a single integrated program, with a common core of courses and related requirements, following completion of which students pursue their research with faculty members in their respective fields of expertise or in interdisciplinary configurations determined by the nature of the project. Eliminating the under-enrolled master's degree programs in these fields would enable the faculty to concentrate on doctoral mentoring. Such an integrated

<sup>2</sup> See [https://www2.howard.edu/howard\\_forward](https://www2.howard.edu/howard_forward).

<sup>3</sup> Banner data suggest that the total number of currently offered degree and certificate exceeds 150 programs, but several programs are listed under multiple names and several more that were eliminated as a result of PCAR.



approach would also facilitate participation by faculty members and doctoral students in related disciplines beyond the College of Medicine (Arts and Sciences, Engineering, Pharmacy, and Allied Health Sciences, for instance).

The fourth category, consisting of 22 programs, constitutes those that are to be *recommended for termination*. Most of these are programs with low student enrollment and/or completion rates. In several cases, it is not student performance indicators that prompt the recommendation to terminate, so much as insufficient program resources, particularly faculty, falling demand for graduates in the field, or fundamental changes in the discipline or its pedagogy. Non-terminal master's programs merit close scrutiny to determine their ongoing alignment with the university's mission and vision and their ability to attract critical masses of students in the future.

## Strategic Investment Area 1: STEM

In the recent past, the university's major STEM initiatives have centered on engineering and computer sciences, which most observers agree provide the foundation upon which future technological developments will stand. The College of Engineering and Architecture

offers undergraduate, and a range of graduate degrees in all the major engineering disciplines (chemical, civil, electrical, and mechanical) and computer science (all offer bachelor's and master's programs and all but chemical engineering offers the Ph.D.). Although undergraduate programs in these disciplines have suffered declining enrollments in recent years, they now appear to have stabilized, with enrollments in certain disciplines—computer science, specifically—on the rise. Graduate enrollments, however, remain small, except again for computer science. For engineering and computer science to continue to lead this reinvigorated STEM initiative, major new resources will be required. The needs include: new research-active faculty at both the senior and junior levels; funding for graduate students; new teaching and research facilities, with the technical support staff to operate them; and additional administrative support personnel.

The STEM initiative will also require an increase in interdisciplinary collaboration between the engineering and computer-science faculties and colleagues in the College of Arts and Sciences (including the humanities and social sciences as well as mathematics, physics, biology, and chemistry), the Colleges of Medicine, Dentistry, Pharmacy, and Nursing and Allied Health Sciences, and the Schools of Business and Law. Important collaborations are already under way in projects rang-



ing from the environment to prosthetic medical devices. STEM-related collaborations may also serve as seedbeds for the commercialization of intellectual property.

As for the program in architecture, which is currently transitioning from a bachelor's to a master's program, the opportunity for collaboration with design-oriented faculty colleagues in the College of Fine Arts and the Cathy Hughes School of Communications remains a fruitful avenue for exploration.

## **Strategic Investment Area 2:**

### **The Health Sciences**

The health sciences will continue to serve as a major area of concentration of the university's academic programming. For years, Howard University's programs have prided themselves in graduating persons from diverse racial, national, and cultural backgrounds committed to addressing the health needs of underserved communities, and their record of producing significant numbers of African American health care professionals remains notable today as it has been in the past. The recent explosion of knowledge about the human genome is now influencing—and will continue to influence—both research and clinical practice in all the health sciences. All of Howard University's programs in the related disciplines must remain current with these developments. Relatedly, new emphasis must be placed on the joint degree programs (B.S./DDS, B.S./M.D., M.D./Ph.D., and B.S./Pharm.D. proposed) that offer expedited paths to degree completion, and to the Karsh STEM Scholars program, which provides academic support and professional growth opportunities to highly qualified undergraduates who wish to pursue either a Ph.D. or an M.D./Ph.D. degree.

### **Medicine**

To maintain its flagship role in the medical sciences, the College of Medicine will require a large investment. This will entail upgraded facilities, new equipment, and additional people (faculty members, administrative staff, and technical staff) to continue fulfilling its mission, and particularly to assure that graduates are well grounded in the science and the clinical practice of genomic medicine.

The graduate research programs in the basic medical science units (anatomy, biochemistry, microbiology, physiology, pharmacology) and genetics, which offer both master's and Ph.D. degrees, are seriously under-enrolled. To resolve the perennial challenge of critical masses of

students in these programs, it is recommended that they all be integrated into a single doctoral program, with a common core of courses and other requirements, following the completion of which students would pursue research either with a research mentor in a specific discipline or with an interdisciplinary team of researchers. Further discussion appears below in the context of the Graduate School.

### **Dentistry**

The College of Dentistry's pressing needs span physical facilities, equipment for teaching, research, and clinical care, and the faculty. The post-doctoral certificate programs in Dentistry are especially under-resourced, which manifests itself in—among other things—critically low enrollments. In light of the level of investment needed to revitalize them, it appears prudent to terminate some of the certificate programs, as well as the Dental Hygiene program, so that all available resources in the college may be directed at the D.D.S. program.

### **Pharmacy**

Pharmacy faces a number of challenges, including inadequate facilities and equipment, fluctuating enrollments in the PharmD program, and critically low enrollment in the Ph.D. program. All programs are likely to benefit by co-location with the programs in Nursing and Allied Health Sciences in a new state-of-the-art facility. Potential repositioning of the Ph.D. program within the proposed new integrated model for the medical sciences, discussed below, will help to grow enrollments in both the medicinal chemistry and the pharmaceuticals tracks.

### **Nursing and the Allied Health Sciences**

The undergraduate nursing program remains vibrant, but the master's program is perennially under-enrolled, with little prospect of changing. Undergraduate and graduate programs in the allied health sciences are performing unevenly, with Nutritional Sciences holding its own at both the undergraduate and graduate levels, and the professional programs in Occupational Therapy doing so as well. The undergraduate major concentrations in Health Management warrants reexamination, perhaps with a view toward integrating what are now three separate programs in the Department of Health, Human Performance, and Leisure Studies in the College of Arts and Sciences into a single undergraduate program with concentrations in the respective areas. (Also see below.) The undergraduate program in clinical laboratory sciences is burdened by challenges involving space, equipment, and enrollment and therefore may be considered for modification also.



Physical Therapy has also struggled with facility constraints, student performance issues, and resultant accreditation concerns.

### **Strategic Investment Area 3: The Fine Arts and Communications**

#### **The Fine Arts**

The programs in art, music, and theatre arts require significant investment. All three need facilities, equipment, and faculty to remain accredited and to increase their enrollments. Each in its own way contributes vitally to the cultural life of the university, and they must continue doing so into the future.

#### **Communications**

Programs affiliated with the Cathy Hughes School of Communications are thriving, despite the desperate need for a new facility to replace the C. B. Powell Building and for an infusion of state-of-the-art equipment in the program areas that involve technical production. The recent changes to the school's organization and curricula appear to have invigorated faculty as well as students at the undergraduate and graduate levels. And to take only one example, the undergraduate program in legal communications presents the prospect for collaboration with

other pre-law programs in Political Science, English, Philosophy, and History in the College of Arts and Sciences and with the School of Law around a new accelerated B.A/J.D. program. The revised Ph.D. program in Communications, Culture, and Media Studies has received national media coverage for its students' work on timely contemporary topics such as gentrification. Finally, the graduate program in Communication Sciences and Disorders is increasingly well-positioned to collaborate with other clinically-based programs in the health sciences, though it has suffered from recent changes in leadership and staffing.

### **Strategic Investment Area 4: Business and the Law**

#### **Business**

The current combination of undergraduate programs in the disciplines of accounting, finance, international business, information systems, management, and marketing, plus the graduate MBA programs (including the EMBA) appears to be optimal, although the declining enrollment in the MBA program is beginning to cause concern. New resources are necessary to address the challenges posed by an aging facility and equipment and by losses in faculty and support staff over the past several years. Any consideration of developing doctoral programs in the respective disciplines must take place against the background



of the current need for improved facilities, new faculty, and additional staff support. Future trends in graduate business education must also be considered given the traditional career oriented interests of students who matriculate in the School of Business. In sum, business education at Howard University continues to contribute disproportionately to diversifying the corporate workplace and training African American entrepreneurs, and these byproducts remain relevant to both the university's mission and the nation's future into the foreseeable future.

