



The University of North Carolina

GENERAL ADMINISTRATION

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Constituent Universities
Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

University of
North Carolina
School of the Arts

Western Carolina
University

Winston-Salem
State University

Constituent High School
North Carolina
School of Science
and Mathematics

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MEMORANDUM

TO: Members, Committee on Educational Planning, Policies, and Programs

FROM: Alan Mabe
Jim Sadler

DATE: August 2, 2010

SUBJECT: Degree Program Productivity Study

Background:

Our most recent systematic productivity study was conducted in 2008 and reported in 2009. As you may remember that study resulted in our campuses recommending the discontinuation of over seventy degree programs which the Board of Governors approved.

It is time for another productivity study and we want to share the process with the Committee before we launch the next study.

Jurisdictional Authority:

The Code 100.1, 301 C: It [Committee on Educational Planning, Policies, and Programs] shall receive the advice and recommendations of the president and make recommendations to the board in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including...the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs....

Issues Involved:

The documents provide information about the standards and the process for review. The first document lists the standards for each degree level. All degree programs are assessed against these standards and the results are provided to the campuses. Campuses are asked to respond to the findings. The "Instructions for Academic Program Responses" are provided to guide the campuses deliberation. The "Program Review and Recommendation Form" provides the options the campus has in terms of response. Finally, Guideline 400.1.1.6[G] is to be used to convey that a program is to be discontinued.

Recommended Action:

No action recommended; these are for review by the Committee prior to starting the next productivity study.

The UNC Board of Governors has the statutory responsibility to review academic programs biennially to identify those programs that are of low productivity or low priority, or are unnecessarily redundant. These reviews complement institutional self-studies for accreditation and professional accreditation for various disciplines. As a result of academic program review, administrators can decide to strengthen programs, to consolidate programs, to initiate alternative strategies such as distance learning to improve productivity, to identify programs that will benefit from collaboration and the consolidation of resources, or to discontinue programs that are not productive. The Board's Committee on Educational Planning, Policies, and Programs developed productivity criteria and guidelines for identifying programs for productivity review. These criteria are:

- Bachelor's degree programs: the number of degrees awarded in the last two years is 19 or fewer—unless upper division enrollment in the most recent year exceeds 25, or degrees awarded in the most recent year exceed 10.
- Terminal master's degrees: the number of degrees awarded in the last two years is 15 or fewer—unless enrollment in the most recent year exceeds 22, or degrees awarded exceed 9. Ed.S. and CAS programs: the number of certificates awarded in the last two years is 15 or fewer—unless enrollment in the most recent year exceeds 9.
- Doctoral degree programs: the number of degrees awarded in the last two years is 5 or fewer—unless enrollment in the most recent year exceeds 18, or the number of degrees awarded in the most recent year exceeds 2.
- First professional degree programs (medicine, dentistry, veterinary medicine, pharmacy and law): The number of degrees awarded in the last two years is 30 or fewer—unless enrollment in the most recent year exceeds 30, or the number of degrees awarded in the most recent year exceeds 15.

Appendix C. Instructions for Academic Program Review Responses

Guidelines for Program Enrollment/Graduation Productivity Review

In reviewing the degree program and completing the form #1B accompanying these guidelines, please consider the following questions. A response to each question is not required, but you should include these considerations in your review wherever relevant.

1. Centrality to University's Mission

- How important to the mission of the institution is this program?
- Would the elimination of this program have any adverse effect on the mission of the institution?
- What is the societal need for the program?
- Can this program be combined with a similar or related program in the present department or in another department?

2. Quality of the Program

- What is the quality of the program and what indicators are used to assess the quality?
- Is the program accredited or has accreditation been sought?

3. Faculty Involved

- How many faculty members are teaching in this program?
- How many graduate assistants and part-time faculty usually teach in this program?
- How many of the faculty have appropriate terminal degrees?
- What is the average teaching load of the faculty in the department?
- What is the percentage of reassigned faculty time per semester?
- If this program should be discontinued, can the faculty members teaching in it be continued in this or a related area?

4. Facilities/Equipment

- Is the available space (classroom laboratory, etc.) adequate and appropriate for the program?
- Is the necessary equipment available and in working order?

5. Demand

- For how many years has the program been in place? Is it serving the predicted number of students?
- What are the job prospects for these graduates?
- Are there courses in the program that are essential supporting courses for other programs?

6. Costs

- How many different concentrations or options are available in the program? Could some of them be consolidated or eliminated to reduce course proliferation and costs?
- What is program productivity as it is reflected in course enrollments?
- Given a threshold of at least 10 students for undergraduate courses and at least 5 students for graduate courses, does the program have under-enrolled courses? How many?
- What are the yearly costs for specialized equipment and library resources to support the program?
- If the space, equipment and library holdings are not adequate, what would it cost to make them adequate?

Program Review and Recommendations Form

(Complete this form for each program identified in Enclosure #1C)

Date:

Constituent University:

CIP Discipline Number:

Exact Title of the Program:

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ph.D):

1. The accompanying guidelines list questions about centrality to mission, quality, faculty and physical resources, demand, costs, duplication, and consequences of deletion. After considering those issues, which of the following does the campus recommend?

☐ Retain the program in its present configuration with low enrollments likely to continue.

☐ Retain the program in its present configuration with specific steps to be taken to increase enrollments.

☐ Restructure the program by combining it with one or more other campus programs.

☐ Actively investigate collaboration with other UNC campuses in order to conserve program resources and increase course enrollments.

☐ Discontinue the program while assuring graduation for any currently enrolled students.

2. As more programs, certificates, licensure programs, and courses become available online through the University of North Carolina Online would you be willing to consider online courses or programs from another campus to meet the needs in this program?

☐ Would you be interested in exploring a joint online offering with one or more other campuses to meet the needs this program is currently addressing?

☐ Would you be interested in utilizing an online degree program or courses from another campus to meet the needs this program is currently addressing?

3. Explain the above responses—either the rationale for leaving the program in its current configuration or specific steps proposed to increase enrollments or pursue other options.

4. Name/

Appendix D

APPENDIX D

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO DISCONTINUE A DEGREE PROGRAM

Date: _____

Constituent Institution: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____ Level: B _____ M _____ I _____ D _____

Title of Authorized Program: _____ Degree Abbreviation: _____

Date of Proposed Discontinuation: month _____ year _____

Does the discontinuation of the program involve the discontinuation of an off-site or online delivery of the program? Program _____ Site or Online _____

If the program to be discontinued is offered at off-campus sites, please list them.

(1)	_____	_____	_____
	(city)	(county)	(state)
(2)	_____	_____	_____
	(city)	(county)	(state)
(3)	_____	_____	_____
	(city)	(county)	(state)

Explain why the program is being discontinued. If the program addresses high priority needs, how will those needs be addressed by other programs? Describe steps to be taken to allow students enrolled in the program to complete their courses of study.

Consequences of Discontinuation

How many faculty members will be reassigned?

How many staff will be reassigned?

How many EPA non-faculty will be reassigned?

How many faculty, staff, or EPA non-faculty will be discontinued?

How much funding is to be reallocated based on this discontinuation?

Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

Signature of Chancellor (or designee): _____