## Law

The School of Law is well-positioned to increase its enrollment without overtaxing its resources and compromising quality as a result. The JD program remains an important national resource for producing legal professionals with special interest, training, and experience in social justice advocacy. The joint JD/MBA degree program serves as a model for other such collaborations with other schools and colleges, and an accelerated bachelor's degree/JD option for qualified undergraduates who envision a career in the law was recently approved.

## Strategic (Core) Investment Area 5: The Liberal Arts and Sciences

The traditional liberal arts and sciences serve as the foundation for the university in two senses. First, they provide the intellectual tools that inform the work of specialized disciplines in business, communications, education, law, and the health sciences. Second, they constitute the bulk of "general education" requirements of first- and second-year undergraduates regardless of school or college and major degree. Most of the disciplines in the liberal arts and sciences also offer graduate degrees (which are administratively housed in the Graduate School), and in that capacity their faculty members and students play an important part in the achieving the goals of increasing the university's overall research profile and the number (and value) of sponsored research projects.

## General Education

As part of the strategic initiative toward operational efficiency and effectiveness, the transformation of general education—now largely the responsibility of faculty in the College of Arts and Sciences—into a program of university studies presents itself. The redesign must promote inquiry-based learning across the disciplines that will take into account the optimal use of university resources. It must incorporate instruc-

tional technology, engage senior faculty as well as student teaching assistants, involve faculty members in units other than the College of Arts and Sciences, employ peer mentoring and focused learning communities that extend beyond the classroom. It will establish a foundation for emphasizing evidence-based outcomes that will enable students to achieve their educational and career goals by succeeding in their selected major fields and graduating on time. The ramifications entail new (or redesigned) learning environments to accommodate not only instructional technology, but also flexible teaching and learning options (large groups and small groups, with appropriately diverse space configurations, technological capabilities, and furnishings, self-paced learning, and options for individualized courses of study). Two draft reports prepared over the past several years may help to guide this project's development, along with an initiative that the dean of the College of Arts and Sciences has proposed to identify several challenges facing humanity as focal points for faculty and students to explore in the context of general education.<sup>4</sup> Substantial resources will be necessary, particularly in terms of faculty time devoted to course development and the infrastructural and equipment requirements referenced above, to transform general education into a twenty-first century program in university studies. In the course of the project, discussions left unresolved following the

PCAR report, including the creation of a humanities cluster involving the departments of Philosophy, Classics, and Interdisciplinary Studies might be reopened. As noted earlier, repositioning the three majors in the Department of Health, Human Performance, and Leisure Studies into a revised undergraduate curriculum in the College of Nursing and Allied Health Sciences, also warrants reconsideration.

Notwithstanding startup costs associated with redesigning general education into a program of university studies, doing so will reap rewards, both in terms of student learning outcomes and the input of faculty resources. (See the discussion of faculty workloads below.) The efficiencies that derive from this reorganization will enable existing interdisciplinary initiatives (in environmental studies, for instance) to grow, and for new ones (in Data Analytics, and in African American electoral polling, for instance) to gain traction.

## The Graduate School

The Graduate School offers Ph.D. and master's degrees in thirty-odd disciplines and specializations. Notably, only ten of the doctoral programs currently enroll twenty-five students or more, and a number

4 "HUGE 21 for 21," University Studies Committee Report, Jan. 16, 2013; "Proposal for a General Education Committee," Dr. Melanie Carter, undated [2018].



of the master's programs enroll five students or fewer. Programs with such low enrollments can no longer be justified. Graduate education is an expensive enterprise, the costs of which include facilities, equipment, and other financial resources necessary to support original research, large amounts of faculty time to mentor doctoral students, and competitive packages of financial aid to strong students who would qualify for admission to programs at peer institutions. Low program enrollments guarantee that these investments are inordinately high. What is more, the commitment of resources to under-enrolled graduate programs jeopardizes other programs, as the large number of graduate courses that perennially attract five or fewer students pointedly illustrates. Appropriate student enrollment levels (maximums and minimums) for doctoral programs must be established, taking into account the critical masses of students necessary to sustain a proper learning environment, the carrying capacity of the faculty (numbers, academic ranks, specializations, and other workload commitments), and the availability of funding and other resources to support the students.

To assure their success, graduate research programs will require a large infusion of resources to enable: competitively compensated faculty, with appropriate laboratory and other space to conduct research

along with support for such activities as travel to academic conferences that are vital to faculty development); administrative support (and where appropriate professional technical support) at the departmental or program level; and financial support for students, particularly in the form of stipends on a par with other leading research universities and with guaranteed support from the university that will vary by disciplines (with a minimum of two years in the biomedical and STEM disciplines and longer in the humanities and social sciences).

The Ph.D. programs in the biomedical sciences provide an opportunity for consolidating the largely under-enrolled programs in the basic medical science departments (anatomy, biochemistry, microbiology, physiology, and pharmacology), as well as genetics. With faculty from the participating programs participating in the joint instruction of students in a common core of didactic coursework, students will then pursue research under a major advisor in a specific field (or with a multidisciplinary team). Such a program might also provide an umbrella for the doctoral program in pharmaceutical chemistry. It would also involve participation by faculty members in the related allied health fields, biology, chemistry, and chemical engineering. One track within the program (or perhaps an associated academic center) might focus on interdisciplinary





health services. Such a unit might also serve as an interdisciplinary hub for researchers in healthcare delivery, and public health in the other colleges within the health sciences, social work, education, and other areas.

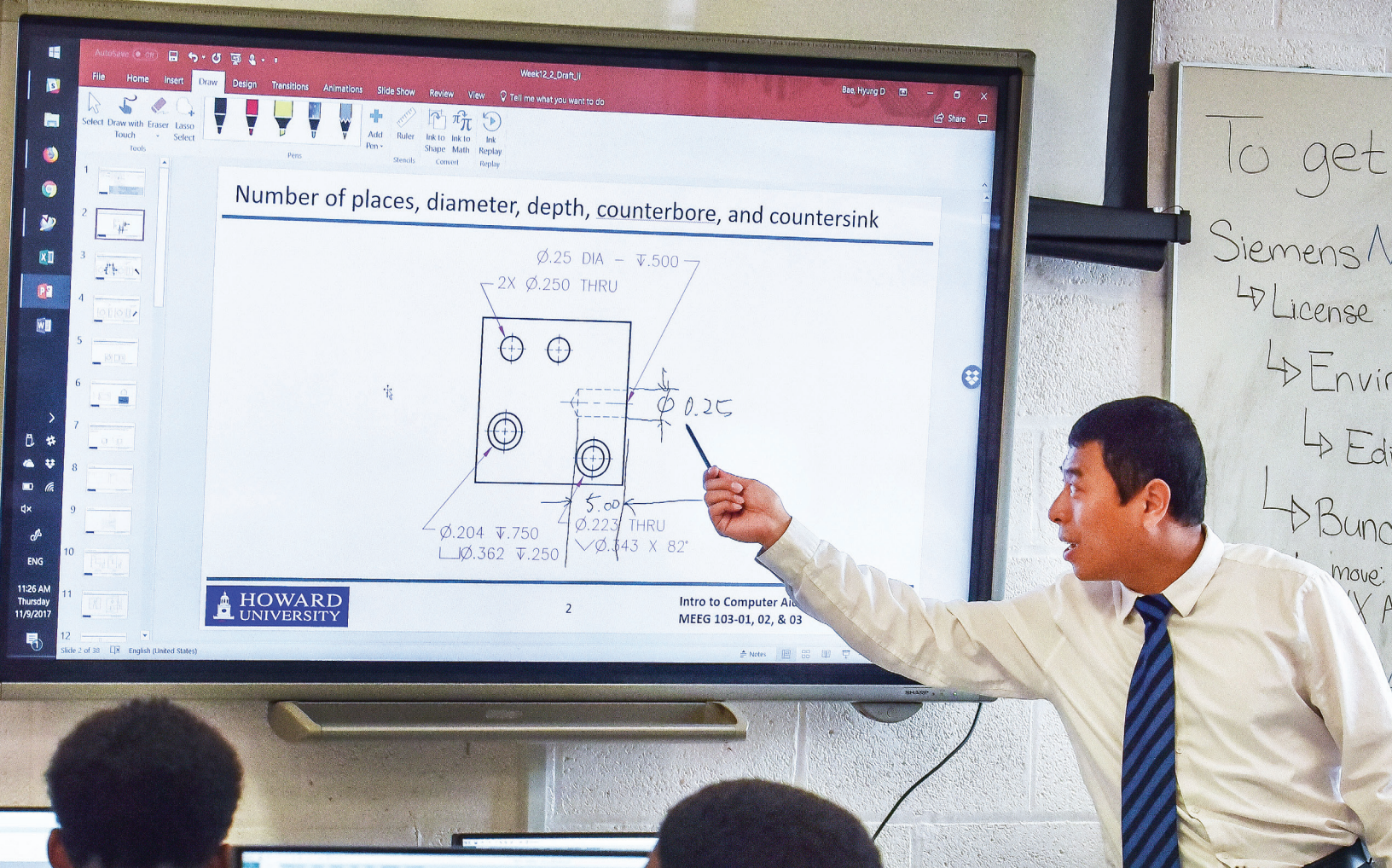
Under-enrolled master's programs may simply warrant termination. The university may continue offering master's degrees to students who fail to advance to doctoral candidacy, but university resources should not be expended on non-terminal research-based master's programs (as opposed to professional master's programs).

Given the prospects of major changes in the university's programs of graduate research and training, it is recommended that the Graduate School retain its role as the administrative unit responsible for research-based master's and Ph.D. programs for the foreseeable future. The dean of the Graduate School is well-positioned to coordinate with the respective deans and faculties the allocation of resources to achieve strategic objectives in the designated areas while improving the quality of all programs.

## **Social Work, Divinity, Education – Greater Online Emphasis**

Graduate professional programs in the fields of education, divinity, and social work pose special challenges and opportunities. Historically central to the university's mission, and steeped in the framework of social justice, these programs remain relevant. However, enrollments in these programs are on a downward trajectory, particularly in Divinity. Capitalizing on the University's commitment to social justice, and the success in transitioning courses to an emergency online methodology during the Spring, 2020 semester, it is proposed that the Schools of Social Work, Divinity, and Education move aggressively to provide a significant portion of the courses, and programs through online instruction. These historically important Schools would particularly benefit from greater institutional commitment to online instruction, and the provision of graduate and professional programs utilizing greater technology, furthering enrollment and opportunities for degree, certificate, and career advancement programs. Established collaborations including the MSW/MDiv Dual degree program serve as a framework for greater synergies.





## Additional Efficiency Measures: Faculty Workload Distributions

The PPTF data concentrated heavily on Banner student majors in the respective degree and certificate programs. This creates certain gaps, which adversely affect the accurate determination of total program costs, particularly with respect to total numbers of students enrolled in classes taught by a program's faculty (specifically, the general education courses with their heavy enrollments of non-majors). Moreover, enrollment data do not readily reveal the faculty resources necessary to offer a mix of degree programs, and specifically the number of faculty required, their areas of expertise and active research, their tenure status, and the appropriate mix of part-time/full-time members. Finally, without proper weighting, enrollment data completely obscure the additional costs associated with advanced program levels, specifically of doctoral research programs in comparison with undergraduate programs (and, for that matter, of upper-division undergraduate instruction in comparison with the first- and second-year level courses in the general education curriculum). In a word, even doctoral programs with critical masses of enrolled students are expensive to operate by virtue

of the small size of graduate seminars and the time-consuming nature of mentoring doctoral students' dissertation research.

Recalibrating faculty workload distributions, particularly in the schools and colleges with a combination of undergraduate and graduate programs, offers an opportunity to align with national trends. Howard University's peer institutions, public and private alike, denominate faculty workloads not in numbers of courses taught but in numbers of credit-hours generated. Approximately ten years ago, the Board of Trustees hosted a presentation by Michael Middaugh of the University of Delaware, the chief architect of what has evolved into the nationally recognized Delaware Cost Study (<https://ire.udel.edu/cost/>) which employs a combination of enrollment and financial data to track the actual costs of delivering instruction by discipline, by program level, and by categories of faculty. To achieve the strategic goals of operational efficiency and effectiveness and financial sustainability, Howard University needs to become part of the national consortium in which both institutional data and successful practices are readily shared. The ability to recalibrate faculty workloads and to determine the proper





numbers of faculty members that each unit requires to fulfill its research, teaching, and service obligations will constitute the first fruits of such participation.

### **New Academic Programs/Innovation Fund**

In order to maintain and elevate our status as a premier academic institution, it is essential that the programs offered at Howard University are of the highest academic quality and provide contemporary and exceptional educational experiences to our students. Innovation for new degree, certificate and other programs arise in response to the emergence of new disciplines or changes in existing disciplines, and they help realize the potential for new interdisciplinary movements in and across our schools.

Our goal is to maintain policies and procedures that are guided by Howard Forward. Howard Forward strategic pillars provide a focus to enhance academic excellence, inspire new knowledge, serve the community, improve efficiency and effectiveness, and achieve financial sustainability. At the same time, we intend these policies to serve as

tools for ensuring that only ideas that fit our mission, promise to be sustainable, and do not duplicate other efforts within the university grow into programs. To that end, the Office of the Provost and the proposed Program Innovative and Approval Committee (PIAC) will work as partners to support the development of new programs that will strengthen the university's overall academic program portfolio, facilitate utilization of best practices in the development of new program offerings, and ensure effective alignment of resources with University initiatives.

Consistent with *Howard Forward 2024*, the University should make funding available to promote new academic initiatives and programs that are capable of significantly advancing the university's mission and vision. A solicitation will be distributed shortly seeking proposals that focus on interdisciplinary collaborations, and particularly those that address educational, social, or health disparities.



## e-learning Initiative

In order to advance the University's mission in the 21<sup>st</sup> Century, and maximize the potential of Howard Forward, it is critical that Howard move aggressively towards adoption and integration of online instruction, and e-learning initiatives. While many other research-intensive Universities have widely adopted online instruction, utilization of this instructional method has been implemented very unevenly at the University. We should be wary to understand the distinction between Emergency Remote Teaching, which was implemented during the COVID-19 Spring crisis, and appropriately structured online learning. Some programs including Pharmacy (Non-Traditional Doctor of Pharmacy), and Business (MBA) offer degree options that are primarily online, while other programs offer very limited distance learning options for students. The University is in the final stages of an RFP to identify a vendor to provide institution-wide online offerings. This will be key not only for the development of new online certificate and degree programs, but to also provide additional markets for professional programs including Social Work, Education, Divinity, and other disciplines that are subscribed nationwide. This effort would also provide the opportunity to make a Howard University education accessible to international audiences, and US-based students, who do not have the option of moving to Washington, DC for education, workforce development, or career re-training.

## College of Arts & Sciences

Beyond the recommendations regarding individual degree and certificate programs, several departments in the College of Arts & Sciences merit additional attention. The Department of

Comprehensive Sciences offers courses that may be offered through the basic science departments, as a matter of efficient utilization of resources. As such, this department should be considered for dissolution. Additionally, the Department of Classics, while currently a free-standing department, does not provide a major course of study, and general education courses may be offered through other departments. As such, this department should also be considered for dissolution. An additional area of focus would be the language programs. Consideration of the expectation of languages in the curriculum, i.e. is the point for students to be exposed to varying cultures, to become proficient in a language, or to promote global perspectives in a liberal arts educational framework?









## Recommendations for 141 Degree and Certificate Programs

College Abbreviation	Department/Academic Unit	Degree Program	Fall 2019 Enrollment	Recommendation
Bus	Accounting	BBAAC-Accounting	78	2a--Maintain as is
AS	African Studies	BA-African Studies	10	2b--Maintain with conditions
GS	African Studies	MA-African Studies	6	2b--Maintain with conditions
GS	African Studies	Ph.D.-African Studies	34	2a--Maintain as is
AS	Afro-American Studies	BA-Afro-American Studies	64	2a--Maintain as is
GS	Anatomy	MS-Anatomy	4	4--Terminate
GS	Anatomy	Ph.D.-Anatomy	8	3--Restructure/consolidate
EA	Architecture (B.Arch is being phased out)	BARCH-Architecture	99	4--Terminate
FA	Art	BA-Art History	3	4--Terminate
FA	Art	BFA-Art	59	1a--Strategic investment
FA	Art	MFA-Art	6	2b--Maintain with conditions
GS	Atmospheric Sciences	MS-Atmospheric Sciences	7	1a--Strategic investment
GS	Atmospheric Sciences	Ph.D.-Atmospheric Sciences	4	1a--Strategic investment
GS	Biochemistry	MS-Biochemistry	1	4--Terminate
GS	Biochemistry	Ph.D.-Biochemistry	6	3--Restructure/consolidate
AS	Biology	BS-Biology	804	1b--Core investment
GS	Biology	MS-Biology	3	4--Terminate
GS	Biology	Ph.D.-Biology	36	1a--Strategic investment
ED	BS Elem. Ed.	BSELED-Elementary Education	57	2a--Maintain as is
DN	Cert. Advanced General Dentistry	CERAG-Advanced General Dentistry	3	4--Terminate
DN	Cert. Dental Hygiene	CERDH-Dental Hygiene	15	4--Terminate
DN	Cert. Oral & Maxillofacial Surgery			2a--Maintain as is
DN	Cert. Orthodontics	CEROT-Orthodontics	13	2a--Maintain as is
DN	Cert. Pediatric Dentistry	CERPD-Pediatric Dentistry	11	4--Terminate
EA	Chemical Engineering	BSCE-Chemical Engineering	90	1a--Strategic investment
GS	Chemical Engineering	MS-Chemical Engineering	3	2a--Maintain as is
AS	Chemistry	BS-Chemistry	113	1b--Core investment
GS	Chemistry	MS-Chemistry	11	2b--Maintain with conditions
GS	Chemistry	Ph.D.-Chemistry	3	1a--Strategic investment
EA	Civil Engineering	BSCIV-Civil Engineering	81	1a--Strategic investment
GS	Civil Engineering	MS	2	4--Terminate
GS	Civil Engineering	Ph.D.-Civil Engineering	6	2a--Maintain as is
NAHS	Clinical Lab Sciences (BS)	BSCLS-Clinical Laboratory Science	52	2a--Maintain as is
GS	Communication Sciences & Disorders	MS-Comm Sciences and Disorders	33	1a--Strategic investment
GS	Communication Sciences & Disorders	Ph.D.-Comm Sciences and Disorders	9	1a--Strategic investment
GS	Communication, Culture & Media Studies	Ph.D.-Comm, Culture & Media Studies	29	1a--Strategic investment
GS	Cybersecurity	CERCS-Computer Science	1	1a--Strategic investment
DI	D.Min.	DMIN-Religion	16	3--Restructure/consolidate
DN	DDS	DDS-Dentistry	290	1a--Strategic investment
AS	Economics	BA-Economics	77	1b--Core investment
GS	Economics	MA-Economics	11	2b--Maintain with conditions



## Recommendations for 141 Degree and Certificate Programs

College Abbreviation	Department/Academic Unit	Degree Program	Fall 2019 Enrollment	Recommendation
GS	Economics	Ph.D.-Economics	33	1a--Strategic investment
ED	Educational Leadership & Policy Studies	[CAGS]	[0]	3--Restructure/consolidate
ED	Educational Leadership & Policy Studies	EDD-Educ Leadership & Policy	17	2a--Maintain as is
ED	Educational Leadership & Policy Studies	M.Ed.-Educ Leadership & Policy	34	3--Restructure/consolidate
ED	Curriculum & Instruction	M.Ed.-Elementary Education	6	4--Terminate
ED	Curriculum & Instruction	M.Ed.--Secondary Education	2	4--Terminate
ED	Curriculum & Instruction	M.Ed.--Special Education	3	4--Terminate
EA	EE & Comp. Sci. (CE, CS, EE)	BSCE-Computer Engineering	60	1a--Strategic investment
EA	EE & Comp. Sci. (CE, CS, EE)	BSCOSI-Computer Science	270	1a--Strategic investment
EA	EE & Comp. Sci. (CE, CS, EE)	BSEEE-Electrical Engineering	38	1a--Strategic investment
GS	EE & Comp. Sci. (CE, CS, EE)	Ph.D.-Computer Science	23	1a--Strategic investment
GS	EE & Comp. Sci. (CE, CS, EE)	Ph.D.-Electrical Engineering	17	1a--Strategic investment
Bus	EMBA	EMBA-Business Administration	22	1a--Strategic investment
Bus	Global Trilateral MBA	GT MBA Certificate	11	2a--Maintain as is
AS	English	BA-English	83	1b--Core investment
GS	English	MA-English	0	4--Terminate
GS	English	Ph.D.-English	21	1b--Core investment
GS	Faculty Preparation			2b--Maintain with conditions
Bus	Finance & International Business	BBAFN-Finance	216	1a--Strategic investment
Bus	Finance & International Business	BBAIB-International Business	155	1a--Strategic investment
GS	Genetics	MS-Genetics	0	4--Terminate
GS	Genetics	Ph.D.-Genetics	11	3--Restructure/consolidate
NAHS	Health Management (BS)	BSHS-Health Management	70	1a--Strategic investment
AS	Health, Human Performance & Leisure Studies	BS-Health Education-Community Health	18	3--Restructure/consolidate
AS	Health, Human Performance & Leisure Studies	BS-Health Education-Maternal & Child	18	3--Restructure/consolidate
AS	Health, Human Performance & Leisure Studies	BS-Human Performance	224	3--Restructure/consolidate
AS	Health, Human Performance & Leisure Studies	BS-Leisure Studies	58	3--Restructure/consolidate
GS	Higher Ed. Leadership & Policy Studies	Ph.D.-Higher Edu Lead & Pol Studies	23	2a--Maintain as is
AS	History	BA-History	37	1b--Core investment
GS	History	MA-History	5	2b--Maintain with conditions
GS	History	Ph.D.-History	24	1b--Core investment
ED	Human Development & Psycho-Educational Stud	BS-Human Development	34	2a--Maintain as is
ED	Human Development & Psycho-Educational Stud	MED-Sch Psych and Counseling Svs	24	4--Terminate
GS	Human Development and Psycho-Educational St	Ph.D.-Counseling Psychology	29	2a--Maintain as is
GS	Human Development and Psycho-Educational St	PHD-Educational Psychology	11	2a--Maintain as is
GS	Human Development and Psycho-Educational St	Ph.D.-School Psychology	22	2a--Maintain as is
Bus	Information Systems & Supply Chain Mgmt.	BBAIS-Computer Information Systems	116	1a--Strategic investment
Bus	Information Systems & Supply Chain Mgmt.	BBA-Supply Chain Management	81	1a--Strategic investment
AS	Interdisciplinary Studies	BA-Interdisciplinary Studies	63	2b--Maintain with conditions
GS	International Studies			2b--Maintain with conditions
LW	J.D.	JD-Law	434	1a--Strategic investment
LW	L.L.M.	LLM-Law	9	2a--Maintain as is
DI	M.A. Religious Studies	MA-Religion	7	4--Terminate
EA	M.Arch.			2a--Maintain as is
EA	M.C.S.	MCS-Systems and Computer Science	12	2b--Maintain with conditions
DI	M.Div.	MDIV-Religion	49	3--Restructure/consolidate

## Recommendations for 141 Degree and Certificate Programs

College Abbreviation	Department/Academic Unit	Degree Program	Fall 2019 Enrollment	Recommendation
EA	M.Eng. Chemical	MEG-Chemical Engineering	1	2b--Maintain with conditions
EA	M.Eng. Civil	MEG-Civil Engineering	2	4--Terminate
EA	M.Eng. EE	MEG-Electrical Engineering	2	4--Terminate
Bus	MAcc in Accounting	MACC-Accounting	8	2b--Maintain with conditions
Bus	Management	BBAMG-Management	157	1a--Strategic investment
Bus	Marketing	BBAMK-Marketing	248	1a--Strategic investment
AS	Mathematics	BS-Mathematics	36	1b--Core investment
GS	Mathematics	MS-Mathematics	2	4--Terminate
GS	Mathematics	Ph.D.-Mathematics	18	1a--Strategic investment
Bus	MBA	MBA-Business Administration	50	1a--Strategic investment
MD	MD	MD-Medicine	468	1a--Strategic investment
EA	Mechanical Engineering	BSME-Mechanical Engineering	122	1a--Strategic investment
GS	Mechanical Engineering	Ph.D.-Mechanical Engineering	10	2b--Maintain with conditions
SC	Media, Journalism & Film	BA-Media, Journalism & Film Comm	434	1a--Strategic investment
SC	Media, Journalism & Film	MFAF-Film	29	1a--Strategic investment
GS	Microbiology	Ph.D.-Microbiology	16	3--Restructure/consolidate
GS	MPH	MPH-Public Health	17	1a--Strategic investment
Bus	MS in Finance	MSFN-Finance	2	2b--Maintain with conditions
SW	MSW	MSW-Social Work	144	2b--Maintain with conditions
FA	Music	BMUSC-Music	58	1a--Strategic investment
FA	Music	MMUSC-Music	6	2b--Maintain with conditions
NAHS	Nursing	BSNUR-Nursing	259	1a--Strategic investment
NAHS	Nursing	MSN-Nursing	6	4--Terminate
NAHS	Nutritional Sciences	BSNS-Nutritional Sciences	70	1a--Strategic investment
GS	Nutritional Sciences	MS-Nutritional Sciences	9	1a--Strategic investment
GS	Nutritional Sciences	Ph.D.-Nutritional Sciences	18	1a--Strategic investment
NAHS	Occupational Therapy	MSOT-Occupational Therapy	88	1a--Strategic investment
Pharm	Pharm.D.	DPHAR-Pharmacy	284	1a--Strategic investment
GS	Pharmaceutical Sciences	Ph.D.-Pharmaceutical Science	14	2b--Maintain with conditions
GS	Pharmacology	MS-Pharmacology	4	3--Restructure/consolidate
GS	Pharmacology	Ph.D.-Pharmacology	3	3--Restructure/consolidate
AS	Philosophy	BA-Philosophy	28	1b--Core investment
NAHS	Physical Therapy	BSHS-Health Science	123	3--Restructure/consolidate
NAHS	Physical Therapy	DPT-Physical Therapy	55	1a--Strategic investment
AS	Physics	BS-Physics	24	1b--Core investment
GS	Physics	MS-Physics	2	4--Terminate
GS	Physics	Ph.D.-Physics	14	1a--Strategic investment
GS	Physiology	Ph.D.-Physiology	3	3--Restructure/consolidate
AS	Political Science	BA-Political Science	502	1b--Core investment



## Recommendations for 141 Degree and Certificate Programs

College Abbreviation	Department/Academic Unit	Degree Program	Fall 2019 Enrollment	Recommendation
GS	Political Science	MA-Political Science	11	2b--Maintain with conditions
GS	Political Science	Ph.D.-Political Science	34	1b--Core investment
AS	Psychology	BS-Psychology	397	1b--Core investment
GS	Psychology	Ph.D.-Psychology	66	1a--Strategic investment
NAHS	Radiation Therapy	BSRTT-Radiation Therapy	23	2b--Maintain with conditions
GS	Social Work (PhD)	Ph.D.-Social Work	25	2a--Maintain as is
GS	Sociology	MA-Sociology	12	2a--Maintain as is
GS	Sociology	Ph.D.-Sociology	26	1b--Core investment
AS	Sociology & Criminology	BA-Criminology	124	1b--Core investment
AS	Sociology & Criminology	BA-Sociology	103	1b--Core investment
SC	Strategic, Legal & Management Comm.	BA-Strategic, Legal & Mgmt Comm	325	1a--Strategic investment
FA	Theater	BFA-Theatre Arts	144	1a--Strategic investment
GS	Women's Studies	CERWS-Women Studies	1	2b--Maintain with conditions
AS	World Languages & Literatures	BA-French	3	4--Terminate
AS	World Languages & Literatures	BA-Spanish	10	2b--Maintain with conditions

## ACADEMIC PROGRAMS

### Key Areas Definitions and Rubrics

#### I. Mission

For the purposes of this program review, “mission” is concerned with the extent to which (a) the program’s activities are aligned with Howard University’s mission and (b) its goals are realistic, achievable, and consistent with the university’s mission. Unit leaders were asked to describe the importance of the academic program to the fulfillment of Howard University’s mission; provide a concise and clear description of how the program’s activities advance the University’s mission; provide evidence that demonstrates how the program’s goals, outcomes, and activities consistently align with the University’s mission; and provide evidence that demonstrates the program’s ability to adapt to the changing needs of the University and its stakeholders. The rubric evaluators used in scoring the responses unit leaders provided in their self-studies is given in the table below:

MISSION				
SCORE CRITERIA				
1	2	3	4	5
No evidence of program activities provided.	Evidence demonstrates that connections to the University’s mission are unclear, inconsistent, or poorly articulated in the program’s own mission, vision, and goals, through the courses it offers, and in the activities of its members.	Evidence demonstrates that connections to the University’s mission are apparent but may be inconsistent or unclear throughout the program’s mission, vision, and goals, through the courses it offers, and in the activities of its members.	Evidence demonstrates that the program’s goals, outcomes, and activities align clearly and consistently with the University’s mission throughout its own mission, vision, and goals, through the courses it offers, and the activities of its members.	Evidence demonstrates that the program’s goals, outcomes, and activities align clearly and consistently with the University’s mission throughout its own mission, vision, and goals, through the courses it offers, and the activities of its members. In addition, evidence demonstrates the program’s ability to adapt to the changing needs of the University and its stakeholders.

#### II. Productivity

For the purposes of this program review, “productivity” seeks to capture the yield and performance of an academic program. Unit leaders were asked about indicators such as the number of degrees awarded; faculty research/scholarship, teaching, professional development, and service; and student publications and creative works. The rubric evaluators used in scoring the responses unit leaders provided in their self-studies is given in the table below:



PRODUCTIVITY				
SCORE CRITERIA				
1	2	3	4	5
No evidence provided.	Enrollment and/or graduation are trending downward.	Enrollment and graduation are stable with only minor fluctuations.	Enrollment and graduation are trending upward.	Enrollment and graduation are trending upward. In addition, enrollment and graduation trends are aligned with employment projections.
	Evidence demonstrates that faculty are minimally productive.	Evidence demonstrates that faculty are moderately productive.	Evidence demonstrates that faculty are highly productive.	Evidence (from multiple and varied sources) demonstrates that faculty productivity is exemplary.
	Evidence demonstrates that students are minimally productive.	Evidence demonstrates that students are moderately productive.	Evidence demonstrates that students are highly productive.	Evidence (from multiple sources) demonstrates that student productivity is exemplary.

### III. Quality

For the purposes of this program review, “quality” is concerned with merit or excellence, as determined by the discipline/field. Unit leaders were asked about indicators such as the credentials and accomplishments of their faculty and students, as well as program level quality indicators such as accreditation status, student retention, and student satisfaction. The rubric evaluators used in scoring the responses unit leaders provided in their self-studies is given in the table below:

QUALITY				
SCORE CRITERIA				
1	2	3	4	5
No evidence provided.	Program has not been updated in the past three years.	Program has had some (one to two) curricular or other updates in the past three years.	Program has had many (over two) innovative curricular or other updates in the past three years.	Program has had many (over two) innovative curricular or other updates in the past 3 years. In addition, program updates are aligned with employment projections.
	Evidence demonstrates that program faculty make minimal contributions to the field.	Evidence demonstrates that program faculty make satisfactory contributions to the field.	Evidence demonstrates that program faculty make significant contributions to the field.	Evidence demonstrates that program faculty have made exemplary contributions to the field over the past three years.
	Evidence demonstrates poor teaching effectiveness.	Evidence demonstrates moderate teaching effectiveness.	Evidence demonstrates high teaching effectiveness.	Evidence demonstrates exemplary teaching effectiveness.
	Evidence demonstrates that student quality is poor/minimal.	Evidence demonstrates that student quality is satisfactory.	Evidence demonstrates that student quality is high.	Evidence demonstrates that student quality is exemplary.

#### IV. Demand

For the purposes of this program review, “demand” includes the internal and external market and attractiveness of an academic program. In short, how sought after is the program within Howard and outside of Howard? For internal demand, unit leaders were asked about indicators such as enrollment, cross-program collaborations, and importance of the program to other units on campus. For external demand, unit leaders were asked about indicators such as the number of applications, admissions rate, and labor market demand for the program. The rubric evaluators used in scoring the responses unit leaders provided in their self-studies is given in the table below:

DEMAND				
Score Criteria				
1	2	3	4	5
No evidence of external demand provided.	Evidence demonstrates that external demand has decreased over the last 1-3 years.	Evidence demonstrates that external demand has remained stable (with only minor fluctuations) over the last 1-3 years.	Evidence demonstrates that external demand has increased over the last 1-3 years.	Evidence demonstrates that external demand has increased over the last 1-3 years. In addition, the program provides evidence that external demand is projected to grow or increase.
No evidence of internal demand provided.	Evidence demonstrates that internal demand for the program has decreased over the last 1-3 years.	Evidence demonstrates that internal demand has remained stable (with only minor fluctuations) over the last 1-3 years.	Evidence demonstrates that internal demand has increased over the last 1-3 years.	Evidence demonstrates that internal demand has increased over the last 1-3 years. In addition, the program provides evidence that internal demand is projected to grow or increase.

#### V. Net Revenue

For the purposes of this program review, “net revenue” seeks to capture the balance between how many resources (in dollars) the program produces and the total resources (in dollars) the program consumes. Unit leaders are asked about indicators of the amount of income generated by the program and the costs associated with delivering the program. The rubric evaluators used in scoring the responses unit leaders provided in their self-studies is given in the table below:

NET REVENUE				
Score Criteria				
1	2	3	4	5
No evidence is provided that the unit tracks how well it uses its resources.	Some evidence is provided that the unit tracks its resources, but no actions are made to increase efficiency.	Evidence is provided that the unit consistently tracks its resources, but there is little evidence of improved efficiency.	Evidence is provided that the unit consistently tracks its resources and there is evidence of improved efficiency in multiple areas of unit responsibility.	Evidence is provided that the unit consistently tracks its resources and there is evidence of systematic and continuous improvement of efficiency in multiple areas.



## VI. SWOT Analysis

Unit leaders were asked to identify and discuss the academic program's strengths, weaknesses, opportunities, and threats. They were asked to be sure to describe problems, challenges, and areas of improvement and address adequacy of resources available to carry out activities to meet objectives and achieve goals. The rubric evaluators used in scoring the responses unit leaders provided in their self-studies is given in the table below:

SWOT				
SCORE CRITERIA				
1	2	3	4	5
No evidence of strengths provided.	The unit has not identified strengths sufficiently to make a determination.	At least one strength was identified, with evidence of this strength provided.	At least two or more strengths were identified using an evidence-based approach (responses based on the available evidence).	At least two or more strengths were identified using an evidence-based approach (responses based on the available evidence), and there is a plan for enhancing strengths.
No evidence of weaknesses provided.	The unit has not identified weaknesses sufficiently to make a determination.	At least one weakness was identified, with at least one source of evidence to substantiate the weakness.	At least two or more weaknesses were identified using an evidence-based approach (responses based on the available evidence).	At least two or more weaknesses were identified using an evidence-based approach (responses based on the available evidence), and there is a plan for addressing identified weaknesses.
No evidence of opportunities provided.	The unit has not identified opportunities sufficiently to make a determination.	At least one opportunity was identified, with at least one source of evidence to substantiate the opportunity.	At least two or more opportunities were identified using an evidence-based approach (responses based on the available evidence).	At least two or more opportunities were identified using an evidence-based approach (responses based on the available evidence), and there is a plan for taking advantage of opportunities.
No evidence of threats provided.	The unit has not identified threats sufficiently to make a determination.	At least one threat was identified, with at least one source of evidence to substantiate the threat.	At least two or more threats were identified using an evidence-based approach (responses based on the available evidence).	At least two or more threats were identified using an evidence-based approach (responses based on the available evidence), and there is a plan for addressing threats.

**Howard University**  
**Academic and Administrative Program Prioritization Task Force**  
**Table of Team Evaluation Scores (Averages)**

Academic Programs	Mission	Productivity	Quality	Demand	Net Revenue	SWOT
<b>College of Arts and Sciences</b>						
<b>Caribbean Studies Program</b>						
Minor in Caribbean Studies	4	1.3	1.6	3	1	3.3
<b>Department of African Studies</b>						
B.A. in African Studies	5	3.8	4.3	4	3	4.5
M.A. in African Studies	5	3.8	4.3	4.5	4	4.5
Ph.D. in African Studies	5	4.2	4.5	4.3	2.5	4.5
<b>Department of Afro-American Studies</b>						
B.A. in Afro-American Studies	4.7	3.8	3.4	3.7	4	4.7
<b>Department of Art</b>						
B.A. in Art History	3	1.3	1.5	1.8	2.7	2.6
B.F.A. in Art	4.3	1.6	1.7	2.7	2.7	2.6
M.F.A. in Art	3	1.6	1.5	2.5	2.7	2.6
<b>Department of Biology</b>						
B.S. in Biology	5	5	4.8	4.5	4.7	4.9
M.S. in Biology	5	4	4.4	3.3	4.3	4.3
Ph.D. in Biology	5	5	4.8	4.3	4.3	4.4
<b>Department of Chemistry</b>						
B.S. in Chemistry	4.3	4	4	4	3.3	4.2
M.S. in Chemistry	4.3	4	4	4	3.3	4.2
Ph.D. in Chemistry	4.3	4	4	4	3.3	4.2
<b>Department of Classics</b>						
Minor in Classical Civilizations	4	3.3	3	3.5	3.3	4.3
Minor in Greek	4	3	3.1	3	3.3	4.2
Minor in Latin	4	3.2	3.5	3.5	3	3.8
<b>Department of Economics</b>						
B.A. in Economics	5	4	4	4	4	4.2
M.A. in Economics	5	4.1	4	4	4	4.2
Ph.D. in Economics	5	4	4.3	4.2	4	4.2
<b>Department of English</b>						
B.A. in English	3.7	3.2	3.5	3.3	2	3.5
First Year Writing Program	3.5	2.5	2.8	3.5	1.5	4.1
M.A. in English	3.5	3.3	3	2.8	1.5	4.4
Ph.D. in English	3.5	3	3.9	3.5	1.5	4.1
<b>Department of Health, Human Performance and Leisure Studies</b>						
B.S. in Health Education – Community Health	4	3.3	2.3	1	1	1
B.S. in Health Education – Maternal and Child Health	4	3.3	2.3	1	1	1
B.S. in Human Performance – Sports Medicine	4	3	2	1	1	3.5
B.S. in Leisure Studies – Sports Management	3	3	2	1	1	1
Minor in Sports Administration	3	3.3	1.8	1	1	1
<b>Department of History</b>						
B.A. in History	5	4.3	4.2	4	2.5	3.6
M.A. in History	4.3	3.7	3.8	4	3	3.8
Minor in Geography	4.7	2.9	4.1	4	3	4.3
Ph.D. in History	4.5	4	4.1	4	3.3	3.6
<b>Department of Interdisciplinary Studies</b>						
B.A. in Interdisciplinary Studies	4.3	2.6	2.1	2.5	3.3	3.6
<b>Department of Mathematics</b>						
B.S. in Mathematics	3.7	3.1	3.5	3.5	2.7	3.7
M.S. in Mathematics	4	3.8	3.5	4	3	3.7
Ph.D. in Mathematics	3.3	3.8	3.5	3.7	2.7	3.7
<b>Department of Military Science</b>						
Minor in Leadership Studies	3.5	2.5	2.5	1	3	2.3
<b>Department of Music</b>						
B.M. in Music	4	2.8	3.8	2.3	1.5	3.9



**Howard University**  
**Academic and Administrative Program Prioritization Task Force**  
**Table of Team Evaluation Scores (Averages)**

Academic Programs	Mission	Productivity	Quality	Demand	Net Revenue	SWOT
M.M. in Music	4	3.2	3.9	3	1	3.9
<b>Department of Philosophy</b>						
B.A. in Philosophy	3.7	2.9	2.7	3.3	4.3	3.5
<b>Department of Physics and Astronomy</b>						
B.S. in Physics	5	3.7	4	3.5	4	4.6
M.S. in Physics	5	3.3	3.5	2.8	4	4.4
Ph.D. in Physics	4.5	3.8	3.5	3.8	4	4.1
<b>Department of Political Science</b>						
B.A. in Political Science	3.7	3.2	3.1	4	2.5	3.9
M.A. in Political Science	3.7	3.7	3.2	3.7	2.5	4
Ph.D. in Political Science	3.7	3.6	3.1	3.3	2.5	3.8
<b>Department of Psychology</b>						
B.S. in Psychology	4.5	4.3	4.4	4.3	3	4.3
Ph.D. in Psychology	4.5	4.7	4.3	4.3	2.5	4.1
<b>Department of Sociology and Criminology</b>						
B.A. in Criminology	4.5	3.7	4.3	4.3	2.5	4
B.A. in Sociology	4.5	3.7	4.1	4.3	3.5	4
M.A. in Sociology	4.5	3.8	4.3	4	3	4
Ph.D. in Sociology	4.5	3.8	4.3	4.3	3	4
<b>Department of Theatre Arts</b>						
B.F.A. in Theatre Arts	3.7	1.8	2	1.3	2	3.8
<b>Department of World Languages and Cultures</b>						
B.A. in French	2	1.5	1.5	4.5	2	1.5
B.A. in Spanish	2	1.5	1.5	4.5	2	1.5
Minor in Arabic	2	1.5	1.5	4	2	1.5
Minor in German	2	1.5	1.5	4	2	1.5
Minor in Japanese	2	1.5	2	4	2	1.5
Minor in Portuguese	2	1.5	1.5	4	2	1.5
Minor in Russian	2	1.5	2	4	2	1.5
Minor in Swahili	2	1.5	1.5	4	2	1.5
<b>School of Business (Average)</b>						
<b>Department of Accounting</b>						
B.B.A. in Accounting	1	3.3	3.1	1	2	1
Master of Accountancy	1	2	1.5	1	1	1
<b>Department of Finance and International Business</b>						
B.B.A. in Finance	3.7	3.1	2.9	4	1.7	4.2
B.B.A. in International Business	3.7	2.8	3.3	3.7	1.7	3.9
M.S. in Finance	3.7	2.9	3.4	3.7	1.7	3.8
<b>Department of Information Systems and Supply Chain Management</b>						
B.B.A. in Information Systems	4.7	2.2	3.3	2.2	1	3.2
B.B.A. in Supply Chain Management	4.3	2.3	3.5	1.8	1	3.3
<b>Department of Management</b>						
B.B.A. in Management	5	3	3	3	4	4
<b>Department of Marketing</b>						
B.B.A. in Marketing	4.3	3	2.9	3	1	4.3
<b>School of Business</b>						
Certificate in Global Trilateral M.B.A.	3.3	3.3	3.3	4	2	3.3
Executive M.B.A.	3.3	3.3	3.1	4	2	3.3
M.B.A.	3.3	3.4	3.3	4	2	3.3
<b>The Cathy Hughes School of Communications (Average)</b>						
<b>Department of Communication Sciences and Disorders</b>						
Minor in Speech-Language Pathology	5	4.8	4.8	4.8	4.5	4.6
M.S. in Speech-Language Pathology	5	4.8	4.6	5	4.5	4.6

**Howard University**  
**Academic and Administrative Program Prioritization Task Force**  
**Table of Team Evaluation Scores (Averages)**

Academic Programs	Mission	Productivity	Quality	Demand	Net Revenue	SWOT
Ph.D. in Communication Science	5	4.7	4.6	5	4.5	4.6
<b>Department of Communication, Culture and Media Studies</b>						
Ph.D. in Communication, Culture and Media Studies	4.3	3.9	4	4.3	4	3.9
<b>Department of Media, Journalism and Film</b>						
B.A. in Media, Journalism and Film	4.5	4.2	4.4	4.5	4	4.5
M.F.A. in Film	4.5	3.8	4.3	4.5	4	4.5
<b>Department of Strategic, Legal and Management Communication</b>						
B.A. in Strategic, Legal and Management Communicatio	4	3.8	4	4	3.5	3.9
<b>College of Dentistry</b>						
<b>College of Dentistry - DDS</b>						
Doctor of Dental Surgery	4	3.5	3.9	3.8	4	3.1
<b>Post-Graduate Dental Program - CAEGD</b>						
Certificate in Advanced Education in General Dentistry	1	2.2	1	1	2.5	1
<b>College of Dentistry - Dental Hygiene</b>						
Certificate in Dental Hygiene	3	2.5	1	1	1	1
<b>Post-Graduate Dental Program - Oral and Maxillofacial Surgery</b>						
Certificate in Oral and Maxillofacial Surgery	3.5	2.3	3.1	2	1	2.5
<b>Post-Graduate Dental Program - Orthodontics</b>						
Certificate in Orthodontics	4	3.8	3.1	3	4	3.3
<b>Post-Graduate Dental Program - Pediatric Dentistry</b>						
Certificate in Pediatric Dentistry	3.5	3.7	3.4	3.5	2	3
<b>School of Divinity (Average)</b>						
<b>School of Divinity Academic Programs</b>						
M.A. in Religious Studies	4.7	3.4	4	3	3.3	3.6
M.Div. in Religion	4.7	3.1	4	3	2.5	3.8
D.Min. in Religion	5	3.4	3.6	3.3	2.3	4.3
<b>School of Education (Average)</b>						
<b>Department of Curriculum and Instruction</b>						
B.S. in Elementary Education	4.7	4	4.2	4.3	4.3	4.2
M.Ed. in Elementary Education	4.7	3.9	4.3	3.8	4.3	3.9
M.Ed. in Secondary Education	4.7	4	4.3	4.3	4.3	3.9
M.Ed. in Special Education	4.7	3.9	4.3	4.3	4.3	4
Minor in Secondary Education	4.7	4	4.3	3.8	4.3	4
<b>Department of Educational Leadership and Policy Studies</b>						
Certificate of Advanced Graduate Study (C.A.G.S.)	4	1.9	2.4	1	2.7	3.7
Ed.D. in Education Leadership and Policy Studies	4.3	3.3	3.4	2.7	4	3.8
M.Ed. in Education Leadership and Policy Studies	4	3.1	3.3	3.3	2.3	4.2
Ph.D. in Higher Education Leadership and Policy Studies	4	3	3.1	2.3	2.7	3.9
<b>Department of Human Development and Psychoeducational Studies</b>						
B.S. in Human Development	4	3.2	3.1	2.5	1	3.8
M.Ed. in School Psychology and Counseling Services	4	2.5	3	2.3	1	3.6
Ph.D. in Counseling Psychology	4.5	2.8	3.3	3.5	1	3.5
Ph.D. in Educational Psychology	4	3	3.6	3.5	1	3.9
Ph.D. in School Psychology	4	3.3	3.3	3	1	4
<b>College of Engineering and Architecture (Average)</b>						
<b>Department of Architecture</b>						
B.Arch.	4.3	3.1	3.6	4	3.7	4.1
M.Arch.	4	2.6	3.4	3.2	2	4.1
<b>Department of Chemical Engineering</b>						
B.S. in Chemical Engineering	4.7	4.4	4.6	4.5	4.3	4.8
M.S. in Chemical Engineering	4.7	4.9	4.3	4.7	4.7	4.4



**Howard University**  
**Academic and Administrative Program Prioritization Task Force**

**Table of Team Evaluation Scores (Averages)**

Academic Programs	Mission	Productivity	Quality	Demand	Net Revenue	SWOT
<b>Department of Civil and Environmental Engineering</b>						
B.S. in Civil Engineering	4.7	4.3	4.4	4.3	4.7	5
M.Eng. in Civil Engineering	4.7	4.3	4.1	4.2	4.7	5
M.S. in Civil Engineering	4.3	4.1	4	4.7	4.3	5
Ph.D. in Civil Engineering	4.3	4.1	4.3	4.2	4.3	5
<b>Department of Electrical Engineering and Computer Science</b>						
B.S. in Computer Engineering	3.7	3.2	3.3	3.7	4	3.9
B.S. in Computer Science	4	3.4	3.9	3.3	2.7	3.9
M.C.S. in Computer Science	3.7	3.6	3.8	3.3	2.3	3.8
Ph.D. in Computer Science	4	3.9	3.9	3.8	3.3	3.9
B.S. in Electrical Engineering	4	3.9	3.7	2.8	3.7	3.5
M.Eng. in Electrical Engineering	4	3.6	3.5	2.7	3.3	3.7
Ph.D. in Electrical Engineering	4	3.8	3.8	3.3	3	3.8
<b>Department of Mechanical Engineering</b>						
B.S. in Mechanical Engineering	3	4.1	3	3	4	3.9
M.Eng. in Mechanical Engineering	3.3	3.9	3.3	3.2	4	3.7
Ph.D. in Mechanical Engineering	3.3	3.7	3	3	4	3.8
<b>School of Law (Average)</b>						
<b>School of Law Academic Programs</b>						
J.D.	4.5	4.4	4.8	5	3.3	4.6
LL.M.	4.5	4	4.4	4.3	3.5	3.9
<b>College of Medicine (Average)</b>						
<b>College of Medicine</b>						
Doctor of Medicine (M.D.)	4.3	4.7	3.9	4.3	2	3.3
<b>Department of Anatomy</b>						
M.S. in Anatomy	4.3	3.8	3.9	3	3	3.8
Ph.D. in Anatomy	4.7	3.6	3.8	3.3	3.7	3.7
<b>Department of Biochemistry and Molecular Biology</b>						
M.S. in Biochemistry	4	2.4	3.2	3	1	3.1
Ph.D. in Biochemistry	4.3	2.2	2	3	1	3.8
<b>Department of Genetics and Human Genetics</b>						
M.S. in Genetics	2.7	2.1	2	2	1.7	2.2
Ph.D. in Genetics	2.7	3.1	2.1	2.8	2	2.8
<b>Department of Microbiology</b>						
Ph.D. in Microbiology	4.3	4	4.1	3.5	4	3.5
<b>Department of Pharmacology</b>						
M.S. in Pharmacology	4.7	3.4	3.6	3.7	3.7	3.3
Ph.D. in Pharmacology	4.7	4.4	4.3	4.3	4.7	4.8
<b>Department of Physiology and Biophysics</b>						
Ph.D. in Physiology	4.3	3.9	4.2	3.3	2.3	3.5
<b>College of Nursing and Allied Health Sciences (Average)</b>						
<b>Department of Clinical Laboratory Sciences</b>						
B.S. in Clinical Laboratory Science	4	3.5	4.1	5	1.5	3.6
<b>Department of Health Management</b>						
B.S. in Health Management	4	2.7	4.4	4.8	4.5	4
<b>Department of Nursing</b>						
Bachelor of Science in Nursing (BSN)	4	3.2	4.3	4.2	4	4.4
Master of Science in Nursing (MSN)	3.7	3.4	4.3	3.8	4	3.8
<b>Department of Nutritional Sciences</b>						
B.S. in Nutritional Sciences	5	4.8	4.8	4.8	4.5	4.5
M.S. in Nutritional Sciences	5	3.9	4.8	3.7	4	4.3
Ph.D. in Nutritional Sciences	5	3.7	4.8	3.8	4	4.5

**Howard University**  
**Academic and Administrative Program Prioritization Task Force**  
**Table of Team Evaluation Scores (Averages)**

Academic Programs	Mission	Productivity	Quality	Demand	Net Revenue	SWOT
<b>Department of Occupational Therapy</b>						
M.S. in Occupational Therapy	4	4	3.9	4	4	4
<b>Department of Physical Therapy</b>						
B.S. in Health Sciences	3	2.8	2.6	2.5	2.5	2.9
Doctor of Physical Therapy (DPT)	5	3.3	4.5	4.8	3.3	4.2
<b>Department of Radiation Therapy</b>						
B.S. in Radiation Therapy	4.5	4	4	4.5	2.5	4
<b>College of Pharmacy (Average)</b>						
<b>College of Pharmacy Academic Programs</b>						
Ph.D. in Pharmaceutical Sciences	4	2.7	2.8	3.3	3.5	2.8
Pharm.D.	4	3.3	3.8	4	3.5	4
<b>School of Social Work (Average)</b>						
<b>School of Social Work Academic Programs</b>						
M.S.W.	5	4.1	4.3	4	3.7	4.5
Ph.D.	5	4.1	4.2	4	3.3	4.2
<b>The Graduate School</b>						
<b>African Studies</b>						
MA in African Studies	5	3.8	4.3	4.5	4	4.5
PhD in African Studies	5	4.2	4.5	4.3	2.5	4.5
<b>Anatomy</b>						
MS in Anatomy	4.3	3.8	3.9	3	3	3.8
PhD in Anatomy	4.7	3.6	3.8	3.3	3.7	3.7
<b>Atmospheric Sciences</b>						
MS in Atmospheric Sciences	5	5	5	5	5	5
PhD in Atmospheric Sciences	5	5	5	5	5	5
<b>Biochemistry and Molecular Biology</b>						
MS in Biochemistry	4	2.4	3.2	3	1	3.1
PhD in Biochemistry	4.3	2.2	2	3	1	3.8
<b>Biology</b>						
MS in Biology	5	4	4.4	3.3	4.3	4.3
PhD in Biology	5	5	4.8	4.3	4.3	4.4
<b>Chemical Engineering</b>						
MS in Chemical Engineering	4.7	4.9	4.3	4.7	4.7	4.4
<b>Chemistry</b>						
MS in Chemistry	4.3	4	4	4	3.3	4.2
PhD in Chemistry	4.3	4	4	4	3.3	4.2
<b>Civil and Environmental Engineering</b>						
MS in Civil Engineering	4.3	4.1	4	4.7	4.3	5
PhD in Civil Engineering	4.3	4.1	4.3	4.2	4.3	5
<b>Communication Sciences and Disorders</b>						
MS in Speech-Language Pathology	5	4.8	4.6	5	4.5	4.6
PhD in Communication Science	5	4.7	4.6	5	4.5	4.6
<b>Communication, Culture and Media Studies</b>						
PhD in Communication, Culture and Media Studies	4.3	3.9	4	4.3	4	3.9
<b>Economics</b>						
MA in Economics	5	4.1	4	4	4	4.2
PhD in Economics	5	4	4.3	4.2	4	4.2
<b>Electrical Engineering and Computer Science</b>						
PhD in Computer Science	4	3.9	3.9	3.8	3.3	3.9
PhD in Electrical Engineering	4	3.8	3.8	3.3	3	3.8
<b>English</b>						
MA in English	3.5	3.3	3	2.8	1.5	4.4



**Howard University**  
**Academic and Administrative Program Prioritization Task Force**  
**Table of Team Evaluation Scores (Averages)**

Academic Programs	Mission	Productivity	Quality	Demand	Net Revenue	SWOT
PhD in English	3.5	3	3.9	3.5	1.5	4.1
<b>Genetics and Human Genetics</b>						
MS in Genetics	2.7	2.1	2	2	1.7	2.2
PhD in Genetics	2.7	3.1	2.1	2.8	2	2.8
<b>Graduate Certificates</b>						
College and University Faculty Preparation	3.7	1.7	1.7	1	2	3.8
Cybersecurity	3.7	1.7	2.1	1	2	1
International Studies	4	1.7	1.7	1	2	3.4
Women's Studies	4	1.7	1.8	1	2	1
<b>Higher Education Leadership and Policy Studies</b>						
Ph.D. in Higher Education Leadership and Policy Studies	4	3	3.1	2.3	2.7	3.9
<b>History</b>						
MA in History	4.3	3.7	3.8	4	3	3.8
PhD in History	4.5	4	4.1	4	3.3	3.6
<b>Mathematics</b>						
MS in Mathematics	4	3.8	3.5	4	3	3.7
PhD in Mathematics	3.3	3.8	3.5	3.7	2.7	3.7
<b>Mechanical Engineering</b>						
PhD in Mechanical Engineering	3.3	3.7	3	3	4	3.8
<b>Microbiology</b>						
PhD in Microbiology	4.3	4	4.1	3.5	4	3.5
<b>Nutritional Sciences</b>						
MS in Nutritional Science	5	3.9	4.8	3.7	4	4.3
PhD in Nutritional Science	5	3.7	4.8	3.8	4	4.5
<b>Pharmaceutical Sciences</b>						
PhD in Pharmaceutical Sciences	4	2.7	2.8	3.3	3.5	2.8
<b>Pharmacology</b>						
MS in Pharmacology	4.7	3.4	3.6	3.7	3.7	3.3
PhD in Pharmacology	4.7	4.4	4.3	4.3	4.7	4.8
<b>Physics and Astronomy</b>						
MS in Physics	5	3.3	3.5	2.8	4	4.4
PhD in Physics	4.5	3.8	3.5	3.8	4	4.1
<b>Physiology and Biophysics</b>						
PhD in Physiology	4.3	3.9	4.2	3.3	2.3	3.5
<b>Political Science</b>						
MA in Political Science	3.7	3.7	3.2	3.7	2.5	4
PhD in Political Science	3.7	3.6	3.1	3.3	2.5	3.8
<b>Psychoeducational Studies</b>						
PhD in Counseling Psychology	4.5	2.8	3.3	3.5	1	3.5
PhD in Educational Psychology	4	3	3.6	3.5	1	3.9
PhD in School Psychology	4	3.3	3.3	3	1	4
<b>Psychology</b>						
PhD in Psychology	4.5	4.7	4.3	4.3	2.5	4.1
<b>Public Health</b>						
Master of Public Health	4	3.1	2.8	3.8	3	4
<b>Social Work</b>						
PhD in Social Work	5	4.1	4.2	4	3.3	4.2
<b>Sociology and Criminology</b>						
MA in Sociology	4.5	3.8	4.3	4	3	4
PhD in Sociology	4.5	3.8	4.3	4.3	3	4



*Anthony K. Wutoh, Ph.D., R. Ph.*  
Provost and Chief Academic Officer  
November 6, 2020